

**St Mary's CEVA**  
**Primary School, Hadleigh**



## **Community Cohesion Policy**

### **1. Introduction**

At St Mary's CEVA Primary School, we aim to enable children to become good citizens of the world and to prepare them for the roles and responsibilities of adult life. Our curriculum places an emphasis on spiritual, moral, cultural, social and emotional development. Differences and diversity are celebrated. We promote tolerance and respect for others through our Christian values, Worship, curriculum and school rules. St Mary's is a welcoming, inclusive school, in which we ensure that all children have an equal opportunity to participate and succeed.

We believe it is vital that the school reflects and plays a full part in our increasingly diverse community. All those at St Mary's have a role to play in ensuring that the school helps to secure and maintain a cohesive, tolerant community. We believe it is our duty to challenge misconceptions and to encourage people to live together and learn from one another.

### **2. What is 'Community Cohesion'**

'Community Cohesion' means that we are involved in working towards a society in which there are common values and all groups and communities feel a sense of belonging. In such a society, diversity is valued and all people have equal opportunities to succeed, regardless of personal circumstances and background.

Our role is to foster positive relationships between the school and the local, wider and global communities.

### 3. St Mary's CEVA Primary School's communities

The idea of 'community' has several aspects to it, including:

- The school community - the pupils, families, staff and Governors of St Mary's;
- The local community - the people who live and work within Hadleigh and its surrounding villages and the schools in the Hadleigh Pyramid, with which we work very closely;
- The church community - the people, schools and churches in the Benefice of St Mary's Church and the Diocese of St Edmundsbury and Ipswich;
- The regional and national community - the people and schools across the East of England, particularly within Suffolk Local Authority and our cluster of schools (the Hadleigh, East Bergholt and Holbrook Pyramids) and the United Kingdom with whom we share common interests;
- The global community - the partnerships we develop around the world, based on both the understanding that all people share common rights and interests and underpinned by the value we place on respecting and valuing diversity. In particular, this includes the schools we are linked with in Nepal, France and Kenya.

### 4. St Mary's School's contribution to community cohesion

At St Mary's school, we are responsible for preparing children for the world beyond our school. Alongside parents, we aim to equip children with the skills to contribute to the community and to work with people from diverse backgrounds. We contribute to community cohesion in the following ways.

#### Engaging with the community

We provide opportunities for children to form **positive relationships** and interact constructively with people and organisations in the community, such as local farmers, representatives from various churches, children in other countries and people from different backgrounds, faiths and cultures to support the curriculum. It is vital that we engage positively with the widest range of people and organisations and take every opportunity to broaden the minds and experiences of our children.

We are involved in a number of important **school partnerships**. In particular, our links with Hadleigh High School, our local pyramid of primary schools and our partner schools in France and Nepal are of great benefit to our children. We engage in a variety of partnership activities, including sharing resources, challenging able pupils, sporting competition, researching cultural diversity, shared curriculum experiences and language development.

We engage with members of the community by inviting them into school to work with children. Also, we take the children to key places in the community, including local farms and St Mary's Church. Supporting **multi-agency working** and other professionals is essential. Therefore, staff from St Mary's participate in a range of multi-agency meetings and services, such as Child Protection Conferences, Team Around the Child, Child in Need and we work closely with health care professionals. Through multi-agency working, we ensure that all children have access to the best possible care and equal opportunities.

The school is used during out-of-school hours for a range of community activities as well as extended opportunities for our children. Also, the school is used as an adult learning environment. We welcome communal use of our facilities and resources.

Parents are encouraged to participate in school life in a number of ways, including supporting children's learning in class, helping with clubs and sharing enrichment experiences. Parents provide a great deal of help through the Parent Support Group, which organises social events enjoyed by children and their families from different backgrounds.

#### Learning and teaching

At St Mary's, we develop a **broad and balanced curriculum**, through which children learn to value and work with others. Our children learn to respect differences and learn that people have common rights and responsibilities. In particular, we teach Christian values through carefully planned Worship, and we relate these themes to children's everyday lives and experiences to make the values discussed relevant.

Lessons at St Mary's address issues that relate to prejudice, identity and diversity, as well as celebrating the achievements of a wide variety of people. Children learn about participating in their community and good citizenship. All of these aspects are integrated across the curriculum, and emerge in response to global events, as well as forming an explicit part of the planned PSHE curriculum.

Pupil participation is strongly encouraged through the School Council and initiatives such as our 'Green Team'. Also, children have a say in school life by taking part in surveys and pupil perception interviews. Involvement of the children helps them to understand what is meant by 'community' and the roles they can play within it.

### Equal opportunities

We ensure that all children have **equal opportunities** to succeed and we seek to remove barriers to participation in learning opportunities and other activities. We aim to narrow the gap in achievement between various groups of children, securing high standards of attainment for all children. The Headteacher includes a report on the participation and attainment of vulnerable groups in the Headteacher's report to Governors each term.

Our school assessment procedures and tracking system inform pupil progress meetings, which are used to ensure that all vulnerable groups of children are making good progress. When insufficient progress is highlighted, we aim to identify barriers to learning and plan appropriate intervention, including small group work and one-to-one support.

We are also an equal opportunities employer. Through our own good practice, we demonstrate to children and the wider community that we value all people.

#### **5. Monitoring community cohesion**

Staff and Governors will review this policy and its impact regularly. The named community cohesion Governor will assist the school leadership in evaluating our effectiveness at the heart of our community by completing an audit tool and agreeing an action plan as part of the monitoring process.

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