St Mary's C.E. (A) School



Community Cohesion Policy

'We enjoy learning and achieving in a Christian environment'

SCHOOL POLICY FOR COMMUNITY COHESION

How good and pleasant it is when God's people live together in unity! ……For there the LORD bestows his blessing, even life forevermore.
Psalm 133:1-3

Mission Statement
'We enjoy learning and achieving in a Christian environment'

Equality Statement
This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

KCSIE
This policy and procedure is subject to the statutory safeguarding and child protection guidance for schools in England, Keeping Children Safe in Education (KCSIE, DFE 2022) which outlines a child-centered and coordinated approach to safeguarding. Safeguarding and promoting the welfare of children is everyone's responsibility and every person who comes into contact with children in whatever capacity has a role to play. They should therefore consider, at all times, what is in the best interests of the child and take prompt action where necessary.

Data Protection Statement
The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What ?	**Probable Content**	**Why ?**	**Who ?**	**Where ?**	**When ?**
Protected Characteristic incidents	Name D.O.B. Protected characteristic details	Legally to report to authority and monitor provision	All Staff (Where Necessary)	Initially Completed On Paper Then Entered Onto School's Information Management System Paper Version is Shredded	Held On File Throughout Child's Time At School Computer Retains Copy of Records in 'Archive'

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
✓		

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 contribute to be developed in schools and the wider community.

(Extract from DCSF Community Cohesion Policy)

Community from a school's perspective

The term 'community' has a number of dimensions including:

- the school community – the pupils it serves, their families and the school's staff;
- the parish community of Greenfield and the local churches
- the community within which the school is located – the school in its geographical community and the people who live or work in that area;
- the community of Britain – all schools are by definition part of this community;
- the global community – formed by EU and international links.

How can St Marys contribute to community cohesion?

A central aspect of our work in developing community cohesion is to consider how different aspects of our work already support integration and community harmony; to take stock of what has worked well so far. We also consider where there may be scope to improve our existing work through a more explicit focus on the impact of activities on community cohesion.

1. **Teaching, Learning and the Curriculum** – to teach pupils to understand each other, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
2. **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest possible level, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
3. **Engagement and ethos** – to provide a means for children and their families to interact with people from different backgrounds and build positive backgrounds and build positive relationships, including links with different schools and communities locally, across the country and internationally.

How we do this at St Mary's

- Curriculum provision allows children to develop an understanding of community and diversity is enriched through fieldwork, visits and meeting with members of different communities.

- Through our curriculum planning, bringing visitors into the school, making visits to other communities, listening to our 'pupil voice', working closely with parents in learning partnerships etc. can enhance the understanding for our pupil about diversity and the society in which we live, thus developing the necessary skills in order for them to become valued and valuable members of the future community in which they live.

- Partnership arrangements to share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds.
- Strong links and multi-agency working between the school and other local agencies, such as the youth support service, the policy and social care and health professionals.
- We link with members of the St. Mary's Church community. The school has occasions throughout the year when they have direct input into church services and regularly support the church led carities such as water aid and Christian Aid

- We actively support the work of Greenfield and Grasscroft Residents' Association
- We have strong links with 9 other schools in our locality including Saddleworth High School through being an associate member of the Dovestone Learning Partnership.

- We liaise with local schools to participate in a range of sporting events designed to encourage community cohesion.

- We have lessons from specialist PE teachers that provide a diverse richness to the PE curriculum.

- Systematic tracking of pupil's progress in academic subjects and emotional, social and behavioural development.
- Effective policies and practices in place to deal with incidents of prejudice, bullying and harassment.
- We follow a Collective Worship programme which embeds the celebration of all key religious festivals.
- We use and follow the JIGSAW' PSHE scheme alongside this we learn about British Values and their impact within our community and life.
- We support a child through ActionAid
- PTFA holds numerous events throughout the year for the local and wider community
- Provision of extended services and community use of facilities for activities that take place out of school hours.

Signed: *S Kearney Duckworth*
Chair of RE, Worship and Pastoral Committee

Next review: 2026 or as appropriate in relation to any changes in legislation or policy. This policy will stand until the next review.