



Thames View Infants Community Cohesion Policy

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.

Action plans

1. We recognise that the actions resulting from a policy are what make a difference.
2. Each year we draw up School Development Plans setting out the specific actions and projects we shall undertake, implementing the principles described above.

The curriculum

3. We are mindful of the above principles when planning, implementing and monitoring the curriculum, encompassing 'out of hours' learning, the 'extended school agenda' and when embracing all stakeholders within the spirit of a true "professional learning community" ethos - in which everyone is helped to "do their best".

Ethos and organisation

4. We ensure that these principles apply also to the full range of our policies and practices, including those that are concerned with:
 - learners' progress, attainment and assessment
 - learners' personal development, welfare and well-being
 - teaching styles and strategies
 - admissions and attendance
 - staff recruitment, retention and professional development
 - care, guidance and support
 - behaviour, discipline and exclusions
 - working in partnership with parents, carers and guardians
 - working with the wider community.

Addressing prejudice and prejudice-related bullying

5. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:
 - 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.
 - the risk of radicalisation will be dealt with according to 'The Prevent Duty' (June 2015) within the Safeguarding Policy
6. The school follows Local Authority/Human Resources guidance on how all prejudice-related incidents should be identified, assessed, recorded and dealt with.
7. 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

8. The Directors is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
9. A member of the Directors has a watching brief regarding the implementation of this policy.
10. 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.
11. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
12. 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.

Information and resources

13. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.



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14. 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

15. 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

16. 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

17. 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 Directors, upon seeking advice from the Local Authority's Personal/Human Resources Department.

Monitoring and evaluation

18. We collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

19. To review good practice we make use of a range of auditing mechanisms.