



Community Cohesion Policy

**At All Saints' We are 'Children of God'.
We wear our crowns with pride.
Together, we are Included, Involved and Inspired**

²⁴ Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. ²⁵ Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever. ²⁶ So I run with purpose in every step. 1 Corinthians 9 v 24-26

Vision Statement

At All Saints' CE Primary School, it is our intent to nurture and develop the whole child, delivering a high-quality education where Christian values are central to the ethos of the school and its teaching.

We are all **INCLUDED INDIVIDUALS** but here at All Saints' we belong – we had an identity. We worship God together, we are a family, we celebrate our Inclusivity and are respectful of our differences.

We are **INVOLVED and INDEPENDENT** in our learning, we have a purpose. We aim to be the best that we can be. We always work hard, try our best, ask questions and wonder.

We are **INSPIRED and IMAGINATIVE**. We want to be life-long learners and successful in all that we do. We have great ideas and imagine a better future that we know we can work towards. We are inspired and want to inspire others too to make a difference in this world.

INTRODUCTION

Jesus said that he had come to bring “Life in all its fullness”.

At All Saints’ CE School the staff and Governors understand that we work towards this end by providing a full and varied curriculum, that has been designed to meet the needs and aspirations of all of our unique community.

This policy outlines the commitment of the staff and Governors to promote community cohesion. **All Saints’ CE Primary School** takes children from a range of backgrounds. As is shown in our Vision Statement we pride ourselves on being an inclusive school. We value each individual, their uniqueness and the contribution they can make to our school and local community. We provide a safe, caring, enjoyable and challenging learning environment. Our school takes its responsibility for educating children to live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds, very seriously.

Community cohesion refers to the aspect of togetherness and bonding exhibited by members of a **community**, the "glue" that holds a **community** together.

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 any 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 town or local authority area within which a school is located;
- The UK community - all schools are by definition part of this community;
- The global community – considering our links to other people and communities around the world.

We believe that every child has equal worth, standing and opportunity, regardless of race, gender, creed and ability, whether they have physical, sensory, emotional, behavioural, specific or general needs. Every child is entitled to experience a broad and balanced curriculum, which is delivered through the Early Years Foundation Stage Curriculum and National Curriculum and is matched to the needs of the individual. This school is a Church of England school that is institutionally rooted in the Christian faith. Its ethos of love and care and its commitment to justice are the foundation of its aims in educating the whole school community to make its proper contribution to society. Through its actions and expectations, it attempts to develop the full human potential in each person, whether governor, parent, pupil or member of staff. This inclusive community is committed to supporting cohesion in our local area and supports families and community projects. We respect the faith, religious beliefs and practice of all staff, pupils and parents and those in our wider community and comply with reasonable requests relating to religious observance and practice.

INTENT

- ❖ We will strive to be a ‘listening school’. We listen to all our school community members including pupils, parents, staff, visitors, wider community members, stakeholders and

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partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying, such as racism. We invite all our pupils to talk to us about bullying, where it happens, who's doing it, and what it involves.

- ❖ We will strive to be a learning organisation which recognises the contribution of all pupils, staff, parents and other partners and which is supportive, fair, just and free from discrimination.
- ❖ We strive to be a welcoming school ensuring we make all members of the community feel secure and safe in our school.

PRINCIPLES THAT UNDERPIN COMMUNITY COHESION

All learners are of equal value

We see all learners and potential learners as of equal value:

- ❖ whether or not they are disabled
- ❖ whatever their ethnicity, culture, religious affiliation, national origin or national status
- ❖ whichever their gender.

We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities do not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- ❖ disability, so that reasonable adjustments are made
- ❖ ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- ❖ gender, so that the different needs and experiences of all are recognised.

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- ❖ positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- ❖ positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents
- ❖ mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

We are aware that by promoting community cohesion this also contributes towards promoting the wellbeing of all stake holders.

Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- ❖ whether or not they are disabled
- ❖ whatever their ethnicity, culture, national origin or national status
- ❖ whichever their gender.

We aim to treat all people the same, irrespective of the above or any other of the protected characteristics (Single Equalities Act 2010).

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We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- ❖ disabled and able bodied people
- ❖ people of different ethnic, cultural and religious backgrounds
- ❖ people of different genders.

Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- ❖ disabled people as well as able bodied
- ❖ people of a wide range of ethnic, cultural and religious backgrounds
- ❖ people of any gender.

PROMOTING COMMUNITY COHESION

Broadly, our school's contribution to community cohesion can be grouped under the three following headings:

❖ Teaching, learning and curriculum

Helping pupils 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 skills of participation and responsible action. Children will be supported to feel part of a community, at a local, national and international level. Class work may include, reflection covering questions about race, religion, ethnicity, diversity and identity. Work may be incorporated into existing areas of study e.g. in Maths, ICT, English and World literature, Humanities and FL. Where possible support is given to pupils for whom English is an additional language, to enable them to progress in English. Assemblies are based on values that underpin the above principles and involve members of the local and wider community.

❖ Equity and excellence

To ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups. Effective practices and policies are in place to deal with incidents of prejudice, harassment and bullying, which are reported to Governors and the Local Authority as appropriate.

❖ Engagement and extended services

To provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations: including links with different schools and communities and the provision of extended services with 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.

Links and opportunities will be extended to parents/carers through curriculum evenings and family liaison work, reaching parents who may need additional support and advice. We will continue to engage with parents through as many different means as possible e.g. face to

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face, Parentmail, regular newsletters, Facebook, Instagram, online surveys etc. and look for further mediums for engagement. The school will monitor parent engagement with these mediums and consider and investigate any further steps necessary, such as the possibility of providing information in other languages if required.

The school offers a core of extended services, including multi-agency working between the school and other local agencies such as the community police, social and health care professionals.

We also invite and welcome community representatives into school to work with pupils.

Through our curriculum planning, bringing visitors into the school, making visits to other communities, listening to our 'pupil voice', working closely with parents etc. we can enhance the understanding of our pupils about diversity and the society in which we live, thus developing the necessary skills in order for them to become valued and valuable members of the future community in which they live.

MONITORING AND REVIEW

This policy has been agreed by staff and governors and will be reviewed regularly to ensure it is in line with current practices. Quantitative and qualitative data will be collected and analysed to ensure it reflects the principles in this policy.

This policy should be read in conjunction with the:

Accessibility Plan
Anti-Bullying Policy
Behaviour & Discipline Policy
Equalities Policy
School Improvement Plan
SEND Policy

Version Control

Date	Change
July 2010	Policy written by Headteacher, accepted by staff and governors.
May 2014	Policy reviewed, very minor amendments. Accepted by staff and governors.
October 2017	Policy reviewed, very minor amendments to wording in Teaching, learning & curriculum section.
February 2021	Policy reviewed, additions such as: inclusion of Vision Statement, additional 'community' explanation, reference other relevant documents