

Keir Hardie Primary School



Community Cohesion Plan

Reviewed:	Spring 2024
Date of Next Review:	Spring 2026

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; a society in which diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in school and the wider community.

Since September 2007 all maintained schools have had a statutory duty to promote community cohesion. We welcome this duty as it recognises the growing importance of promoting community cohesion for Britain in the 21st century.

Our duties fall under three headings:

Teaching, Learning and the Curriculum – to teach pupils to understand each other, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them and to develop the skills of participation and responsible action

Equality and Excellence – to ensure equal opportunities for all to succeed at the highest level possible by removing barriers to access and encouraging participation in learning and wider activities, thereby eliminating variations in outcomes of different groups.

Engagement and Ethos – to provide a means for children, young people and their families to interact with people from different backgrounds and build on positive relations, including links with different schools and communities locally, across the country and internationally.

At Keir Hardie Primary School we are committed to working towards a harmonious society, one where all feel they belong. This is reflected in our vision and values built up by all members of the school community.

Within our school we aim to:

- provide the best opportunities for all children, irrespective of their background
- explore, teach and value diversity
- teacher and promote British Values of tolerance and fairness
- treat each other with respect in a caring environment
- instil and exhibit MAGIC Habits

We pursue policies and practices which address any tensions and promote racial harmony.

SCHOOL CONTEXT:

The school serves a diverse community in an area of high deprivation. The local community has undergone significant change due to regeneration projects in this area. This contributes to high levels of mobility for our pupils. These factors, among others, can build barriers to learning and participation. Our aim is to remove or reduce these barriers in order to make equality of opportunity a reality for all our children.

Religion

Most children belong to either the Christian or Muslim faiths. Christian children form approximately 33% of the school community and Muslim children make up approximately 44%. 14% of pupils do not belong to a religious faith.

Ethnicity

91% of the children on roll are from a minority ethnic group of which 64% do not have English as their first language. 26 different ethnicities are represented in the school. Bangladeshi makes the biggest ethnic group followed by Other Black African, White British and White Eastern European. There are 38 additional languages spoken.

Socio Economic

There are high levels of unemployment, poor housing, low income, poor health statistics including high levels of mental health problems and substance misuse within the community. There are still some regeneration projects underway and the demographics of the area are changing.

TEACHING, LEARNING AND THE CURRICULUM

We aim to promote community cohesion through teaching, learning and the curriculum. We help children and young people to learn to understand others, to value diversity while promoting British and shared school values. We promote awareness of UN Rights of a child, human rights and develop the skills of participation and responsible action.

What we do at present:

- Teach Spanish as MFL and cultural aspects to Key Stage 2 pupils.
- We run a Spanish club.
- We run parent workshops for parents.
- The PSHE and Citizenship curriculum provides opportunities for pupils to understand their role and responsibilities as community members of the school, the local community, the country and the world. Issues of diversity, racism and intolerance are addressed.
- Assemblies(including circle time) are used for children to develop empathy and understanding of others.
- The Learning Mentors runs social, behaviour and friendship groups for identified pupils.
- School counsellor works in school 2 days per week with identified pupils.
- The school takes part in local community events including themed citizenship projects such as: People Who Help Us; We Believe in Better, Together We Can Make The Difference; Marvellous Things will Happen; Individually Great, Together Stronger. The Green Ambassadors improving the local environment by planting in a community garden at Canning Town (Gandhi and Chaplin Gardens); school choir carolling at Rathbone Market and at Sunnydale Care Home, community fairs, faith in schools workshop, visiting places of worship from years 1 – 6 linked to the RE curriculum
- Themed weeks and special events (Heritage week, Refugee Week, Work Week) give pupils' opportunities to explore in a deeper way diversity and global issues.
- The Assembly programme over the year will include each learning group delivering a class assembly relating to a religious festival.
- We have revised our curriculum plan and introduced a programme of collective worship themes through 'Picture News Resources' which focuses on current news issues each week, Big Questions, British Values and Rights Of a Child, allowing for debates and discussions on current themes..
- Annual School Carnival - Celebration of cultures from around the world.

- A wide range of outside providers provide multicultural experiences which develop children's understanding of our local environment/community and other cultural heritage.
- Links to local and London wide business e.g. City Airport, FTSE and Barclays to give pupils an understanding of the world of work through our annual Work Week run by 15BillionEBP. Work Week focused on the world of work, practical opportunities were provided for pupils to experience and learn about skills needed to be successful in different jobs.
- Fundraising opportunities - children raising money for Richard House Children's Hospice, Harvest Assembly- collecting food for the Local Foodbank, Comic/Sports relief, Red Nose Day, Christmas Jumper Day..

Impact

- Pupils' are proud of their identity and celebrate the richness of our school's diversity
- Increased Pupil's enjoyment, respect, appreciation and learning of different cultures
- Improved geographical knowledge
- Ownership and pride in the local community
- Improved understanding of Britain's multicultural, multi-faith society leading to future greater harmony
- Pupils have a better understanding of their place in the community, Britain and the world, and how they can make a positive contribution.

Plans for 2024 - 2026

- Continue to pursue external links with a school abroad
- Engage parents and members of the community in the life of the school through celebrations like the community fair, the PTA
- Further links with a British school that serves a contrasting community.
- Continue to invite faith leaders to take assemblies and work with classes
- Continue to ensure that the adults in the school continue to be diverse and serve as role models
- Continue to use skills/ expertise of parents to enrich curriculum offer e.g. refugee week.
- Continue links with local schools through citizenship events e.g. performance poetry, debate etc.
- Use Education for Change to further develop our pupils' understanding of issues around inequality and how they can make a positive difference

EQUALITY AND EXCELLENCE

We strive to ensure that all pupils are treated with respect and achieve their full potential irrespective of ethnic, socio-economic or other differences.

What we do at present:

- We have in place systems to address, record and report all incidents of a racist nature, ensuring that the victims are well supported and perpetrators are appropriately dealt with. We refuse to give entry into our school to any group, or person representing such a group, which advocates a philosophical or political position which we consider to be counter productive to the promoting of community cohesion within our school.
- Pupil achievement and attainment is rigorously tracked to ensure there are equal opportunities for all to succeed, including minority and vulnerable groups. Where pupils have specific needs arising from language or cultural issues we endeavour to meet these needs by special interventions, within the resources of the school, to ensure that all pupils reach their full potential.
- The curriculum is increasingly relevant to modern learning e.g., ICT, research, experiential learning, oracy, vocabulary development, cultural capital
- Strategies employed to remove or minimise barriers to achievement both in pupils learning and care, guidance and support.
- Good systems in place to manage behaviour and enable all pupils to learn.
- We have developed good links to pre-school through being designated as a Children's Centre Hub in 2016.
- A buddying system operates within the school to support new arrivals and ensure that they have a happy entry into school life.
- A School Travel Plan is in place and has had year on year successful reviews.

Awards Achieved:

Achieved Inclusion Quality Mark – Centre of Excellence

Healthy Schools status awarded

Sustainable Travel School

Gold Sports Mark

Arts Mark Gold

Leading Parent Partnership Award

Stonewall Champions

Rights Respecting School

Travel for Life - Gold

Primary Science Quality Mark - Gilt

Impact

- Keir Hardie is a calm learning environment- a family community
- Children show greater understanding, attitude, care and attention to the needs of all
- Children get on well, show respect with few incidents of bullying or racist behaviour
- Greater take up of free school meals leading to children's access to healthy food and therefore healthy lifestyles
- Children can make informed choices about sustainable modes of travel and know more about sustainability issues
- Pupils are proud of their work, showing greater inspiration and aspiration to greater achievements
- MAGIC Habits promote determination and pursuit of excellence
- Good pre-school links encourage parents to approach the school with confidence leading to a smooth transition into Foundation stage
- Pupils improved understanding of safety in the community
- Children understand how the choices they make affect the lives of others around the world.

Plan for 2024 - 2026

- To continue staff training, modelling and monitoring to ensure that more able learners are stretched and challenged in every lesson.
- Training for parents to support children with their learning at home.
- Data analysis of pupils who receive Pupil Premium – improving outcomes, attendance
- Narrowing the learning gap for disadvantaged pupils and continue to reduce the gender gap

EXTENDED SERVICES AND ENGAGEMENT

We aim to promote community cohesion by providing reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships. This will include forging links with different schools and communities, the provision of extended services, opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

What we do at present:

- Events are held to raise money for charitable causes, local, British and International
- We endeavour to involve parents and local adults in the learning of the children and young people and in the life of the schools
- The School Council organises collections of money and food for local charities (e.g. Anchor House, Richard House Hospice)
- The school is part of a Sports Partnership, which gives our pupils regular opportunities to meet and learn from and with other young people from different backgrounds, by taking part in sports festivals and tournaments with other schools in the partnership
- The school takes up opportunities for our More Able Learners to attend enrichment workshops enabling collaboration to be challenged and raise aspirations (Brilliant Club, Debate club, Art Exhibitions)

We strive to build a strong supportive partnership with parents through our parents' evenings, parents' workshops, curriculum evenings, termly curriculum information sheets and encouraging dialogue through reading record books and an open door policy.

We ensure that the pupil voice is heard and able to effect change by involving pupils in decision making and the running of the school. We have an active School Council and pupils take on responsibilities around the school. Children organise and promote charitable events and conduct assemblies to educate others about Fairtrade, UNICEF Day for Change, Red Nose Day, for example.

We maintain strong links with local agencies such as social care, health professionals, the police and fire services.

We have links with work placements with learning providers such as local secondary schools, UEL, Boleyn Trust, ETSA (Elmhurst Teaching School Alliance) and work collaboratively with East London Early Years and Newham Learning schools (30 Local Authority Maintained Schools) to support with training and Continuing Professional Development (CPD) of our staff and share best practice.

A key part of the extended schools full core offer is that schools encourage parents to become more involved in the school and in their child's learning, and opening up their services and facilities to the

wider community. Keir Hardie has fulfilled the extended services core offer and seeks to develop its duty to promote community cohesion by evaluating and extending provision in response to requests by children, parents, community groups and services.

We are embedding services and activities into the school improvement plan to ensure we support the achievement of pupils from all different backgrounds. We offer support for all parents through providing information, advice and parenting programmes which are designed to meet the needs of different groups.

We were designated as a Children's Centre in January 2010 and became part of the Edith Kerrison Children's Centre as a Hub in 2016. We seek to make contact and support local families, especially hard to reach and vulnerable families, from birth onwards. We aim to engage parents throughout their children's formative years, offering packages of support, advice and information, training and activities in order to prevent barriers developing in the future. We work with health and community partners and other local providers in order to achieve this.

We run a Subsidised Breakfast Club every morning from 7:45 am and an After School Club until 6:30pm as part of our wrap-around care.

We run a wide range of after school and lunchtime clubs across all year groups with no cost to parents.

Impact

- Pupils see themselves as part of a global community
- Continued increase in the engagement of parents in school life and events
- Improved uptake and participation in sports activities and tournaments leading them to having a better understanding of healthy lifestyles
- Children involved in celebrating events and competitions in their local community
- Staff developed professionally
- Parents develop a range of skills that enable them to access work
- Further develop parenting courses and access to further education
- Collaborative working with other schools provides a good benchmark to evaluate our provision

Plans for 2024-2026

- Continue to work with Family Learning to provide a programme of courses tailored to parents' needs to enable them to support their children's learning in English, Maths, ICT and areas such as healthy eating and managing behaviour
- Continue to carry out parent surveys and offer training for parents
- Continue to make links with other schools in a different contrasting locality to that of Keir Hardie to develop children's understanding of different cultures and the diversity in Britain today.