



## **Codicote C of E Primary School Policy for Community Cohesion**

This policy was written in March 2009 in consultation with the School Staff and Governors.

### **Context:**

From September 2007 all schools have a duty to promote community cohesion. This policy has been written to guide staff and governors in achieving this.

### **Definition of Community Cohesion**

‘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.’

For schools, the 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.

The school itself creates its own community and networks with other local schools. It operates all of the above by providing extended services, and through an active and enthusiastic involvement with the Codicote community.

### **Aims**

At Codicote School, we are committed towards promoting community cohesion. We will continue to build on our current good practice, evaluating the impact of the life and work of the school with regard to community cohesion.

### **Objectives**

Our objectives are to:

- Develop shared values
- Demonstrate a respect for diversity
- Promote an active engagement with others in our community
- Understand similarities as well as differences in the way we live our lives so that we can live and thrive alongside people from a diversity of backgrounds.

We promote community cohesion through:

- Teaching and learning
- Promoting equity and excellence in all aspects of school life
- Engagement and ethos

### **Teaching and Learning**

Our teaching and curriculum provision:

- supports high standards of attainment
- promotes common values

- builds pupils' understanding of the diversity that surrounds them.

Opportunities across the curriculum are provided 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.

### **Equity and Excellence**

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

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

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

### **Engagement and Extended services**

Links with pupils in other schools are developed to provide opportunities to work jointly on projects and activities. These include Partnership arrangements with other schools to share good practice and offer pupils the opportunity to meet and learn from other pupils.

Links and opportunities with parents/carers are available through curriculum evenings and family liaison work, reaching parents who may need additional support, advice, PTFA events and the 'Open Door' policy.

### **Provision of extended services.**

The school offers a core of extended services. This includes:

- Childcare from 3.15p.m. to 6p.m. for 40 weeks a year
- Parenting support and opening and signposting facilities to the wider community through the Children's Centre.
- 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.

### **Leadership**

The school 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. This will be reflected in the School Development Plan.

Community cohesion will be monitored by the Headteacher, and reported to the Governors following the annual audit.

**Monitoring and evaluation**

The effectiveness of this policy will be evaluated annually against the stated aims and objectives of the policy.

**Further information:**

Education Act 2002 Section 78

Race Relations Amendment Act 2000

The Education and Inspections Act 2006

Section 23A of the Education Act 2002.