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**Community Cohesion Policy**

Isleham Church of England Primary School

September 2021

**1.Introduction**
All schools are under a duty to promote community cohesion. At Isleham C of E Primary School, we consider this a fundamental part of our role, and work in ways to promote community cohesion. This statement also supports our commitment to equality and diversity.



**2. The School Context**
Isleham C of E Primary School is a one-form entry school in the rural village of Isleham, Cambridgeshire. The school currently consists of seven classes made up from 4 – 11 years old. The school has an annual PAN of 30 pupils with 201 pupils currently in school. We are a high achieving school and in March 2016 Ofsted judged us to be a ‘Good’ school. We also achieved the Outstanding judgement in all areas of the SIAMS inspection in April 2017. The children and families attending our school are mainly white British. Currently, there are just 3% of children from minority ethnic backgrounds, and 1% of families choose not to classify their child’s ethnic group. 1.5% of children have English as an additional language (EAL). Children receiving Pupil Premium funding or who are ‘looked after’/children in care (CIC) make up 15% of the current role. There is an almost equal number of girls and boys overall although individual cohorts vary.

**3. Definition**
The term ‘community cohesion’ to us means 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. At Isleham C of E Primary School, the term ‘community’ has the following dimensions:

* Our school community – the children and young people it serves, their parents/carers and families, the school’s staff, governing body and community users of the school’s facilities and services.
* The community within which our school is located – enriching the curriculum through visits and visitors, exploiting opportunities to work with other local schools, leading and supporting community events in the locality and utilising our buildings and resources for the benefit of the local community.
* The UK community – developing meaningful relationships with schools in other parts of the UK and enabling our pupils to build knowledge and understanding of the diversity of life in the UK
* The global community formed by EU and international links – enabling pupils to learn about and from different countries and cultures and developing links with schools in other countries.

**4. Aims**

Our school aims to contribute to community cohesion in the following ways:

* To promote equality of opportunity (see Equality & Diversity Statement).
* To understand and respond to the needs of the community and local context.
* To have high expectations of success raising achievement for all pupils removing barriers to access and participation.
* To raise awareness of faith, ethnicity, culture and socio-economic factors across the wider community.
* To raise understanding of LGBT+.

**5. Teaching, Learning and the Curriculum**

Learning, teaching and a range of curriculum areas such as RE, languages and PSHE ensure our children have an understanding of community diversity and prepare them for a changing society. At our school there are many opportunities for children to learn shared values and have a wide sense of community in their immediate surroundings and those of the UK and globally:

* School Council
* Special events including Black History Day, e-Twinning, School Council projects with UK & European schools, ‘house’ days.
* Special assemblies celebrating special festivals and events
* Charity events
* The curriculum
* Visits from members of different communities, faiths and cultures
* Visits to places of worship

**6. Equity and Excellence**

Our school has a determined focus on securing high standards of achievement for all pupils from all ethnic backgrounds, and of different socio-economic statuses, abilities and interests ensuring that pupils including those with EAL are treated with respect and supported to achieve their full potential. Progress is evaluated by analysing assessment data to keep track of the performance of different groups and tackling underperformance of any particular group. We have effective approaches to deal with incidents of prejudice, discrimination, bullying and harassment (please see Equalities Statement, Anti-bullying Policy and Behaviour Policy).

7**. Evaluation and Planning**
The impact that the school is having in implementing community cohesion will be monitored in the following ways:
∙ Tracking/analysing school data
∙ Pupil/parent surveys
∙ Pupil perceptions
∙ Stakeholders views

Wherever appropriate, an action plan will be developed in response to these evaluations. All staff are to identify and ensure links are made within other curricular areas; to plan schemes of work which enable pupils to explore diversity and global dimension issues and to maintain links with partner schools. The school development plan and curriculum overview will be the responsibility of the Senior Leadership Team and Governors, and shared with the school community.

Reviewed by Esther McVee 23.08.2021

Last reviewed: 1.9.21

Date of next review: on or before 1.9.22