Community Cohesion Policy

Policy updated: March 2024
To be reviewed by: March 2027

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.
Oct 2017	Policy reviewed, very minor amendments to wording in Teaching, learning & curriculum section.
Feb 2021	Policy reviewed, additions such as: inclusion of Vision Statement, additional 'community' explanation, reference other relevant documents
Jan 2024	Re-formatted; minor changes.

Policy approved by LGB on:12 Mar 2024

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: 24-26

Vision Statement

*At All Saints' everyone is welcomed and **included**. Each individual is acknowledged and valued as an equal member of our school family and we form a community where we worship God together freely. We celebrate our inclusivity and are respectful of our differences.*

*Our emblem is a crown; we wear it with pride because it reminds us that we are working for a purpose. This means that we are **involved** in our learning and are determined to take whatever action is needed for us to be the best that we can be.*

*We seek a clearer understanding of the world and confidently imagine a better future. With our eyes fixed on this prize, we are **inspired** to be life-long learners and we want to inspire others too to make a difference in this world.*

Together · Included · Involved · Inspired

St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Contents

1. Introduction

Jesus said that he had come to bring "Life in all its fullness" (John 10: 10).

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 very seriously 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.

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 or not 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, rooted in the Christian faith, with an emphasis upon love and care and a commitment to justice. We aim for our whole school community to learn to become good citizens. Through actions and expectations, our school 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.

2. Intent
We strive to be:
- a 'listening school'; we listen to all our school community members including pupils, parents, staff, visitors, wider community members, stakeholders and 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 is doing it, and what it involves.

- 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.
- a welcoming school, ensuring we make all members of the community feel secure and safe in our school.

3. Principles that Underpin Community Cohesion
3.1 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.

3.2 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.

3.3 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 promoting community cohesion contributes towards the wellbeing of all stake-holders.

3.4 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 (Equality Act 2010).

3.5 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.

3.6 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.

4. Promoting Community Cohesion

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

4.1 Teaching, Learning and Curriculum

Helping pupils to:

- understand others and to value diversity, whilst also promoting shared values
- promote awareness of human rights and to apply and defend them
- 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 on questions about race, religion, ethnicity, diversity and identity. This work may be incorporated into existing areas of study e.g. in Maths, ICT, English and World literature, History, Geography and Modern Foreign Languages (MFL).

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.

4.2 Equity and Excellence

Ensuring 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 Diocesan MAT as appropriate.

4.3 Engagement and extended services

To provide reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relations, including:

- links with different schools and communities
- 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-face, Bromcom, regular newsletters, social media, online surveys etc., and we will look for further ways of engagement. The school will monitor parental engagement and consider and investigate any further steps required, such as 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 our pupils' understanding of diversity and the society in which we live, developing the necessary skills for them to become valued and valuable members of their community.

5. 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 following:

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