Kirkland & Catterall St Helen’s C of E Primary School
Community Cohesion Policy

Introduction
At Kirkland & Catterall St Helen’s C of E Primary we actively promote the spiritual, moral, social, cultural, mental and physical development of our children and seek to prepare them for the opportunities, responsibilities and experiences of later life.

Our school celebrates the diversity within our local area and welcomes the contributions which different groups and individuals make to the community. Differences between groups of people can cause misunderstanding and friction. A key commitment of Kirkland & Catterall St Helen’s C of E Primary School is therefore to build and promote community cohesion within the school and wider community.

Community cohesion incorporates and goes beyond the concept of race equality and social inclusion. A cohesive community is one where:

- There is a common vision and a sense of belonging for all communities.
- The diversity of people’s different backgrounds and circumstances are appreciated and positively valued.
- Those from different backgrounds have similar life opportunities.
- Strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

Kirkland & Catterall St Helen’s C of E Primary provides education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of all members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

We work towards eliminating all discrimination, on the grounds of race, gender, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all pupils, employees, stakeholders and members of our local and global community should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

The health, well-being and cohesion of our local community are important to us. By valuing diversity, we lead the way in good practice and set an example for others to join us.

What is Community Cohesion?

Community cohesion involves 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 schools, the term ‘community' has a number of dimensions including:

- **The school community** – the pupils it serves, their families and the school’s staff;
- **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 UK community – all schools are by definition part of this community;

The global community – formed by EU and international links.

In addition, schools themselves create communities – for example, the networks formed by schools of the same or different faiths.

### Promoting Community Cohesion

Our contribution to community cohesion can be summarised under the following headings:

**Teaching, Learning and the Curriculum**
Teaching children to understand others, 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.

**Equity and Excellence**
Ensuring equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

**Engagement and Ethos**
Providing a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

### How we promote Community Cohesion

In the Summer Term 2010, the Leadership Team conducted an audit of the contribution our school currently makes to community cohesion. The audit identified the following aspects of good practice:

**Teaching, Learning and the Curriculum**
- Lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice and stereotyping, e.g. in PSHE, Citizenship and Religious Education.
- Curriculum based activities enrich children’s understanding of community and diversity through visits and meetings with members of different communities, e.g. visits to places of worship and religious leaders and parents/carers from different religious backgrounds coming in to school to support curriculum delivery.
- A successful Global Reciprocal Grant Application has initiated a firm link with a school in Sri Lanka, Keppetipola. Initial exchange activities between children in both countries have taken place and whole school assemblies support wider understanding of the partnership. Visit by teachers are planned for 2010/11 and a further application for a Global Curriculum Grant is to be undertaken. Kirkland & Catterall St Helen’s C of E Primary is the lead local school, supporting 12 others in this work. The partnership is intended to improve children’s understanding and outlook of the wider Global Community and enable them to see themselves and their actions as part of a worldwide family. Activities and projects are aimed mainly at diversity and cultural differences. Key work will be centred around years 4, 5 & 6, with additional whole school themed days/weeks throughout the year. All staff are expected to integrate Sri Lankan themes into their creative curriculum themes and other subjects where appropriate.
- Assemblies/worship time involve members of the local and wider community and promote the engagement of learners and shared understanding as well as the school’s ethos and values.
- Children nominate and raise money for a local, national and international charity each year. Assemblies/worship time and curriculum activities develop children’s understanding of these charities and of the people/societies they support.
Equity and Excellence:

- Securing high standards of attainment for all children is our key priority. A rigorous tracking and target setting system is in place to ensure that high expectations are set for every individual and that their progress and attainment is monitored on a termly basis. Any underperforming individuals or groups of children are swiftly identified and specific programmes of support implemented. Information from LSIP and RAISEonline is also used to inform our provision.
- All children are treated with respect and supported to achieve their full potential through the careful deployment of resources and staffing. All children benefit from a curriculum which is well differentiated and personalised programmes of support and extension are used where appropriate.
- Through our Behaviour and Anti-Bullying policies, incidents of bullying, harassment and prejudice are carefully monitored and dealt with thoroughly. This monitoring includes analysis of whether children from particular groups are more likely to be excluded or disciplined than others.
- The school is subject to the Local Authority/Diocesan admission arrangements which promote community cohesion and social equity.

Engagement and Extended Services:

School to school:

- We have a formed a partnership with a large primary school (Ribbleton in Preston) in a contrasting town locality. Children from each school visit the other on a termly basis. This provides both sets of children with the opportunity to meet and learn from children from very different backgrounds.
- We are seeking to extend this partnership to include sporting and singing/drama activities involving other schools providing opportunities for children to interact.
- Through the Global link work we have formed a strong partnership with a local rural small school. It is hoped that further international themed work and Eco issues can be addressed through school council liaison activities and visits to each school. Both headteachers are committed to the development of joint school development plan issues.
- We currently have strong partnership with the nearest local primary school whereby staff share curriculum ideas, CPD and joint focussed activities, e.g. AGT activities, Diocesan led visits. This allows staff opportunity to broaden their understanding of current issues and develop ideas through sharing of strategies and techniques. Through sports activities, matches and tournaments, children have begun to develop wider friendship circles and a stronger sense of community and sportsmanship.

School to parents/carers and the community:

- Representatives from the local community come into school to work with the children in a range of curriculum areas and to take part in worship time and lessons.
- We have developed strong links with a range of external agencies, e.g. community police, social care, school nursing service, who support us in our work with children and their families.
- The School Council is developing a high profile and all children have a voice in the governance and organisation of the school. An official election process is held at the beginning of each Autumn Term which involves an election campaign, speeches and a whole school ballot using ballot booths. The School Council is involved in key decision making and uses its own annual budget, money raised through fundraising, to independently manage.
- We have strong links with our local secondary school and offer work experience placements to their Year 10 students. We are able to make use of the specialist facilities at the secondary school to support the delivery of our curriculum when appropriate.
- We engage very positively with our parents and carers and consider this to be a real strength of the school. Some of the ways in which parents and carers are involved in the school community are as follows:
Parents and carers are encouraged to come into school each week to provide curriculum support, e.g. hearing children read, assisting with classroom activities such as art, cooking, sewing etc.

- Parents are invited to school for informal discussion and coffee termly as part of a Parent Partnership group. The Headteacher, business manager or governor representatives are available during meetings to address queries or concerns that parents may have.
- We provide parents and carers with detailed and regular feedback about how their child is doing at school and have an open-door policy where any parent/carer is welcome to come into school at anytime to discuss any concerns they may have.
- We regularly ask for feedback about what we are doing well and what we could do better and there is a feedback box in the playground which parents and carers can use at anytime in order to raise an issue, praise a positive or ask a question.
- Information evenings about the curriculum and school-based initiatives are held each term.
- We provide parents and carers with detailed and regular feedback about how their child is doing at school and have an open-door policy where any parent/carer is welcome to come into school at anytime to discuss any concerns they may have.

- Extended Services:
  - We run a before-school breakfast club each morning for children age 4 – 11 years.
  - A wide range of extra-curricular activities, provided through afterschool club, are on offer for all children. Attendance at these clubs is carefully monitored as to whether any particular groups of children are more or less likely to attend.
  - School are mindful of any families who may need support to engage in this provision and as such may seek external or internal financial support as appropriate. The school trustees can provide support for families through consultation with the head and chair of governors.
  - We offer a termly drop-in session with the school nurse for children and their parents and carers.
  - Parent and child courses, family liaison work, parenting support, adult and family learning and other extended services are well signposted in school and via our school website.
  - To support us in endeavouring to meet the needs of all groups, a questionnaire is due to be sent to all children, parents/carers and the wider community, annually in the autumn term to ascertain what activities and services they would like school to provide.
  - Good transition arrangements are in place to support children moving to Kirkland & Catterall St Helen’s C of E Primary at the beginning of either their Nursery or Reception year.

Next Steps

During the Autumn Term 2011, an action plan will be produced to identify how the school can continue to move forward in terms of the community cohesion agenda. This will be presented to staff and the full Governing Body at the beginning of the Spring Term 2012.

**Senior Member of Staff Responsible:** Karen Price (Headteacher)

**Designated Member of Staff:** Clare Selway (Assistant headteacher)

**Governor Responsible:** Gurth Wilson

**Policy Agreed:** Autumn 2010