



HARLINGTON LOWER AND SUNDON LOWER SCHOOL **COMMUNITY COHESION POLICY**

Approved by Local Governing Committee: February 2026
Next review: February 2029

Policy Review: We welcome our duties under the Race Relations 1976 as amended by 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.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

What is 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
- the diversity of people's backgrounds and circumstances is appreciated and valued
- similar life opportunities are available to all
- strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Purpose of this policy

The aim of this policy is to outline the key roles that our schools have to play in promoting community cohesion and define the various approaches the Trust and its comprising schools will take in order to realise these aims.

Community from a school's perspective

For schools, the term 'community' has a number of dimensions including:

- The school community - the children and young people it serves, their parents, carers and families, the school's staff body and Local Governing Committee, and community users of the school's facilities and services;
- The community within which the school is located - the school in its geographical community and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to the local authority area within which a school is located;
- The UK community - all schools are by definition part of this community;
- The global community - formed by EU and international links.

Roles and responsibilities

Our Governors and staff are responsible for preparing the pupils to live and prosper alongside people from many different backgrounds. We need to ensure that we:

- Provide opportunities for interaction between pupils from different backgrounds

- Consider how aspects of our work already supports integration and community harmony
- Take stock of what has worked so far, for us and other schools and consider the scope for a more explicit focus on the impact of our activities on community cohesion

Ways of promoting community cohesion

Our school promotes community cohesion through various activities:

Within the schools:

- Charity support, such as fundraising days and events
- Sharing good practice (INSET etc.)
- Collaborative working on projects
- Holding events for the whole community, e.g. Christmas concerts, fun runs
- Holding assemblies run by members of the local church
- Welcoming in visitors to share their experiences and areas of expertise

With parents and the local and wider community:

- Allowing community groups to use the hall, field etc.
- Enabling parents and community members to make suggestions for improvements
- Supporting parents with difficulties
- Visiting the local church

Approaches taken at **Harlington and Sundon Lower Schools**

Harlington Lower School, due to the nature of its location, serves a predominantly monoculture population. Sundon Lower School serves a more diverse population. However, regardless of this, we believe that it is important to give all our pupils opportunities to learn with, from and about those from different backgrounds. We achieve this through our approach to

- Learning and teaching: teaching pupils to understand others, promoting discussion and debate about common values and diversity.
- Equity and excellence: removing barriers to access and participation, offering equal opportunities to all our pupils to succeed at the highest level possible
- Engagement and extended services: providing opportunities for children, young people and their families to interact with others from different backgrounds.

Learning and teaching

- Teaching and curriculum provision (Religious Education, PHSE, collective worship and assemblies that support high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them;
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping;
- A programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities;
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

Equity and excellence

- A focus on securing high standards of attainment for all pupils irrespective of ethnic background or socio-economic status;
- Systematic tracking of pupil's progress in academic subjects and emotional, social and behavioural development,
- Providing equal opportunities for all to succeed;
- Removal of barriers to access and participation in learning activities and eliminating variations in outcomes for different groups;
- Effective policies and practices in place to deal with incidents of prejudice, bullying and harassment;
- Ensuring that admissions policy and practice do not deter parents from particular communities from applying.

- Ensuring that recruitment of staff and staffing policies promote community cohesion and social equity.
- Analysing and comparing of data with other similar data nationwide; this would facilitate our understanding of success and areas for development for our school in the overall field of Community Cohesion.

Engagement and extended services

School to school:

- Partnership arrangements to share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds;
- Links built into existing schemes of work and grounded in the curriculum with pupils working together on a joint project or activity.

School to parents and the community:

- Working with members of the community by holding community forums and encouraging them to visit school to work with pupils;
- Strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals;
- Engagement with parents through e.g. open days, curriculum evenings, parent and child courses and other events;
- Provision of extended services and community use of facilities for activities that take place out of school hours, including adult and family learning;
- Engagement with the Local Governing Committee, the Friends of Harlington Lower School and the Sundon Lower School Parent Teacher Association through meetings and social events linked to the school.
- Through our curriculum planning, bringing visitors into the school, making visits to other communities, listening to our 'pupil voice', working closely with parents in learning partnerships etc. can enhance the understanding for our pupils about diversity and the society in which we live, thus developing the necessary skills in order for them to become valued and valuable members of the future community in which they live.

Monitoring this Policy

The Chair of Governors will monitor the application of this Policy and take appropriate steps to ensure that it is operating effectively.

Other linked policies:

- Equality Policy
- Behaviour Policy
- Anti-bullying Policy
- Admissions Policies



We support children in becoming well rounded individuals where they naturally demonstrate the values of the school in all aspects of their lives.