



## **COMMUNITY COHESION POLICY REVIEWED May 2017**

**Signed:**  
**Headteacher: Alison Gibson**

**Signed:**  
**On behalf of the Governing Body**

**Proposed Review Date:**  
**May 2018**

## **ABOUT THE POLICY**

This policy aims to show how we at Farington Moss St. Paul's school will meet our duty to promote community cohesion.

Review of the policy will generate points for action which will be incorporated into our School Improvement and Development Plan.

## **OUR SCHOOL CONTEXT**

Farington Moss is a semi-rural area with mixed housing ranging from large detached to terraced. The area is predominantly White British with very few residents from the ethnic minorities.

The main challenge for the school is to address the lack of contact our pupils have with the diversity of cultures now found in modern Britain.

## **DEFINITION**

We endorse the Lancashire County Council definition of Community Cohesion as 'people working together and respecting the differences in our society.'

## **SCHOOL AIMS**

Mindful of the Christian Ethos within our school, we strive to prepare all our pupils for living and working in a diverse and cohesive society by:-

- Encouraging the development of a secure sense of their own identity, both as individuals and as part of the local, national and global communities of which they are part;
- Encouraging open and positive attitudes towards diversity and the development of the skills, understanding and confidence to challenge prejudice, discrimination and stereotyping;
- Supporting the development of the skills, knowledge, understanding and motivation they need to become active citizens who recognise their rights and responsibilities;
- Ensuring equality of opportunity, remove barriers to access and eliminate discrimination and harassment;
- Ensuring that they receive a broad and balanced education and succeed in reaching their individual potential at the highest level possible;
- Provide opportunities for positive interaction and the building of relationships with people from a range of different backgrounds both in our local community and the wider society.

## **ROLES & RESPONSIBILITIES**

The governors will ensure that:

- The school complies with its duty to promote community cohesion;

The headteacher will ensure that:

- This policy is readily available and that governors, staff, pupils and their parents know of its existence;
- All staff understand their responsibilities and receive appropriate support and training if necessary;
- This policy and its procedures are followed.
- Practice in school supports the aims and procedures outlined in this policy;
- They undertake appropriate training in order to support colleagues in carrying out their responsibilities;
- Staff, governors, parents and pupils are kept up to date with relevant information;
- Monitoring of the impact of this policy takes place.

All staff will ensure that:

- They read the policy and understand their responsibilities;
- They promote equality of opportunity and positive attitudes to diversity in accordance with this policy and other relevant policies.

## **POLICY INTO PRACTICE**

All subject areas will be reviewed annually to ensure the curriculum promotes awareness of diversity, shared values, exploration of identity and human rights where appropriate and this will be monitored by curriculum co-ordinators, specifically policies for PSHCE, RE and Worship, Behaviour and Discipline, Special Needs and Inclusion.

Teaching methods will, where appropriate, encourage discussion, questioning and reflection – Circle Time, Philosophy for Children, collaborative learning etc., and this will be monitored through planning documentation.

Staff will receive relevant training and support to ensure they feel confident in promoting discussions around sensitive issues.

Subject leaders will monitor teaching, learning, resources and the curriculum in their subject area to ensure they meet the aims of this policy.

## **EQUITY & EXCELLENCE**

In line with our School Policies, data will be rigorously analysed to identify pupils at risk of underachieving and appropriate intervention strategies will be utilised. The progress of all groups of pupils will be monitored including Pupil Premium pupils.

We will work collaboratively with our stakeholders where necessary to form focus groups to address barriers to achievement.

## **ENGAGEMENT & EXTENDED SERVICES**

We will develop links with other schools which are curriculum based and which encourage communication on a range of topics. We will communicate with our link school – East Meru Community School in Tanzania and sponsor a pupil to attend school.

We will take part in a local forum with other schools and organisations. We will utilise the provision through the Faith Centre to bring greater awareness of other faiths and cultures to the children.

We will develop opportunities for consulting and engaging with pupils, encouraging them to contribute to the evaluation and improvement of their school community, e.g. school council.

## **MONITORING & ASSESSMENT**

- The Senior Management Team will review and monitor this policy annually and report to governors any concerns that may arise;
- The Assessment Co-ordinator, with the Senior Management Team, will monitor assessment data to ensure all pupils fulfil their potential academically as well as socially and emotionally;
- Co-ordinators will monitor where necessary the contribution their subject makes towards community cohesion.