

Growing Together, Learning for Life



BANNOCKBURN
Primary School

Community Cohesion Policy

Date of Last Review:	November 2022
Approved by:	Governors (November 2022)
Date of Next Review:	November 2025

Guiding principles of policy

In fulfilling the legal obligations and good practice in relation to community cohesion we are guided by seven principles.

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

At Bannockburn our focus on 2 key aspects of community cohesion:

- **Local Community Cohesion** – needs and aspects of particular importance to our local community

These include:

- Interventions and enrichment activities targeted to ensure all groups of pupils make the best possible progress. (E.g. secondary transfer transition programmes / targeted deployment of TAs)
- Links with other schools and local community projects.
- Curriculum related activities linked to school community needs.

- **National / Global Community Cohesion** – aspects of community cohesion designed to support pupils' wider awareness of citizenship and belonging to our wider community

These include:

- Planned fundraising activities supporting wider initiatives
- Links with schools in contrasting localities

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment towards disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- pupils of differing needs and abilities

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

At Bannockburn this means:

- Annual parental consultation via a parent survey
- Annual pupil consultation through a pupil survey
- Termly Parents Evenings with class teachers

In addition to this we ensure all groups of pupils are making good progress (Bannockburn expectation) through:

- Regular weekly Leadership Meetings with relevant focus areas
- Termly teacher assessments of pupils with detailed analysis of all groups
- Termly progress and SEND review meetings led by SLT to ensure all pupils are on-track

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys.
- All vulnerable groups of pupils / identified groups of families within the school community

Action plans

We recognise that the actions resulting from a policy can make a difference.

Each year our School Development Plan and Inclusion Provision Map identify clear targets for specific groups of pupils identified as vulnerable and or in need of additional support. These plans are reviewed regularly by staff and governors with responsibility for community cohesion.

Action plans incorporate core priorities in relation to community cohesion from a local Bannockburn perspective and also from a global perspective.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles above. Our curriculum provision makes explicit links to community cohesion. We believe that the best way to enable community cohesion to be developed fully is to embed it in pupils learning experiences. For example, as part of pupils learning entitlement, they will be taught the social skills and life long learning skills that will enable them to make positive contributions to society.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 and 2:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy (Community Cohesion Co-ordinator).

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum

- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work
- plan and provide a curriculum which is rooted in promoting community cohesion

Information and resources

This policy is available to access on the school website.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular, we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, national origin and national status; and gender.