

Chorley St Mary's Catholic Primary School

Community Cohesion Policy

Reviewed September 2010
Next Review September 2011

Community Cohesion Policy

1. About the policy

This policy aims to show how we at Chorley St Mary's Catholic Primary School will meet our duty to promote community cohesion.

It was prepared by Patrick Smyth and ratified by the governors in the Autumn term 2010. It will be reviewed annually.

Review of the policy will generate points for action which will be incorporated into our SDP/Action Plan

2. Our school context.

St Mary's Catholic Primary School serves the Catholic community in the parish of St Mary's Parish and beyond in Chorley. It is a welcoming Christian community which upholds the values of justice, respect and equality and promotes enthusiasm for life and learning. One of the main challenges to community cohesion within the school is that the majority of pupils are white British in ethnicity and therefore do not encounter children from other faiths and ethnicities on a day to day basis.

3. Definition

We understand community cohesion to mean 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

In order to prepare all our pupils for living and working in a diverse and cohesive society St Mary's aims to work with its pupils to:

1. Be a happy Christian community upholding the values of love, justice and peace :

- by providing opportunities to promote each child's innate capacity for spiritual growth.
- By grasping opportunities to celebrate the awe and wonder of life.
- By being positive role models who treat each other with respect and fairness.
- By recognising opportunities to develop self-confidence and self-esteem.

2. Provide an education which enables all children to reach their full potential by enjoying a broad, balanced and inclusive curriculum:

- By planning and delivering the curriculum and extra curricular activities to ensure a rich variety of learning opportunities.
- By having high expectations of achievement and behaviour

3. To nurture a sense of belonging, to welcome and work in partnership with families, the parish and the wider community.

- By developing our responsibilities as citizens in the local, national and global community.
- By giving children opportunities to develop understanding and tolerance of other faiths and cultures including their own.
- By developing links between home, school and parish community.
- By supporting parents in their role as first educators.

4. Roles and responsibilities.

The governors will ensure that:

- the school complies with its duty to promote community cohesion;

The head teacher will ensure that:

- this policy is readily available and that governors, staff, pupils and their parents know about it and are updated on its progress;
- all staff understand their responsibilities and receive appropriate support and training if necessary;
- This policy and its procedures are followed.

All staff will ensure that:

- they have read the policy and understand their responsibilities;
- They promote equality of opportunity and positive attitudes to diversity in accordance with this policy and other relevant policies.

A named member of staff and/or governor will ensure that:

- practice in school supports the aims and procedures outlined in this policy;
- they undertake appropriate training in order to support colleagues in carrying out their responsibilities;
- staff, governors, parents and pupils are kept up to date with relevant information;
- Monitoring and assessment of the impact of this policy takes place.

5. Policy into practice

Teaching, learning and curriculum

All subject areas will be reviewed to ensure the curriculum promotes awareness of diversity, shared values, exploration of identity and human rights where appropriate and this will be monitored by curriculum coordinators/heads of department

Teaching methods will, where appropriate, encourage discussion, questioning and reflection – Circle Time, collaborative learning etc. and this will be monitored through planning documentation.

Staff will receive relevant training and support to ensure they feel confident in promoting discussions around sensitive issues.

Subject leaders will monitor teaching, learning, resources and the curriculum in their subject area to ensure they meet the aims of this policy.

Equity and excellence

In line with our Equalities Policies, data will be rigorously analysed to identify pupils at risk of underachieving and appropriate intervention strategies will be utilised.

Engagement and Extended Services

We will begin to investigate links with other schools which are curriculum based and which encourage communication on a range of topics.

We will link with local organisations e.g. Astley and Buckshaw Children's Centre to provide support to take part in activities and receive services which build positive interaction.

We will take part in local fora with other schools and organisations – e.g Chorley Heads (Network of Supportive Heads), Extended Schools Cluster, Chorley Catholic Heads.

Develop opportunities for consulting and engaging with pupils, encouraging them to contribute to the evaluation and improvement of their school community.

We will provide extended services to the community or 'signpost' these services if the school cannot provide them.

7. Monitoring and assessment

- The action plan will be formulated and monitored by members of the senior leadership team annually.
- As part of the school's cycle of self-evaluation it will collect and analyse information to inform the action planning process.
- Progress on the action plan will be reported and discussed in leadership team meetings and reported to the governors.