

Norton CEVC Primary School
Community Cohesion Policy
Learn Believe Achieve
Hand in hand with God and each other



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Statement of intent

Community cohesion is about creating a school environment in which every member of the community has a common vision and a sense of belonging where their backgrounds and circumstances are appreciated and valued.

We define 'community cohesion' as working towards a society in which:

- There is a sense of belonging by all communities.
- The diversity of people's backgrounds and circumstances are appreciated and valued.
- Similar life opportunities are available to all.
- Strong and positive relationships exist, and continue to be developed in the workplace, school and wider community.
- Social mobility is encouraged and facilitated.

The school's contribution to community cohesion can be grouped under several headings, including the following:

- Teaching, learning and curriculum
- Equality and excellence
- Engagement and ethos

The school defines 'community' in a number of ways:

- School community – the pupils we serve, their families, and our staff members.
- Our local community – our geographical community, and the people who live and/or work in our area.
- The community of Britain – all schools, by definition, are part of it.
- The global community – formed by the European Union (EU) and international links.

This policy sets out the school's approach to community cohesion.

Rationale

We recognise that there is a duty for our school to promote community cohesion as defined in the Education and Inspections Act 2006.

Community cohesion lies at the heart of what makes a strong and safe community. It must be delivered locally through creating strong networks, based on principles of trust, and respect for local diversity, and nurturing a sense of belonging and confidence in our local community.

Effectively delivering community cohesion also tackles the fractures in society which can lead to conflict, and ensures that the gains that cohesive communities bring are a source of strength to local areas.

A key commitment of Norton CEVC Primary School is to build and promote community cohesion both within the school, and the wider community.

Community cohesion incorporates, and goes beyond, the concept of race equality and social inclusion. A cohesive community is one where:

- there is a common vision and a sense of belonging for all communities
- the diversity of people's different backgrounds and circumstances are appreciated and positively valued
- those from different backgrounds have similar life opportunities
- strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools, and within neighbourhoods

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.

We 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, stakeholders and members of our local and global community should be treated with dignity and respect at all times.

Our practice

There are three areas where our practice can contribute most to Community Cohesion.

1. Teaching, Learning and the Curriculum

Promoting community cohesion through teaching, learning and the curriculum is clearly at the heart of community cohesion. The Guidance describes this as "helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action".

Many subjects, including PSHE, RE, History and Geography have direct relevance to promoting community cohesion and the following areas will be useful when considering the role of the curriculum in meeting community cohesion

Curriculum areas:

- Religious Education
- PSHE

Ethos of the School:

- Children Equalities, Equity, Diversity and Inclusion Policy
- Staff Equalities, Equity, Diversity and Inclusion Policy
- Anti-bullying Policy
- Inclusion Policy
- Behaviour Policy
- Pupil Voice
- Community Projects

Access & Inclusion:

- Admissions arrangements
- Evaluating progress/attainment of different groups
- Learning Behaviours
- Bullying, discrimination, racial incidents & behaviour monitoring

Pupil Voice:

- School Council
- Pupil surveys and interviews
- Pupils becoming active citizens in the local community
- Leadership Council E.g. Anti-bullying Ambassadors; Eco Committee, Worship Team

Special Events

- Whole school thematic days
- Visits to places of worship
- Anti-Bullying Week
- Fundraising days/events (e.g. Cancer Research)
- RE Discovery Days

2. Equity and Excellence

We strive to ensure that all pupils achieve their potential, irrespective of ethnic, socioeconomic or other differences. We are committed to narrowing, and ultimately closing, the gap between the progress and attainment of children from different backgrounds and their peers.

3. Engagement and Extended Services

The Guidance states that schools can promote community cohesion through their work to “provide reasonable means for children, young people, and their friends and families to interact with people from different backgrounds and build positive relations, including: links with different schools and communities; the provision of extended services; and 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”.

School to school - We benefit from a range of partnerships developed through the Thurston Partnership. Participation in a range of events relating to sport and music also offer pupils the opportunity to meet and learn from and with other young people from different backgrounds.

School to parents and the community: Current good partnership activities with parents and the local and wider community include:

- Regular parents’ evenings and curriculum workshops
- Community and school events e.g. Summer Fair
- Bringing community representatives into school to work with the pupils or to support learning by leading assemblies

- Strong links and multi-agency working between the school and other local agencies, such as the police, different religious groups and health professionals

Implementation

The implementation of this policy includes a range of key enablers, for example:

- Understanding different religions - talks by Clergy and other worship leaders, together with curriculum visits to Mosques, Synagogues, etc. in the local community
- Charity days/events e.g. Red Nose Day, Harvest Festival, School Choir singing to elderly citizens, etc.
- Visitors from various agencies, community groups, and youth organisations to explain their functions, and work with the children.
- Encouraging pupil voice through the School Council
- Enable better understanding of each other's roles between the School Council and the Governing Body
- Promoting engagement with parents through: parents' evenings, curriculum evenings, and community events, and the signposting of parent and child courses, family learning, and after school activities on the school website etc.
- Fostering and encouraging strong links, enabling multiagency working between the school and other local agencies, such as the Police, Fire Services, "First Response" paramedics, St John's Ambulance First Aiders, etc.
- LA and school admission arrangements should promote community cohesion and social equality
- Promotion of extended services within the school, in conjunction with other schools these include:
 - Sporting fixtures (friendlies and competitive)
 - Collaborative working on cluster projects and partnership agreements, enabling us to share "best practice" and peer mentoring, and offer pupils the opportunity to meet and learn from other young people from different backgrounds, and with other local schools

Monitoring, Evaluation and Review

This policy will be reviewed every two years, unless there are significant legislative changes in the interim period. The policy should be read in conjunction with the following:

- The School Improvement Plan (SIP)
- Anti-bullying Policy
- Equalities Policies