"I am able to do all things by the one who strengthens me" - *Phillippians 3:14*

GROWING - BELIEVING - SUCCEEDING

" We will all achieve our very best by loving learning, showing resilience and by developing Christian values within our community".

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Sale and Davys C.E Primary School

Community Cohesion Policy

Date policy last reviewed: January 2023
                               Minute 12.2

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

Last updated: 12 September 2022

Contents:

Statement of intent

Community cohesion is about creating a school environment in which every member of the community has a common vision and a sense of belonging where their backgrounds and circumstances are appreciated and valued.

We define 'community cohesion' as working towards a society in which:

- There is a sense of belonging by all communities.
- The diversity of people's backgrounds and circumstances are appreciated and valued.
- Similar life opportunities are available to all.
- Strong and positive relationships exist, and continue to be developed in the workplace, school and wider community.
- Social mobility is encouraged and facilitated.

The school's contribution to community cohesion can be grouped under several headings, including the following:

- Teaching, learning and curriculum
- Equality and excellence
- Engagement and ethos

The school defines 'community' in a number of ways:

- School community – the pupils we serve, their families, and our staff members.
- Our local community – our geographical community, and the people who live and/or work in our area.
- The community of Britain – all schools, by definition, are part of it.
- The global community – formed by the European Union (EU) and international links.

This policy sets out the school's approach to community cohesion.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- Home Office (2021) 'Prevent duty guidance'
- DfE (2015) 'The Prevent duty'
- DfE (2014) 'Equality Act 2010: advice for schools'
- DfE (2014) 'Promoting fundamental British values through SMSC'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Prevent Duty Policy
- School Development Plan
- Anti-racism Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- British Values Policy
- Anti-bullying Policy
- LGBTQ+ Policy
- Staff Bullying and Harassment Policy
- Child-on-child Abuse Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Auditing the school's existing practice in relation to community cohesion.
- Communicating to the school where further action may be required.
- Ensuring that pupils' voices are heard.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Implementing and approving a curriculum that promotes community cohesion.
- Reviewing this policy and relevant policies as required and at least **annually**.

The community cohesion leader will be responsible for:

- The monitoring and evaluation of the community cohesion curriculum.
- Reporting any relevant changes and developments to the headteacher.
- With the headteacher's approval, designing a curriculum that educates pupils to live and work in a diverse community.
- Leading the school's involvement in the promotion of community cohesion.

- Ensuring that the relevant teaching, learning and curriculum supports high standards of attainment, promotes shared values and builds pupils' understanding of the diversity that surrounds them.
- Building relationships with relevant organisations that can help the school bolster its approach to community cohesion.

The SLT will be responsible for:

- Assisting the headteacher and community cohesion leader with the approval of a curriculum that promotes community cohesion.
- Ensuring all staff members engage with the school's approach to community cohesion.
- Answering any questions or concerns pupils and staff members have in relation to this policy.

All staff will be responsible for:

- Treating all members of the school community with respect and dignity at all times.
- Reporting any concerns they, their colleagues or their pupils may have, in relation to this policy, to the SLT.

Pupils will be responsible for:

- Engaging with the curriculum and activities designed to promote community cohesion.
- Treating their peers and staff members with respect and dignity at all times.
- Reporting any concerns they have in relation to this policy to a member of staff.

3. Strategic aims

School's teaching and the curriculum provision will support high standards of attainment, promote British values, and help pupils understand and value the diversity that surrounds them.

Lessons taught across the curriculum will provide various opportunities for pupils to develop their understanding and empathy, promote awareness of the rights of individuals, and to develop the teamwork, skills of participation and responsible action.

There will be a focus on securing high standards of attainment for all pupils and removing barriers to learning both in the classroom and in the wider world.

The school will implement the following policies to tackle prejudice, bullying, harassment and discrimination of all kinds:

- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Anti-bullying Policy
- Anti-racism Policy
- LGBTQ+ Policy
- Staff Bullying and Harassment Policy
- Child-on-child Abuse Policy

The school will aim to remove barriers to building cohesion, e.g. through assemblies which address distrust of different groups and misconceptions.

The school's Admissions Policy and process promotes community cohesion and social equality.

The school will pride itself in providing opportunities for young people and their families to interact and build positive relationships with people from different backgrounds, including links with different schools and communities locally, nationally and internationally.

The school will work in partnership with organisations to support pupils' education and learning in relation to community cohesion.

Engagement with parents through an open-door ethos, parents' evenings, festivals and other celebrations will be considered a priority at the school.

to the school will ensure that it involves children in decision-making and the organisation of the school and teach pupils the importance of participation and making a difference to the school, local community and beyond.

4. Contributing to community cohesion

The school will ensure that it equips pupils to live alongside people from many different backgrounds.

Through existing partnerships in the local and wider community, the school will support and promote community cohesion through its aims as outlined in the School Development Plan.

The school will ensure that:

- Staff members receive relevant training and governors are aware of their responsibilities.
- All staff members are able to promote community cohesion.
- Partnerships are able to develop.
- The Admissions Policy reflects the catchment area.
- All pupils can access the full curriculum.
- There is equal access to education and training.
- Pupils are heard and can effect change.

In line with the British Values Policy, the school will communicate and promote the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

The school will aim to build community cohesion by promoting equality of opportunity and inclusion for different groups of pupils within the school.

All pupils will be encouraged to actively engage with those from different backgrounds and circumstances to understand what they all hold in common.

Whilst ensuring pupils are prepared to live and thrive alongside people from many different backgrounds, the school will be sensitive to the wider local community and implement its policy

and procedure for building community cohesion whilst considering the demographics of the community in which the school resides.

The school will consider the diversity associated with the location of the school and the nature of the it's population, e.g. the religions, beliefs, ethnicities and socio-economic groups pupils and staff members belong to.

Pupils will be provided with various opportunities to interact between children and young people from different backgrounds.

5. Protecting pupils from extremism and radicalisation

The school will fulfil its obligation to teach a broad and balanced curriculum which promotes the spiritual, moral, social and cultural (SMSC) development of pupils.

The school will safeguard against biased or unbalanced teaching and the promotion of partisan political views.

In line with the British Values Policy, the school will build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

Under all circumstances, pupils will be protected from extremism and radicalisation through the Prevent Duty Policy

6. School Development Plan

The school's priorities under this policy will remain in-line with the School Development Plan.

Action plans will be outlined in the School Development Plan, and the community cohesion leader is responsible for communicating and implementing the action plan.

7. Monitoring and review

Performance is monitored by the community cohesion leader throughout the school year, and evidence is collated into folders.

Pupils' views are fed back to staff members to constantly improve professional development.

This policy will be reviewed on an annual basis by the headteacher and the governing board. The next scheduled review date for this policy is January 2024.