



Lenham Primary School
Community Cohesion Policy
April 2017

Named member of staff: Sarah Howell

Named Governor: Ceri Norey

Introduction

Section 21(4) of the Education act 2002 (as inserted by section 38 of the Education and Inspections Act 2006) states that:

‘The governing body of a maintained school shall, in discharging their, functions relating to the conduct of the school –

- a) Promote the well-being of pupils at the school, and
- b) In the case of a school in England, promote community cohesion’

This duty came into effect on 1 September 2007. From 1 September 2008, HMCI has a duty under section 5 of the Education Act 2005 (as inserted by section 154 of the Education and Inspections Act 2006) to report on the contribution made by schools to community cohesion.

At Lenham Primary School we aim to build mutual respect through our school ethos of ‘Take pride, be proud’. We support its aims and values (including British values), and take positive steps to promote equality and tolerance.

We strive to foster excellent and valued relationships between governors, staff, parents and their children; 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

The policy will be shared with staff, parents, pupils and governors, and will be available, along with other policies on the school’s website:

Aims & Objectives

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

Community from the school’s perspective

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

- **The school community:** the children that 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 and work in that area. This applies not just to the immediate neighbourhood but also to the wider locality and local authority within which our school is located

- **The UK community:** all schools are by definition a part of this community, and adhere to the support of British Values
- **The global community:** formed by EU and international links

Our responsibilities

Governors and staff have a responsibility to prepare our 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 supports integration and community harmony
- Continually reflect on 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 the community cohesion
- Consider how the duty to promote community cohesion can also contribute to our duty to promote children's well-being through our delivery of the outcomes in frameworks such as The Every Child Matters Agenda and our Prevent Duty

How we promote Community Cohesion

Within school:

- Welcoming visitors from different faiths, backgrounds and cultures for a variety of reasons e.g. class talks, assembly presentations, advising staff
- Working closely with the local church and having visitors from various agencies and community groups to work with the children
- Sharing good practice
- Collaboration on projects (e.g. Maidstone Mela)
- Celebrating difference and cultures through displays, assemblies and the curriculum
- Encouraging tolerance through our teaching

With parents and the local and wider community

- Encouraging community groups to use our facilities
- Active parent forum where parents can raise concerns, make suggestions and negotiate outcomes with the school
- Welcoming parents and families to our termly 'Book Look'
- Having close links to the Parish Council
- Supporting parents with difficulties through our close relationships with local agencies

How we approach Community Cohesion

Considering the rural locality of Lenham Primary School and the predominantly monoculture population, we consider it is vitally important that our pupils experience opportunities to learn with, from and about those from different backgrounds. We achieve this through our approach to:

Teaching and Learning

- Teaching and curriculum provision (RE, PSHE, collective worship, assemblies) supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them
- Lessons across the curriculum that promote common values and helps pupils to value differences and challenge prejudice and stereotyping
- A programme curriculum based activities whereby pupils' understanding of community and diversity is enriched through school visits
- Support for pupils for whom English is an additional language to enable them to achieve

Equity and Excellence

- 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
- Monitoring of emotional, social and behavioural development
- Providing equal opportunities for all to succeed
- 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
- Adhering to the local authority's admissions policy which ensures no parents are deterred from applying for a school place
- Ensuring that recruitment of staff and staff policies promote community cohesion and social equality
- Analysing and comparing data with similar data locally and nationally; this supports our deeper understanding of success and areas for development in the overall field of community cohesion

Engagement and extended services

School to school:

- Partnerships with collaboration schools to share good practice
- Opportunities for pupils to link with others locally through events

School to parents and the community:

- Working with members of the community by encouraging them to volunteer at the school
- Termly 'Book Look' where parents and families are welcome
- Special events that encourage families and the community to come to school e.g. Sports Day, Family Camp-out, Nativities and end of year shows
- Provision of extended services and community use of our facilities for activities that take place out of school hours
- Provision of wrap-around care
- Engagement with the governing body, PTA and Parent Forum through meetings and social events linked to the school

- Contribution to the village community through articles in the 'Lenham Focus'
- Visits to the library by every class
- Opportunities to engage with the church through visits and assemblies
- Acceptance of invitations to the community centre to perform at local event

Through our curriculum planning, bringing visitors into the school, making visits to other communities, listening to our 'pupil voice' and working closely with parents we enhance the understanding for 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 we live.

This policy is due for review by:

Sarah Howell and Ceri Norey, April 2020