

# Community Cohesion Policy

Last reviewed Spring 2018

**This policy should be read in conjunction  
with the Child Protection & Safeguarding Policy and the  
Equality Information & Objectives**

**Reviewed by: Mrs C Skipper, Spring 2018**

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## COMMUNITY COHESION POLICY

### *1.0 Our Vision*

To create a fair and just school community, that promotes social inclusion, community cohesion and equality, that respects diversity and which challenges and acts upon discrimination and inequality including bullying.

St. Nicholas Primary School provides education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

St. Nicholas Primary School will not tolerate harassment of any kind. We are committed to combating ALL forms of discrimination.

St. Nicholas Primary School recognises that monitoring and evaluation of equality is essential to ensure pupils are not being disadvantaged, and that monitoring leads to action planning.

We intend that our workforce reflects Hull's diversity at all levels of the organisation. We aim to be an inclusive employer that positively values the contribution of all employees. Through both our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

St. Nicholas Primary School will work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all pupils, employees and other service users should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

St. Nicholas Primary School will be an equality champion and community leader in:

- Promoting equality, for example by assessing the impact of our policies on different groups.
- Challenging and eradicating discrimination, for example, by acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying.
- Promoting community cohesion.
- Giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community.
- Developing an Equality, Diversity and Cohesion Strategy that includes all equality strands.
- Developing, implementing, monitoring and reporting equality work throughout the school community as part of our business planning, school improvement, and school self evaluation processes.
- Developing and supporting a workforce that seeks to reflect at all levels the resident community of Hull.
- Working in partnership and consulting with pupils, parents, staff, stakeholders and the wider community to develop good practice and lead the equality agenda within our community.
- Reviewing and auditing all our equality, diversity and cohesion activities.

- Develop pupils into global members of the community and understand how different cultures can grow together.

## **2.0 Our Principles**

- To promote equality, diversity and cohesion within the local community. We believe that our organisation has to reflect all the communities and people it serves.
- Challenge discrimination on the grounds of gender, race, age, disability, sexuality (including sexual orientation), religion or belief.
- Our vision for equality and diversity goes beyond establishing processes to achieve change. We will monitor progress made towards meeting objectives to:
  - take adequate steps to prevent discrimination
  - take decisive action when discrimination occurs
  - take steps to promote equality, diversity and cohesion
- All our staff will consistently challenge all put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of: colour, culture, ethnicity, faith, religion, belief, national origin, national status, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependants and trade union membership.
- We also recognise that all pupils may experience harassment and bullying and in tackling these issues in school, we use the same definition that such an incident is perceived to be harassment or bullying by the victim or another person, until proven otherwise.
- We will strive to be a 'listening school'. We listen to all our school community members including pupils, parents, staff, visitors, wider community members, stakeholders and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our pupils in particular to talk to us about bullying, where it happens, who is doing it, and what it involves.
- We are committed to being a learning organisation which recognises the contribution of all pupils, staff, parents and other partners and which is supportive, fair, just and free from discrimination.
- We will continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the Citizenship Curriculum and in particular focusing on the 'rights of the child', the 'right to education' and the right to be safe.
- Our SEN policy and Inclusion policy demonstrate our commitments to Pupil Participation, Parent Partnership, Resource Allocation and Curriculum Access. Some of the outcomes of how these aspects are reflected in our school practice and the steps we need to take to develop them link directly to the disability dimensions of our Equality, Diversity and Cohesion Strategy.
- Involvement and engagement with pupils, staff, governors, parents and with the wider community will form part of our equality, diversity and cohesion strategy with clear objectives and timescales.
- Partnerships with parents, governors and the wider community are essential to promote equality, diversity and community cohesion. The schools engagement with partners is central to our overall strategy and forms a key part of our Equality, Diversity and Cohesion Strategy and School Improvement Plan.

- Encourage diversity and eliminate unfair treatment and discrimination through a full range of human resource policies and procedures in particular in the areas of recruitment, training and development and promotion.
- Monitor staff in post, all applicants, short listed candidates and candidates appointed.
- Recognise that staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions.
- Promote an environment where standards of conduct are of the highest level and to ensure that no one is harassed, bullied or victimised.
- Ensure that equality and diversity are central to our everyday work.
- Ensure that in planning, delivering and monitoring strategies and policies, equality and diversity issues are considered at the outset of that work and that we will consult with pupils, parents, staff, partners where appropriate and the wider community.

### ***3. A Statement of Inclusion***

At St Nicholas we strive to ensure that every pupil has the right to belong to a safe, nurturing environment where he/she can achieve his/her full potential academically, socially, emotionally and culturally. We involve the whole community including, children, staff, parents, HET colleagues, governors and partners in consultations so that they have a voice and we can ensure that the underpinning ethos of the school recognises and champions all aspects of equality and diversity.

SMSC is also inextricably linked to community cohesion and subsequently to all that we do in school and beyond, via the delivery of a rich, broad and balanced curriculum including PSHE and Enterprise. All of which ties into the teaching and learning of human rights, tolerance, democracy and ensuring we respect ourselves and each other as valued members of the school, local, national and global community.