

“Working, Praying, Sharing and Learning Together”  
“Gweithio, Gweddiwn, Rhannu a Ddysgu gyda'n Gilydd”



# St Mary's R.C. Primary School



## Community Cohesion Policy

February 2016



## Community Cohesion

Date	Review Date	Coordinator	Nominated Governor
29/2/16	1/1/17	Amy Wilcox	Thomas Uthuppukutty

We believe it is our duty to promote community cohesion as we believe in contributing to a society in which there is a common vision and a sense of belonging by all communities.

We believe community cohesion takes place when everyone in a locality is working towards an equitable society. A society in which there is a common vision, a sense of belonging and in which all people have similar life chances.

We realise we have a key part to play in helping to create a society where the diversity of people’s backgrounds and circumstances is appreciated and valued, where life opportunities are available to everyone, and where strong and positive relationships exist in everyone’s place of work, in schools and in the wider community.

We acknowledge that today’s society is enriched by diversity. We want our children to experience, understand and celebrate diversity. We believe we work hard to provide an education for everyone by ensuring the culture and ethos of the school reflects the diversity of our school and parish community. We want everyone in our school community to feel equally valued and where everyone treats each other with respect and fairness. We want every pupil to achieve as well as they can.

We realise that ‘our community’ extends beyond the immediate school community and the community in which the school is located, to the UK and global communities. We can extend ‘our community’ even further to include the parish, archdiocese and local cluster of primary schools that work with the local secondary school and to the schools that are part of our professional learning community.

We believe we can help promote community cohesion through our approach to teaching, learning and the curriculum, equity and excellence, engagement and extended services.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

### Aim

- To promote community cohesion in order to contribute to a society in which there is a common vision and a sense of belonging by all communities.
- To work with other schools to share good practice in order to improve this policy.



## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- the duty with the Senior Leadership Team to promote community cohesion by involving the school personnel and the children;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Headteacher**

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and the Senior Leadership Team;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- undertake an audit of our existing practice by:
  - considering the nature of our school population and the local community which we serve
  - review the activities within the school, with other schools, with parents, with the local and wider community and with our international partner schools
- promote community cohesion through our approach to teaching, learning and the curriculum, equity and excellence, engagement and extended services
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Nominated Governor**



The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

### Role of the Senior Leadership Team

The Senior Leadership Team will:

- provide resources to support this policy;
- monitor teaching and learning;
- monitor the progress and development of this policy;
- assess the impact of this policy

### Our Approach to Promoting Community Cohesion

We believe we promote community cohesion through our approach to the following:

- **Teaching, learning and the curriculum** by striving for high standards of attainment, promoting common values and building pupils’ understanding of the diversity that surrounds them. We want all lessons across the curriculum to promote common values and help pupils to value differences and challenge prejudice and stereotyping. We want to enrich pupils understanding of common diversity through educational visits and meeting with people from different communities.
- **Equity and excellence** by securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status. We have in place effective approaches to deal with incidents of prejudice, bullying and harassment. Our admissions arrangements promote diversity and social equity. We welcome parents from every social and economic group.
- **Engagement and extended services** by providing the opportunities for our pupils to meet and learn from children from different backgrounds. We encourage strong working links with multi-agencies such as family support workers, social care and health professionals and the police. We actively take part in a variety of local community activities.

### Role of School Personnel

School personnel will:

- comply with all aspects of this policy
- undertake appropriate training;
- implement the school’s equalities policy and schemes;



- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

### **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organise surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel



- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

## **Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

<b>Headteacher:</b>	Tim Baxter	<b>Date:</b>	29/2/16
<b>Chair of Governing Body:</b>	Tim Pritchard	<b>Date:</b>	29/2/16

## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion													
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓				✓		
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

**Policy Evaluation**

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
<b>A statement outlining the overall effectiveness of this policy</b>				



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