Christ Church CE School
Community Cohesion Policy
Spring 2019

Christ Church
CE Primary School
Regents Park
NW1 4BD

Christ Church C of E Primary School
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<u>**Christ Church C of E Primary School**</u>
<u>**Community Cohesion Policy**</u>

<u>**Mission Statement**</u>

The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Our School Aims - **Every Child Matters**

The Ethos of the School

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

The Values of the School

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

The Standards of the School

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

Date of policy: Spring 2019
Review date: Spring 2021

INTRODUCTION

At Christ Church Primary School, we aim to build mutual respect through our school ethos, aims and values and attempt to take positive steps to promote equality and tolerance. We strive to foster excellent and valued relationships between governors, staff, parents and their children and all agencies, community and local groups.

We believe in contributing and working towards a society in which:-
- There is a **common vision** and **sense of belonging** by all communities;
- The **diversity** of people's backgrounds and circumstances is appreciated and valued;
- Similar **life opportunities** are available to all;
- **Strong** and **positive relationships** exist and continue to be developed in schools, in the workplace and in the wider community.

PURPOSE OF THE POLICY

The aim of this policy is to outline the key role that the school has to play in promoting community cohesion and define the various approaches the school will take in order to realise these aims.

DEFINING COMMUNITY

For schools, the term 'community' has a number of dimensions including:

- **The school community** - the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services;
- **The community within which the school is located** - the school in its geographical community and the people who live or work in that area. This

applies not just to the immediate neighbourhood but also to the town or local authority area within which a school is located;

- **The UK community** - all schools are by definition part of this community;
- **The global community** – considering our links to other people and communities around the world.

RESPONSIBILITIES

Governors and staff are responsible for preparing the pupils to live and prosper alongside people from many different backgrounds. We need to ensure that we:

- Provide opportunities for interaction between pupils from different backgrounds
- Consider how aspects of our work already support integration and community harmony
- Take stock of what has worked so far, for us and other schools and consider the scope for a more explicit focus on the impact of our activities on community cohesion
- Consider how the duty to promote community cohesion can also contribute to our duty to promote children's well-being.

WAYS OF PROMOTING COMMUNITY COHESION

Our school promotes community cohesion through various activities:

Within the school:
- Collaborative working on projects/activities. This may be both within and between class (e.g. sports day)
- Sharing good practice among both children (e.g. work displays) and staff (e.g. through INSET etc.)
- Charity support
- Whole school events (e.g. fairs, discos, performances)

Between the school and parents
- Parents in Partnership (PiP) and parent reps
- Seeking parental opinion of school matters (e.g. through parent/carer surveys, open-door policy)
- Parent workshops (e.g. for academic subjects, behaviour, health and fitness)
- Coffee mornings
- Supporting parents with difficulties

Between the school and the local and wider community
- Allowing community groups to use the hall, playground etc. (e.g. cadets using the playground for training, HS2 meetings being held in the school hall)
- Linking events between the school and St. Mary Magdalene's Church (e.g. collecting food for Harvest Festival)
- Organising trips to local community groups and organisations and inviting visitors to work with the children (e.g. religious leaders, the Army Barracks, Melia White House Hotel, Sainsburys, Waitrose, West Euston Partnership, The New Diorama Theatre, Euston Tower, Cross Teach)

Between the school and national and international communities
- Fundraising events (e.g. Children in Need, Comic Relief, Toilet Twinning)
- Pairing projects (e.g. the older classes have had penpals in both the UK and France)
- Work to become a 'Rights Respecting School' – this initiative aims to make children more aware of their rights and how the rights of children around the world may be compromised

APPROACHES TAKEN AT CHRIST CHURCH

At Christ Church, we are lucky that our school community is incredibly diverse and multi-cultural:
- Approximately 70% of our children and 30% of our staff come from an ethnic minority background;
- Our children and staff speak over 20 languages

It is important, therefore, to give our pupils opportunities to learn with, from and about those from different backgrounds in order to promote community cohesion. We achieve this through our approach to:

Learning and teaching
Teaching pupils to understand others, promoting discussion and debate about common values and diversity
- Teaching and curriculum provision - Religious Education, PHSCE, humanities, collective worship and assemblies that support high standards of attainment, promote common values, and build pupils' understanding of the diversity that surrounds them;

- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping;
- A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities;
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

Equity and excellence
- Removing barriers to access and participation, offering equal opportunities to all our pupils to succeed at the highest level possible;
- A focus on securing high standards of attainment for all pupils irrespective of ethnic background or socio-economic status;
- Systematic tracking of pupil's progress in academic subjects and emotional, social and behavioural development;
- Removal of barriers to access and participation in learning activities and eliminating variations in outcomes for different groups;
- Effective policies and practices in place to deal with incidents of prejudice, bullying and harassment;
- Ensuring that our admissions policy and practice do not deter parents from particular communities from applying;
- Ensuring that recruitment of staff and staffing policies promote community cohesion and social equity;
- Analysing and comparison of data with other similar data nationwide; this would facilitate our understanding of success and areas for development for our school in the overall field of community cohesion.

Engagement and extended services
- Providing opportunities for children, young people and their families to interact with others from different backgrounds.
- *School to school:*
· Partnership arrangements to share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds (e.g. Arnold House School);
· Links built into existing schemes of work and grounded in the curriculum with pupils working together on a joint project or activity.
- *School to parents and the community:*
· Working with members of the community by encouraging them to visit school to work with pupils;

- Strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals;
- Engagement with parents through open days, curriculum evenings, parent and child courses and other events;
- Provision of extended services and community use of facilities for activities that take place out of school hours;
- Engagement with the governing body and PiP/parent reps through meetings and social events linked to the school.
- 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 of our pupils 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.

MONITORING THIS POLICY

The Community Committee will monitor the application of this Policy and take appropriate steps to ensure that it is operating effectively.

The policy will be reviewed by the Community Committee every two years to ensure its effective application and any issues arising will be raised with the Full Governing Body.