



St Joseph's Catholic Primary School

Community Cohesion Policy



This policy document should be considered in the light of our School Mission Statement which outlines all that underpins our work at St. Joseph's:

‘At St. Joseph’s
we live, love and learn
by the example of Jesus’

From September 2007 all schools have a duty to promote community cohesion.

1. Introduction

Definition of Community Cohesion

1.1 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 and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and the wider community.

1.2 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 it is located.

1.3 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. It will extend these links to the wider community including the international community with the introduction of the International Primary Curriculum.

2. Aims and Objectives:

2.1 The role of the school

The school will continue to build upon its good practice and look at the impact of our activities. Our school builds community cohesion by promoting equality of opportunity and inclusion for different groups of children within the school. There is a strong respect for diversity and inequalities by sharing values and encouraging pupils to actively engage with others to understand what they have in common to equip them to live and thrive alongside people from different backgrounds.

We promote community cohesion through:

- ✚ Teaching and learning
- ✚ Equity and excellence
- ✚ Engagement and ethos

2.2 Teaching and Learning

Our teaching and curriculum provision supports high standards of attainment, promotes common values, and build pupils understanding of the diversity that surrounds them.

Opportunities across the curriculum are promoted to share values and to help pupils to value differences and to challenge prejudice, discrimination and stereotyping. A programme of curriculum based activities whereby pupils understanding of community and diversity is enriched through fieldwork and visits from members of different communities.

Support is given for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

Assemblies are arranged that involve members of the local and wider community to promote the engagement of learners and shared understanding as well as the school's ethos and values.

Learners are encouraged to value diversity and to develop a better understanding of society by challenging assumptions.

2.3 Equity and Excellence

High standards and expectations are set for all pupils from all ethnic backgrounds and of different socio economic groups.

Effective approaches in place to deal with incidents of prejudice, bullying and harassment and are reported to Governors and the LA as appropriate.

Admission arrangements are in accordance with the LA Code of Practice.

2.4 Engagement and Extended Services

School to School

Shared used of premises are provided to provide a means for pupils to interact.

Links with pupils in other schools to working jointly on projects and activities.

Partnership arrangements with other schools to share good practice and offer pupils the opportunity to meet and learn from other pupils.

School to Parents/Carers and the Community

Links and opportunities with parents/carers through curriculum evenings and family liaison work, reaching parents who may need additional support, advice.

Provision of Extended Services.

The school offers a core of extended services which the Government require by 2010. This includes multi-agency working between the school and other local agencies including the community police, social and health care professionals and CHEXS (Cheshunt Extended Schools).

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

Monitoring and Review

3.1 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.

3.2 Role of the Head Teacher

The Head Teacher will monitor the three areas and report to the Governors regularly on the progress and impact of the policy. The information from the annual audit will feed into the next School Plan.

Education Act 2002 Section 78

Race Relations Amendment Act 2000

The Education and Inspections Act 2006 a duty on Governing Bodies to promote Community Cohesion section 23A of the Education Act 2002

Summer term 2008- Review Summer term 2010