

# WINGROVE PRIMARY SCHOOL

## Policy Statement for Community Cohesion



Subject leader: Ben Henderson  
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## **Introduction and background**

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006. Wingrove is situated in the West end of Newcastle and serves a multi-cultural population from a variety of backgrounds. We celebrate the diversity of our intake. We currently have 26 languages spoken by our school community.

## **Aims and values**

The curriculum of our school promotes the spiritual, moral, cultural, mental and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences of later life.

As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that we play a full part in promoting community cohesion. Our school has a vital part to play in building a more cohesive society.

We wish to show that through our ethos and curriculum we promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

## **A definition of Community Cohesion**

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

The term 'community' has a number of dimensions including:

- the school community – the pupils it serves, their families and the school's staff;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area;
- the community of Britain - all schools are by definition part of this community;
- The global community – formed by EU and international links.

## **Curriculum**

As a school we are already committed to the following:

- Teaching, learning and curriculum – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

- Engagement and ethos – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

For information on induction and EAL support Wingrove Primary School policy on EAL should be consulted. For information on ethos and preparation for life in a diverse society PSHCE and Race Equality policies should be consulted.

### **The 'Respect' agenda**

Since September 2007 we had had a steering group consisting of a variety of local community representatives [for example from religious groups, community police, Sure Start partners, Enviroschools, parents etc]. This group was led by a senior member of staff and met half-termly to plan for an annual week of events on the theme of Respect. The week brought in external providers, almost entirely without charge, working with us to help our pupils and their parents to understand and be active on the theme of -

Respect -     for self  
                   for others  
                   for property  
                   for the environment.

As this project has developed, the members of the group changed and broadened. Work with our pupils occurs more frequently throughout the year and has become an integral part of our curriculum. For example, we have half-termly Good Citizen Awards in which children vote for a member of their class, giving reasons for their choice. The local Community Support Officer presents the certificates during the half-termly Gold Book assembly. We also have a team of children who form Wingrove RC ((respect committee), who are present at all school events, involving the community.

### **Participation and Review**

Through the 'Respect' agenda the school is dealing with social cohesion issues continuously and ensuring new aspects of this agenda are embraced and engaged with as they arise. This includes increasing links between existing and new members of our school community and constantly forging links with local community groups and their representatives. The steering Committee reviews the success of the week after the event and each year works towards extending the membership of the group.

The success of the week is celebrated through school displays and the half-termly newsletter.

### **Leadership and Management**

Everyone associated with Wingrove and the 'Respect' agenda is responsible for effective promotion of the policy.

We are committed to:

- Actively promoting equal opportunities and good relationships;
- Encouraging, supporting and helping all pupils to reach their potential;

- Working with parents and carers, and with the wider community, to promote good attitudes and tolerance.

The Headteacher is responsible for:

- Ensuring that the community cohesion policy is readily available and that the governors, staff, pupils, parents and carers know about it
- Ensuring that all staff know their responsibilities within the policy and that they receive appropriate training and support in carrying them out;

All staff are responsible for:

- Promoting equal opportunities and good relationships
- Keeping the 'Respect' agenda on a daily basis through modelling good manners and tolerance
- Supporting the acquisition of skills through 'Life Values' which form part of the Skills Passport
- Holding Good Citizen elections half-termly
- Supporting the 'Respect' agenda with relevant work in class.