



Caldecote Primary School
Community Cohesion Policy

June 2019

Mission Statement

At Caldecote Primary School we aim to build mutual respect through our school ethos of 'Happy, Healthy, High Achieving', aims and values and take positive steps to promote equality and tolerance.

We strive to foster excellent and valued relationships between governors, staff, parents and their children and all agencies, community and local groups.

We believe in contributing and working towards a society in which:

- There is a **common vision** and **sense of belonging** by all communities
- The **diversity** of people's background 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

Purpose of this Policy

The aim of this policy is to outline the key role that school has to play in promoting community cohesion and define the various approaches the school will take in order to realise these aims.

Community from a school's perspective

For schools, the term 'community' has a number of dimensions including:

- **The school community:** the children that 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 wider locality and local authority within which our school is located
- **The UK community:** all schools are by definition a part of this community
- **The global community:** formed by EU and international links

Our responsibilities

Governors and staff have a responsibility to prepare our pupils to live and prosper alongside people from many different backgrounds. We need to ensure that we:

- Provide opportunities for interaction between pupils from different backgrounds
- Consider how aspects of our work already supports integration and community harmony

- Continually reflect on what has worked so far, for us and other schools and consider the scope for a more explicit focus on the impact of our activities on community cohesion
- Consider how the duty to promote community cohesion can also contribute to our duty to promote children's well-being through our delivery of the outcomes in frameworks such as The Every Child Matters Agenda and our Prevent Duty

How we promote Community Cohesion

Within school:

- Welcoming visitors from different faiths, backgrounds and cultures for a variety of reasons e.g. class talks, assembly presentations, advising staff
- Working closely with the local church and having visitors from various agencies and community groups to work with the children
- Sharing good practice (inset, across cluster)
- Collaboration on projects e.g. cb23 Global Values project
- Celebrating difference and cultures through our displays
- Encouraging tolerance through our philosophy teaching, weekly philosophical questions and questions around the school that encourage debate

With parents and the local and wider community:

- Encouraging community groups to use our facilities (hall, field, etc.)
- Active parent forum where parents can raise concerns, make suggestions and negotiate outcomes with the school
- Welcoming parents and families to our weekly community assembly
- Being a member of the Parish Council with involvement in decisions that affect the community
- Supporting parents with difficulties through our close relationships with the Children's Centre and the locality team
- Establishing links with schools in contrasting areas

How we approach Community Cohesion

Considering the rural locality of Caldecote school and the predominantly monoculture population, we consider it is vitally important that our pupils experience 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
- **Equity and excellence:** removing barriers to access and participation, offering equal opportunities to all our pupils to succeed at the highest possible level
- **Engagement and extended services:** providing opportunities for children young people and their families to interact with others from different backgrounds

Learning and teaching

- Teaching and curriculum provision (RE, PSHE, Philosophy, collective worship, assemblies) 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
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Equity and excellence

- A focus on securing high standards of attainment for all pupils irrespective of ethnic background or socio-economic status
- Systematic tracking of pupil's progress in academic subjects and emotional, social and behavioural development
- Providing equal opportunities for all to succeed
- 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
- Adhering to the local authority's admissions policy which ensures no parents are deterred from applying for a school place
- Ensuring that recruitment of staff and staff policies promote community cohesion and social equity
- Analysing and comparing data with other similar data both locally and nationally; this supports our deeper understanding of success and areas for development in the overall field of community cohesion

Engagement and extended services

School to school:

- Deep partnerships with cb23 cluster schools (primary and secondary) to share good practice and offer opportunities for pupils to meet and learn from other pupils from different backgrounds
- Opportunities for pupils to link with others both locally and nationally on projects

School to parents and the community:

- Working with members of the community by encouraging them to volunteer at the school
- Weekly celebration assemblies where parents and families are welcome
- Organising curriculum events followed by the opportunity for parents to come and observe lessons
- Regular 'Open Afternoons' for parents and families to look around the whole school
- Regular special events that encourage families and the community to come to school e.g. Father's Day lunch, Sports Day, etc.
- Strong links and multi-agency working between the school and other local agencies
- Provision of extended services and community use of facilities for activities that take place out of school hours, including adult and family learning
- Provision of wrap-around care and holiday time care

- Engagement with the governing body, PTA and Parent Forum through meetings and social events linked to the school
- Contribution to the village community through the monthly journal and Parish Council meetings

Through our curriculum planning, bringing visitors into the school, making visits to other communities, listening to our 'pupil voice', working closely with parents in learning partnerships etc., we enhance the understanding for 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.

4. Policy Review

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher:

Date:

Chair of Governors:

Date: