

NETHER STOWEY CHURCH OF ENGLAND VC PRIMARY SCHOOL



# COMMUNITY COHESION POLICY

Approved on behalf of Governing Body: .....

(Chair of Governors)

Approved on behalf of School: .....

(Head teacher)

Date: March 2024

Review Date: March 2026

## **INTRODUCTION**

**Community cohesion** refers to the aspect of togetherness and bonding exhibited by members of a **community**, the "glue" that holds a **community** together.

### **Our vision**

**Nether Stowey Church of England Primary School inspires a love of learning in all of us, with Christian values at our heart.**

**Our school is a safe, caring, friendly environment where everyone is welcome. We respect and value each other, our school, our community and the world we live in.**

**We are caring we are active we are our best**

Nether Stowey CE VC Primary School welcomes children from a range of backgrounds. 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 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, very seriously.

We believe that every child has equal worth, standing and opportunity, regardless of race, gender, creed and ability, whether 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 that is institutionally rooted in the Christian faith. Its ethos of love and care and its commitment to justice are the foundation of its aims in educating the whole school community to make its proper contribution to society. Through its actions and expectations, it 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.

## **AIMS**

- We will 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.

- We will strive to be 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.
- We strive to be a welcoming school ensuring we make all members of the community feel secure and safe in our school.

## **PRINCIPLES THAT UNDERPIN COMMUNITY COHESION**

### **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.

### **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 girls and boys, women and men are recognised.

### **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

### **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, religious affiliation, national origin or national status
- Whichever their gender.

### **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
- Girls and boys, women and men.

### **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
- Both women and men, girls and boys.

## **PROMOTING COMMUNITY COHESION**

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

following headings:

### **Teaching, learning and curriculum**

Helping pupils to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to 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 covering questions about race, religion, ethnicity, diversity and identity.

Work may be incorporated into existing areas of study e.g. in Maths, ICT, English and World literature, Humanities and MFL. Support is given to pupils for whom English is an additional language to enable them to achieve their potential in English. Assemblies are based on values that underpin the above principles and involve members of the local and wider community.

### **Equity and excellence**

To ensure 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 are in place to deal with incidents of prejudice, harassment and bullying, which are reported to Governors and the Local Authority as appropriate.

### **Engagement and extended services**

To provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations: including links with different schools and communities and the 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.

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

## **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 and reflects the principles in this policy.