

Mountjoy School

Community Cohesion

May 2022



In accordance with Article 29 of the Convention of the Rights of the Child.

This is a Mountjoy School Policy
Reviewed by: Senior Leadership Team

Date:	May 2022
Date of next review:	May 2023

Mountjoy School

Policy for Community Cohesion

Mountjoy School welcomes its obligations and duties under the Education and Inspections Act 2006 to promote Community Cohesion. In so doing, we recognise the close links with our duties under all key Equalities legislation, including the Race Relations Amendment Act (2000), the Disability Discrimination Acts (1995 and 2005) and the Sex Discrimination Act (1975 as amended by the Equality Act 2006).

By 'Community Cohesion', we mean working towards a society with a common vision based on core moral values and a strong sense of belonging for all, where diversity is valued and where everyone recognises what all human beings share in common, that all human beings are of equal worth and where relationships across all individuals and groups are positive. We understand that we can only promote Community Cohesion effectively through recognising the inextricable links with Equality and Diversity in our policy and practice. We recognise, therefore, the close relationship between Community Cohesion and the Every Child Matters entitlement framework.

More specifically, in interpreting government guidance, we see the promotion of Community Cohesion as involving five core principles:

- *Equality of opportunity*
- *Social inclusion*
- *Respect for diversity*
- *Shared moral values*
- *Active engagement with others to understand what we all hold in common*

As a school, we are committed to promoting these core principles across seven aspects of Diversity based on:

- *Socio-economic factors*
- *Ethnicity*
- *Gender*
- *Age*
- *Disability*
- *Sexual identity*
- *Faith, belief, spirituality*

We recognise the emphasis placed by Ofsted on the dimensions of Religion, Ethnicity and Socio-economic factors in defining Diversity. While giving due emphasis to these three dimensions, we have adopted a broader definition of Diversity to address the needs of all learners, and promote Community Cohesion in a comprehensive way in line with developing Equalities legislation (see '*A Fairer Future*' : the Equality Bill 2009).

In line with government guidance, we are committed to promoting Community Cohesion based on these five core principles and across these seven aspects of diversity at four levels of 'Community':

- *The school community*
- *The local community*
- *The UK community*
- *The global community*

This policy for the promotion of Community Cohesion will be implemented across the whole school through three key areas of our practice:

- *Teaching, learning and curriculum*
- *Equity and excellence*
- *Ethos, Community Engagement and Extended Services*

Teaching, Learning and Curriculum

In meeting our duty to promote Community Cohesion, we will strive to ensure that all learners will enjoy opportunities to:

- *Learn about the Rights of the Child and the responsibilities that these rights imply*
- *Develop pride in their own identity and to learn about and develop respect for the identities of other learners, of groups in the local community, of groups in the wider UK and in the wider world based on ethnicity, socio-economic circumstances, gender, lifestyle, disability, sexual identity, age, faith and world view*
- *Develop a strong understanding and appreciation of what all human beings hold in common as well as respect for differences*
- *Develop a positive vision of a diverse, just and equitable society*
- *Learn about their own community, UK society including communities which contrast with their own and global society, including the challenges faced by the whole global community*
- *Learn about the major world faith traditions as well as non-religious moral world views, including the commonalities across faiths and world views as well as the diversity within individual faith traditions*
- *Develop skills of critical thinking including the ability to recognise and challenge myths and stereotypes about people and places and to appreciate how people may see things from different viewpoints*
- *Enjoy at first hand cultural experiences that reflect and celebrate the diversity within UK society*
- *Develop the ability to empathise with the feelings and experiences of others, including those from different backgrounds from themselves*

We will continue to strive to establish a learning environment in which all learners:

- *Enjoy the right to full, active participation knowing that their views and ideas are taken very seriously and where their voice is heard*
- *Feel safe, valued and respected and develop a strong, positive sense of belonging*
- *Have frequent opportunities to collaborate with others, sharing experiences, ideas and perspectives*
- *Develop skills of mediation and conflict-resolution, where appropriate*
- *Develop the skills of democratic decision-making, where appropriate*

Equity and Excellence

We will continue to strive to ensure that all learners develop their abilities and talents to the full and enjoy equality of opportunity to participate fully in the life of the school. To this end, we will:

- *Regularly monitor and evaluate the academic, personal and social development of each child and of all the diverse groups that are represented in the school, including those for whom English is an Additional Language, taking effective steps where necessary to address any differences in outcomes across groups*
- *Use assemblies, classroom time and meetings of staff and governors to maintain a high profile for our commitment to equality of opportunity and social inclusion*
- *Ensure that all sections of the school community, including parents, are aware of our commitment to equity for all, of our procedures for promoting these principles and for dealing with infringements; this involves ensuring that all sections of the school community have confidence in our arrangements for tackling all forms of bigotry, racial and other prejudice, discrimination, bullying and harassment*
- *Regularly monitor patterns of discipline, including any exclusions by pupil group and take any action necessary to ensure equity and inclusion*
- *Promote the value of linguistic diversity and celebrate the diverse language skills of the school community, including heritage languages and alternative communications*
- *Take steps to enable pupils to encounter a range of positive role models including those that do not conform to stereotypes of age, gender, ethnicity, disability and social class*

Community Engagement and Extended Services

The school is fully committed to promoting cohesion within the local community and wider UK and global society. Therefore, we will:

- *Communicate our core values and vision of inclusion and equality to the whole school community and the wider local community*
- *Ensure that, as a school, we have full and accurate knowledge of the backgrounds of our children and their families and of the main socio-economic features of our local community and its relationship with wider UK society, using this knowledge to inform our provision*
- *Ensure that the school is aware of changing patterns of migration into and from the local community and take steps to engage with and support groups that are new to the community*
- *Take rigorous steps to ensure that all parents and carers regard the school as open, welcoming and accessible and explore all possible ways of engaging all parents and carers and involving them in the life of the school*