

Community Cohesion At Birchley St Mary's



Written by CC July 2010



Mission Statement

Birchley St Mary's RC Primary School

**St. Mary's School is a safe and happy place,
where we follow Jesus by living, loving, learning
and working together.**

Our school family aims to understand and follow the example set by Jesus.

We will achieve this by:

- Using the Archdiocesan syllabus to underpin all school policies and practices.
- Developing self respect and respect of others.
- Setting good examples of positive behaviour.
- Encouraging and rewarding honesty and integrity.
- Listening to each other.
- Enabling all to contribute.
- Enabling all to recognise their actions and resulting consequences.
- Providing quality opportunities for silent prayer and/or reflection.
- Facilitating opportunities for helping others.

Our school family aims to fully develop the potential of everyone within our school community.

We will achieve this by:

- Providing a broad, balanced and creative curriculum, accessible by all.
- Having rigorous and robust assessment procedures which drive teaching and learning.
- Seeking enrichment opportunities.
- Celebrating success and achievement at every level.

Our school family aims to work together with our families and parish to be an integral part of the wider community.

We will achieve this by:

- Actively seeking out opportunities to promote the school as part of the wider community.
- Actively seeking out opportunities to enrich the local and wider community
- By encouraging links with the parish and families
- Involving local community in school/parish events.
- Making effective use of visitors to enhance the children's learning.
- Developing means of communication e.g. newsletters, reports, parent evenings and websites.

Legal duties of Community Cohesion

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

What is Community Cohesion?

“By community cohesion, we mean 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 in the wider community.”

Alan Johnson, November 2006

The term community includes the following dimensions: **school community**, **geographical community**, **UK community** and the **global community**

Aim

At Birchley St Mary's we aim to prepare our children for living in and making a positive contribution to the various local, national and global communities they belong to. Through the learning opportunities they take part in and the ethos they are exposed to, we hope to develop in the children tolerance and a sense personal identity and of justice for all.

Objectives

We will achieve this by:

- Ensuring all members of the community demonstrate high standards of behaviour and respect for others
- Ensuring that all members of the community understands that it is everyone's responsibility to protect human rights
- Ensuring teaching and learning activities help children value diversity
- Frequently stating our common values stated in our Mission Statement
- Identifying early children who may be at risk of underachieving due to gender, ethnic background, having English as a second language , additional educational or medical needs, or being socially disadvantaged
- Ensuring all children make good progress by removing barriers to learning
- Providing opportunities for children to develop positive and meaningful relationships with children from diverse communities
- Challenging stereotyping, bullying, harassment and prejudice appropriately
- Providing enriching learning opportunities that enable the development of children's understanding of community and diversity including fieldwork and focus weeks

Structure

There are a number of ongoing activities which will ensure these aims and objectives will be achieved:

- Admission policy being in line with anti-discriminatory legislation (policy is drawn up in consultation with LA and Archdiocese)
- Following LA policies for dealing with and reporting incidents of harassment or hate crime
- Regular rigorous of monitoring of teaching and learning
- Regular tracking and target setting of pupil progress
- Thorough analysis of whole school data
- Regular IEP reviews
- Multi-agency planning and working to meet the needs of identified children
- Carefully planned intervention programmes linked to identified groups of/individuals in danger of underachievement
- Regular collection of views of parents and children regarding aspects of community cohesion
- Regular school Council meetings
- Close liaison between school and parents through PTA, curriculum evenings and workshops
- Taking part in sporting, musical or other inter-school activities, enabling children to mix with children from other schools and backgrounds
- Taking part in activities working with other members of the community e.g. gardening, craft, baking or other activities with parents/grandparents; parish events; walk of witness; summer/Christmas fairs

- Making use of shared local resources e.g. library
- Fund-raising/awareness raising activities for local, national or global charities
- Meetings with other members of the local community e.g. parish councillors, PSCO's, other school councils
- Geography topics and fieldwork based on local community, contrasting UK community and global community
- Celebration of diverse cultures e.g. weekly French/Spanish lessons, annual study of Hinduism and Judaism
- Opportunities advertised for extended school activities either within school or in the local community to enable parents and children to participate in a wider variety of activities

Planning

Planning for aspects of community cohesion (as described above) will be found as part of whole school action planning (SIP) and in long and short term planning for teaching and learning (particularly as part of Geography, PSHE and RE work).

Assessment, Reporting, Recording

Records of analyses of school data of pupil attainment is kept by the headteacher and shared with staff and governors as appropriate.

LA forms and protocols will be used to report incidents of harassment and hate crime. Governors will monitor other linked policies to ensure they support this policy (e.g. SEN, assessment, behaviour, teaching and learning, admissions etc.) Evaluations of the impact of action plans that make up the SIP are discussed by staff and reported to governors on an annual cycle.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.