



COMMUNITY COHESION POLICY

Since September 2007, all schools had a duty to promote community cohesion.

INTRODUCTION

1. Definition of 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.

For the schools, the **school community** is for children and the young people it serves, their parents, carers and families, the staff, Governing Body and the community users of the school's facilities and services.

The community within which the school is located is its geographical community and the people that live or work in that area. This applies not just to the immediate neighbourhood, but also to the village, town or local authority area within which a school is located.

The school sits within the **UK community** and has close links with a range of schools.

We value our **global community** and the international links which can be forged.

AIMS AND OBJECTIVES

The school will continue to build upon its good practice and look at the impact of our activities. Our school builds community cohesion by promoting equality of opportunity and inclusion for different groups of children within the school. There is a strong respect for diversity and inequalities by sharing values and encouraging pupils to actively engage with others, to understand what they have in common, to equip them to live and thrive alongside people from different backgrounds.

We promote community cohesion through

- Teaching and learning
- Equity and excellence
- Engagement and ethos

2.1 Teaching and Learning



Our teaching and curriculum provision supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them.

- Opportunities across the curriculum are promoted to share values and to help pupils to value differences and to challenge prejudice, discrimination and stereotyping. As well as the opportunities in citizenship described above, there are opportunities across the curriculum and in the programmes of study for Religious Education (RE) and Personal, Social and Health Education (PSHE)
- A programme of curriculum-based activities is available whereby pupils' understanding of community and diversity is enriched by visits and meetings with members of different communities.
- Additional support is given in class for pupils for whom English is an additional language, to enable them to achieve at the highest possible level across the curriculum.
- Assemblies are arranged that involve members of the local and wider community to promote the engagement of learners and shared understanding as well as the school's ethos and values.
- Learners are encouraged to value diversity and to develop a better understanding of society by challenging assumptions and creating an open climate to address sensitive and controversial issues.

2.2 Equity and Excellence

- High standards and expectations are set for all pupils from all backgrounds.
- Effective approaches are in place to deal with incidents of prejudice, bullying and harassment. They are reported to the Governors and West Sussex County Council.
- Annually, during anti-bullying week, the children complete an anti-bullying survey and parents are reminded of the school's definition of bullying and the school's anti-bullying policy.
- Admission arrangements are in accordance with West Sussex County Council's code of practice.

2.3 Engagement and Extended Services – School to School

- Partnership arrangements exist with the Weald Locality group of schools to share good practice and offer pupils the opportunity to meet and learn from pupils of other schools.
- Children on the Gifted and Talented register have cross-curriculum opportunities to meet with pupils from other schools and attend enrichment courses.
- The children have the opportunity to link with other schools around the world including Sierra Leone, USA and New Zealand.
- A strong link has been established with Kenema School, Sierra Leone. Children from both schools explore common themes in collaborative curriculum projects. E.g. water
- School Leadership is linked to a small school network of head teachers who meet to carry out group activities e.g. journeys project.

2.4 School to Parents/Carers and the Community

Well established links, opportunities and support exist with parents/carers through curriculum evenings, home visits, voluntary parental help in classrooms, overseeing the library, regular communication and family liaison work.



Well established links, opportunities and support exist within the local community through:

- PTA
- Muntham House
- St Mary's Church
- Parish Council
- British Legion
- Fair trade Committee
- Pulborough Garden Society
- Mary How Trust
- Local Shops
- Tesco's and Sainsbury

2.5 Provision of Extended Services

- There is multi-agency working between the school and other local agencies including the community police, fire service, social and healthcare professionals.
- Community representatives are invited and welcomed into the school to work with the pupils both in class and for assemblies.

2.6 Schools to Local Authorities and Other Partners

We value the support we receive from West Sussex County Council, the Diocese of Chichester and other voluntary community organisations who support our role in discharging the duty to promote community cohesion.

MONITORING AND REVIEW

3 Role of the Governors

Governors may wish to focus on an area of Community cohesion during their Governor visits.

3.1 Role of the Headteacher

The Headteacher will monitor the three areas and report to the Governors annually on the progress and impact of the policy, Information from the annual audit carried out with staff will feed into the next School Improvement Plan.

Approved: September 2013

Review: September 2016

