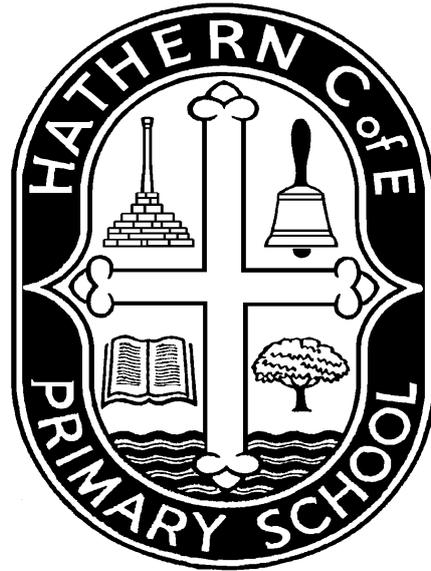


Hathern Church of England
Primary School



**Community Cohesion
Policy**

At Hathern Church of England Primary School, we believe in
'Learning and Caring Together'

Community Cohesion Promotion Policy

Introduction

At Hathern Church of England Primary School we promote the spiritual, moral, cultural, mental and physical development of our pupils and of society, and we endeavour to prepare our pupils for the opportunities, responsibilities and experiences of later life.

Our school should be a thriving, cohesive community, but it also has a vital part to play in building a more cohesive society.

Our school is responsible for educating children and young people who will live and work in a country which is diverse in terms of culture, faith, ethnicity and social backgrounds. Although our staff and pupil populations at this school do not reflect great diversity, we very much recognise the need to ensure that our pupils are prepared for life in a world of such rich diversity.

We wish to show through our ethos and curriculum that we promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

We believe that it is our duty to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

(x-ref Multicultural Policy)

What is community cohesion?

By community cohesion we 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;
- a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and the wider community.

For schools the school community is the children and young people it serves, their parents, carers and families, the staff, Governing Body and the community users of the school's facilities and services. It is also the community in which the school is located.

The school itself creates its own community and networks with other local schools. It operates all of the above by providing extended services for the local community and through extending these links to the wider community including the international community.

Community from a school's perspective

For Hathern Church of England Primary, the term 'community' has a number of dimensions including:

- the school community – the pupils we serve, their families and the school’s staff;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area;
- the Loughborough Family of Schools – who work closely together to provide Extended Services
- the community of Britain - all schools are by definition part of this community;
- The global community – formed by EU and international links.

How does our school contribute towards community cohesion?

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

- 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 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.

What do we need to consider in promoting community cohesion?

Teaching, learning and curriculum

Hathern Church of England Primary has a high standard 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 aim to ensure:

- Lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in Geography, SEAL (Social Emotional Aspects of Learning) and PSHE (Personal, Social, Health Education) lessons for pupils to discuss issues of identity and diversity and what it means ‘to live together in the UK’.
- A programme of curriculum based activities whereby pupils’ understanding of community and diversity is enriched through visits and meetings with members of different communities i.e. visiting places of worship
- Support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
- An effective voice and involvement of pupils in the leadership 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 i.e. School Council, Eco-Reps

Equity and excellence

We will continue to focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status, ensuring that pupils are treated with respect and supported to achieve their full potential.

The school tracking systems enables us to evaluate progress of different groups and to tackle underperformance by any particular group.

Monitoring of whether pupils from particular groups are more likely to be excluded or disciplined than others should be accompanied by appropriate behaviour and discipline policies in place to deal with this.

Our school admissions criteria emphasises the importance of admission arrangements that promote social equity.

Engagement and ethos

School to school: We shall seek to broaden the ways that we work in partnership with other schools. We shall look either locally or further afield and the means of developing the relationship may be through visits or more likely through the internet.

Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and drama (i.e. Link 77 groups and North Charnwood Sports Development Partnership).

School to parents and the community: Good partnership activities with the local and wider community might include:

- Working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the pupils, ensuring that the pupil voice is heard and able to effect change.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as educational support, the police and social care and health professionals.
- Engagement with parents through coffee mornings, curriculum evenings, open evenings, parent and child courses and family liaison work.
- Provision of extended services, and in particular bringing parents together from different backgrounds through parenting and family support and community use of facilities for activities that take place out of school hours, including Aerobics Classes, Spanish Classes, Ballroom Dancing, Drama Groups

Provision of extended services.

The school offers a core of extended services which the Government require by 2010. This includes:

- parenting support and signposting facilities to the wider community
- Multi agency working between the school and other local agencies including the community police, social and health care professionals
- Inviting and welcoming community representatives into school to work with pupils.

Monitoring and review

Role of the Governors

The Governors will conduct an annual audit in the Summer term of the school's existing practice in relation to community cohesion and determine what further action may be required.

Role of the Headteacher

The Headteacher/SLT will monitor the three areas ('Teaching, Learning and Curriculum', 'Equity and Excellence' and 'Engagement and Ethos') and report to the Governors annually on the progress and impact of the policy. The information from the annual audit will feed into the next School Development Plan (new Summer 2013)