



# Dereham Church Infant and Nursery School



## Policy for Community Cohesion

### Purpose

The purpose of this policy is to ensure that the school not only complies with legislation, but that all who work and learn in the school understand and can demonstrate their commitment to the community. This includes the school community (encompassing members of the wider community involved in and/or facilitating the school's activities), the community within which the school is located, the UK community and the global community. This is clearly identified in the school mission statement and aims:

### School Mission Statement

**D**evelop our children as confident individuals with an appreciation of the Christian faith

**C**hallenge our children in order for them to reach their full potential

**I**nspire our children through a creative and stimulating curriculum to have enquiring minds and be independent learners

**N**urture our children in an environment that supports and promotes well being

**S**ucceed in fostering creative, considerate, confident individuals.

### The Aims of the School

At Dereham Church Infant and Nursery School we aim for every child to develop their whole self as an individual, enjoy learning and strive to reach their full potential

#### **We aim for our children to:**

- ❖ Have an awareness of their own and others' physical, mental, social understanding and spiritual well-being.
- ❖ Have a sense of belonging in our school and wider community whilst respecting the values, opinions, culture and beliefs of others.
- ❖ Develop a greater understanding of the Christian faith
- ❖ Have a positive, enthusiastic and confident attitude towards lifelong learning
- ❖ Know how to keep themselves and others safe within the school and wider community

#### **We believe children will achieve these aims by experiencing:**

- ❖ A safe, secure, stimulating and inclusive learning environment
- ❖ A broad, balanced, child-centred curriculum which reflects the community in which we live, work and the wider world
- ❖ High quality creative teaching which supports and challenges all learners.

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- ❖ An ethos which is underpinned by Christian values
- ❖ An opportunity to reflect upon their own and others' beliefs, cultures and values
- ❖ A learning partnership between school, parents, carers, governors and the community
- ❖ Challenging age appropriate opportunities to develop spiritual, moral, social and mental well being

### To ensure we meet our aims, we:

- ❖ Shall give high priority to well-being for all
- ❖ Place safeguarding at the forefront of all we do.
- ❖ Regularly evaluate the effectiveness of teaching, learning and the personal progress of every child.
- ❖ Have a coherent and relevant programme of professional development for all staff
- ❖ Ensure learning resources are up to date and financial resources are well managed
- ❖ Provide opportunities for children to explore Christian beliefs, morals and values through both teaching and educational visits.
- ❖ Provide opportunities for children to express their views through the school council
- ❖ Celebrate children's achievements and attendance
- ❖ Through good communication with parents/carers, governors and the community, involve them in school life.

### Relationship to other school policies

This policy has relevance to all other statutory policies and the Single Equalities Scheme

**Dereham Church Infant School & Nursery** welcomes children from a diverse range of backgrounds. Our school provides a caring, nurturing and stimulating environment, underpinned by the Christian values of forgiveness, respect, perseverance, generosity and tolerance, across a creative and challenging curriculum which stimulates all children to reach their full potential both academically and spiritually, to become well-adjusted, rounded individuals.

We value each individual, their uniqueness and the contribution they can make to our school and local community. Our school takes its responsibility for educating children to live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds, very seriously.

Dereham Church Infant School & Nursery is an inclusive school. Through its actions and expectations, it aims for all to reach their full potential, whether governor, pupil or member of staff. This inclusive community is committed to supporting cohesion in our local area and supports families and community projects. We respect the faith, religious beliefs and practice of all staff, pupils and parents and those in our wider community and comply with reasonable requests relating to religious observance and practice.

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### What is community cohesion?

#### Working towards a society in which:

- There is a common sense of belonging and a common vision
- 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

#### **Community from a school's perspective**

- School community
- Community within which the school is located
- UK community
- Global community

#### **Our School will:**

- Continue strong links with EACH charity and ensure children understand the impact of our involvement demonstrating courageous advocacy.
- Develop an approach to community cohesion that reflects the nature of the school's population and the location of the school, taking into account any year on year variations
- Plan and take appropriate actions to promote community cohesion
- Evaluate the impact of these actions
- Provide pupils with more opportunities to learn about different faiths and cultures from first hand experiences

#### **Roles and responsibilities of head, other staff, governors**

The **headteacher** will ensure that:

- all staff understand their responsibility to promote community cohesion
- relevant training is organised for staff and governors
- the curriculum maximises opportunities to promote understanding, engagement and positive action
- pupils have equality of access to school life
- the ethos and curriculum of the school prepares them to make a positive contribution in a richly diverse society
- the governing body is advised about what is in place and what is planned
- the governing body has opportunities to use its knowledge of the local, national and global community in the process of planning, monitoring and evaluation
- opportunities for meaningful and continuous interaction between pupils and the community beyond the school are recognised and nurtured



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- the school fosters an awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality
- barriers to access, participation, progression, attainment and achievement are minimised/removed.

### Teaching and support staff will:

- use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping
- develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups
- provide opportunities through our personalised curriculum for pupils to access and use the local area to enhance their learning.
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- promote attitudes and values that will challenge prejudice, discriminatory behaviour, assumptions and stereotyping
- respond quickly and effectively to any incidents of prejudice, bullying and harassment
- strengthen individual and collective skills to deal positively and confidently with change
- provide opportunities for pupils to identify and develop shared interests among members of different social groups
- emphasise the interconnectedness and interdependence of society members at local, regional, national and global levels.

### The **Governing body** will:

- ensure that the school complies with the legal duty to promote community cohesion
- endeavour to reflect the community served by the school in its composition
- promote the integration of community cohesion with personalised learning, narrowing the gap and extended services
- play an active role in planning, monitoring implementation and evaluating the impact of the community cohesion strategy.

**Pupils, parents and carers** will be consulted regularly on the effectiveness of all aspects of the policy. They will be involved in monitoring the policy and invited to suggest ways to



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enhance it. They will be expected to promote positive attitudes to diversity and to promote the school in the community.

### **Arrangements for monitoring and evaluation**

The governing body will review evidence presented by staff in reports and gathered by governors on visits and seek to validate the judgements suggested in the SEF.

Appropriate evidence could include:

- membership profile of governing body
- pupil profile compared to community profile
- analysis of attainment, attendance and exclusion by gender, ethnicity, SEN, children who speak English as an additional language, child carers, looked after children
- analysis of bullying data and the effectiveness of responses to bullying
- statements of values, principles and aims in the prospectus
- signage and reading books in community languages
- reports by staff and governors involved in auditing statutory policies such as equal opportunities, pupil discipline, admissions
- analysis of parental engagement in school activities
- participation rates by different groups in school activities
- school Collective Worship themes
- school improvement and development plan
- curriculum plans
- complaints and compliments from the local community.