

Introduction

Azhar Academy Girls School is fully committed to meaningful and mutually enriching community cohesion.

What is the meaning of community cohesion?

It is “working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of peoples backgrounds and circumstances is appreciated and valued; a society in which opportunities are available to all; and a society in which strong and positive relationships exist and continues to be developed in schools, workplaces and in the wider community”.

We believe a cohesive community is one where:

- There is a common vision and a sense of belonging for all communities;
- Strong and positive relationships between people from different faiths, culture, nationality and background exists;
- Diversity of people’s different backgrounds and circumstances is appreciated and positively valued at all levels.
- Equality of opportunity is promoted and unlawful discrimination is eliminated.

Role of our schools in promoting community cohesion

The above is summarised into three main areas:

1. Teaching, learning and the curriculum – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and to develop the skills of participation and responsible action.
2. Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
3. Engagement and ethos – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

Some examples of community cohesion in action

1. Diverse range of assemblies
2. ‘Citizenship in Action’ projects, events, workshops etc.
3. Inviting external speakers from various cultural backgrounds into school
4. Links with other schools
5. Visiting places of worship of other faiths
6. Etc.

Key priorities for further development

1. Promoting Community Cohesion through the school’s curriculum (please refer to the Multicultural Education policy as well as subject policy guidance)
2. Establishing links with local/regional/national community groups from a range of faiths
3. Establishing, maintaining and strengthening ties with other local schools
4. Creating and utilise CPD opportunities for staff with teachers from other school (Newham Teacher’s Association in Credon Centre is a good lead)
5. Creating opportunities for pupils to take part in collaborative learning projects that are in line with the school’s ethos

Conclusion

We believe that through providing a comprehensive programme and an enriched curriculum this will allow learners to appreciate and respect their own identity whilst respecting others. We also firmly believe that schools and educational settings can play an instrumental role in shaping the society we live in for the common good of all.