

St Michael's Church of England Primary School



Community Cohesion Policy

_OUR MISSION STATEMENT

At St Michael's Primary School we seek to nurture the whole child and instil a love of learning by inspiring young minds within a happy, caring community based on the Christian values of love; joy; kindness; peace; self-control and faithfulness.

Policy Leader:

Sara Williamson

Governor with responsibility for this area:

Vanessa Hardy

Policy first written:

Summer 2010

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006. The D of E definition of community cohesion 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 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 schools and in the wider community'

1. Introduction

This policy aims to show how all members of St Michaels Primary School will meet their duty to promote community cohesion. This policy was first drafted between Spring 2010 and Summer 2010 and was first formally adopted by the Governing Body in Reviews will take place in accordance with the Summary of the school 3 year development plan.

At St Michaels Primary School we are fully inclusive and value our mission statement. Our school lies in a mixed community area in both socio-economic terms as well as culturally although the school has a predominantly white British intake.

The ethos and curriculum provided at St Michaels already promote the sense of community cohesion and the school works closely with a number of community groups and other schools to further promote this.

As part of our everyday creative curriculum we believe that in order to prepare all of our children for living and working in a diverse and cohesive society, we should work with the pupils to:

- Encourage the development of a strong sense of their own identity, not only as individuals but as part of different community groups (locally, nationally and globally)
- Encourage positive and open attitudes towards diversity and develop the skills, the understanding and the confidence to challenge prejudice, discrimination and stereotyping.
- Support their development as active citizens within the community, citizens who know their own rights and responsibilities as well as knowing those of others.
- Understand what equality means in terms of opportunity, non-discrimination and preventing any barriers or harassment.
- Provide opportunities to find out more about and positively interact and build relationships with people from a range of different backgrounds within their local community as well as within the wider society.

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- Ensure they receive a broad and balanced curriculum which uses elements from the local, national and global community to support their understanding of 'Life' and to support them in reaching their individual potential.
- Provide strong Spiritual, Moral, Social and Cultural support and teaching to enable all aims to be achieved.

The policy for Community Cohesion reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body.

The Governing Body will ensure that the school complies with its duty to promote community cohesion and all staff will ensure that equality of opportunity and positive attitude to diversity are promoted as part of their overall responsibilities.

The Headteacher is the named member of staff for Community Cohesion and is responsible for all staff understanding the policy and implementing its actions through the provision of support and training as well as through the monitoring of the impact of this policy.

2. Community cohesion at St Michaels Primary School

When we talk about Community Cohesion at St Michaels Primary School, we mean the following groups:

- the school community – the pupils it serves, their families, the school's staff, the Governing Body, the Tenterden Rural Alliance and the community users of school facilities and services;
- the community within which the school is located – the school as a part of Tenterden and the people who live or work here;
- the community of the UK - all schools are by definition part of this community and the diversity within;
- the global community – not only as a member of the European Union but our place within the world.

3. Contribution towards community cohesion

Our contribution to community cohesion can be grouped under the following strands:

- Teaching, learning and curriculum – to teach pupils to understand others, 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.
- 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.
- Engagement and extended services – 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.

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In addition, we will promote community cohesion through the Every Child Matters outcomes of 'making a positive contribution', 'enjoy and achieve' and 'achieving economic well-being'.

4. Teaching, learning and curriculum

At St Michaels Primary School we all aspire to have high standards of teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.

We will ensure that our pupils:

- Recognise diversity across the school and within the wider community is celebrated and valued as much as possible.
- Understand the idea of shared values and what that means to us as individuals.
- Have an understanding of Human Rights and how they apply to everyone and the need to defend the human rights of all individuals.
- Participate, through their own choices, in all that the school and wider community has to offer.
- Engage in lessons across the curriculum that promote common values and help them to value differences and to challenge prejudice and stereotyping.
- Have a greater understanding of community and diversity through enrichment activities such as visits and meetings with members of different communities.
- Have an effective voice and involvement in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.
- Are supported where English is an additional language to enable them to achieve at the highest possible level in all areas of the curriculum

5. Equity and excellence

As stated in our mission statement, everyone at St Michaels Primary School believes in full inclusion of all members of society in a fair and equal way in order to bring out the best in each and every child. To this end the school has robust policies and schemes for equality of opportunity, disability equality and gender equality as well as ensuring that all policies adhere to latest government laws and guidelines.

We will ensure that all pupils and staff:

- Are treated fairly and equally and given equal opportunities in all that the school has to offer.
- Work towards removing any barriers against access and participation in all that the school has to offer, both during curriculum time as well as during extended schools activities.

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- Will identify at the earliest possible opportunity any areas of concern which need to be dealt with as part of our community cohesion approach.
- Work together to eliminate any variations of expectation for any groups/individuals within the school.
- These outcomes are fully supported by the school's overall ethos as well as the policies already in place within school.

6. Engagement and Extended Services

St Michaels Primary School pupils already take an active part within the local community and we aim to progress this action further to the benefit of the pupils themselves together with the wider community's understanding of the school.

We will therefore:

- Provide opportunities for our pupils and their families to interact with people from different backgrounds, enabling the building of positive relationships between all community members.
- Develop links with other schools and different communities both locally as well as nationally and internationally.
- Provide signposting to the wide variety of extended services on offer in the school and elsewhere locally.
- Develop stronger links with the local community organisations with which we already have links.
- Provide greater opportunities for pupils, together with their families, to take part in activities and receive services which build stronger positive interaction.
- Work with community representatives through bringing them into school to work with pupils.

7. Monitoring and assessment

It is the responsibility of the Headteacher to monitor and assess the implementation of this policy and the outcomes from its development. This will be done annually as part of the School Plan, which clearly show the development points for the current year and a review of these points leading to subsequent years' actions. We will review all current data e.g. Raiseonline and MFSFT to highlight our direction in helping the children to understand their community and the world around them.

It is the responsibility of the Governing Body to monitor the School Plan and ensure that all aspects, including Community Cohesion, are being carried out and are evaluated with future objectives for subsequent years.

Signed on behalf of the Governing Body:

Date:

Review Date:

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