

"Love one another as Jesus loved us" (John 13 v 34-35)



St. John's C.E. (V.M.) School Cliviger

'Learn, Pray, Care & Play'

Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow.

COMMUNITY COHESION POLICY

1. INTRODUCTION

- **This document** is a statement of the aims, principles and approaches taken to Community Cohesion at St John's Primary School.
- **It will be reviewed** as required.

2. PURPOSE OF THE POLICY

Through this policy the Governors explain the key part that St John's Primary School has to play in promoting community cohesion.

3. DEFINITION OF COMMUNITY COHESION

Community Cohesion is defined in the document "Duty to Promote Community Cohesion – Final Guidance for Schools" (F Mignioulo, 14/08/07) as follow:-
Community cohesion is about working towards a society in which:-

Love-Trust-Understanding-Joy-Forgiveness-Respect-Acceptance-Truthfulness

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- 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 schools, in the workplace and in the wider community

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 and governing body, 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 city or local authority area within which a school is located;
- The UK community - all schools are by definition part of this community; and
- The global community – formed by EU and international links.
- In addition, schools themselves create communities – for example, clusters.

4. APPROACHES TAKEN AT ST JOHN'S C OF E PRIMARY SCHOOL

Our school, due to the nature of its location, serves a predominantly monocultural population. It is arguably even more important, therefore, to give 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. This has been meaningfully planned into the long term plans of each class, where children will look at the life and achievement of individuals from varying backgrounds, genders and faiths.

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- **Equity and excellence:** removing barriers to access and participation, offering equal opportunities to all our pupils to succeed at the highest level possible. We are currently embarking on the Lancashire Equality Mark to help achieve this and have created a 'Diversity Team' which includes staff, parents, children and church members.
- **Engagement and extended services:** providing opportunities for children, young people and their families to interact with others from different backgrounds. We are currently taking part in the Linking Schools project to support this.

Learning and teaching

- Teaching and curriculum provision that supports 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 fieldwork, visits and meetings with members of different communities. This is enhanced by the use of 'Building Bridges', class charities and Global Citizenship.

Equity and excellence

- A focus on securing high standards of attainment for all pupils irrespective of ethnic background or socio-economic status;
- 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.

Engagement and extended services

School to school:

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- 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 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 Brownies, Scouts etc;
- Engagement with the governing body and CHSA through meetings and social events linked to the school.

MONITORING THIS POLICY

The Headteacher will monitor the application of this policy and take appropriate steps to ensure that it is operating effectively.

The policy will be reviewed by the Governing Body on an annual basis to ensure its effective application and any issues arising will be raised and tracked accordingly.

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