

Ewelme C.E (VA) Primary School

Community Cohesion Policy

Agreed:

Signed:

Chair of Governors

Signed:

Headteacher

Review Cycle	2 years	
Date of Review		New Policy Yes / No (delete)
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Ewelme School

Community Cohesion Policy

Children at Ewelme are encouraged to think of themselves as part of the school and the wider community. Our vision statement states:

'At the heart of Ewelme Community, our school is a place where children can feel secure, happy and enthusiastic in their personal pursuit of learning.'

We, therefore, promote community cohesion at many different levels:

- Within school
- Within the local community and UK
- Globally

Background Information

Ewelme's population is mainly white and is seen as advantaged, with a mixture of occupations. However, we do have a few children from a wide variety of ethnic and cultural backgrounds and we must ensure that they are included in our school community.

School commitment

Community cohesion is part of the school culture and ethos and is demonstrated through:

- Our core values
- Our commitment to the Every Child Matters agenda
- A curriculum which addresses diversity, equal opportunity, positive relationships and global citizenship
- The school vision

We are committed to the Eco Schools Award. This also demonstrates our concern for the global community. Our other awards all demonstrate a commitment to the community –sports, healthy lifestyles, International Schools Award, Achievement Award.

Legal Duties

We recognise our duties under the race relations Act 1976 as amended by the race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex discrimination Act 1975 as amended by the Equality Act 2006. (See Equality Policy and Action Plans)

We recognise our duty under the Education and Inspectors Act 2006 to promote Community Cohesion.

The School Community – children, parents/carers, staff, governing body and other users

We offer a broad balanced curriculum which places an emphasis on life skills through

The Every Child Matters agenda:

- We teach the principles of all major world faiths and visit a mosque, synagogue and different churches
- We emphasise values education, often using the SEAL programme, throughout the school
- We celebrate ethnic diversity through a varied programme of special events
- We offer high quality Special Needs and Gifted and Talented provision through a creative curriculum
- All children have access to Residential visits through an offer of financial support
- We seek to address a variety of learning styles

Engagement and Extended Services

- We offer a wide range of extra curricula activity
- We have many links with the local community in varied ways (see later sections)
- We instil a sense of community through our School Council and House Group system
- We have a very active and supportive PTA who play their part in the community
- We operate an open door policy for parents
- We promote and organise Family Learning events e.g. Poetry Workshop with James Carter

The Local Community

- We raise awareness of the local community through curricular activity such as Harvest Festival Lunch, local history and geography studies, participation in church services, entertaining the elderly, carol singing
- We invite members of the local community into school e.g. Senior citizens to tea, vicar, police, fire service
- We promote active citizenship as part of the ethos of the school
- We are committed to making the community sustainable through our ECO schools and Fair Trade initiatives
- We are part of the Watlington Partnership of schools which delivers extended Services across 2 children's centres and 7 schools
- We take part in many inter school initiatives e.g. sports tournaments, and host some of them
- We host information sessions for the local community e.g. Computers and Internet, Handwriting and Spelling, Maths
- We helped form the village plan and help at the Village Stores

The UK Community

- Through our residential visits programme we visit other areas of the UK
- The curriculum includes studying the local environment and compares this to other localities in the UK, e.g. Llandudno and the Isle of Coll; the study of World War 2 and evacuees, giving our children a sense of place within the history of the UK

The Global Community

- We teach French throughout the school
- We have International Weeks to focus on the global dimension
- We have partner schools in Nolay, France and Kampala, Uganda with whom we plan an annual exchange of curricular activities and teacher visits.

The Role of Governors

Our Governing Body is legally responsible for ensuring the promotion of community cohesion and the Headteacher is responsible for ensuring that the duties are fulfilled within school.

On a regular basis the governors will consider:

- The school's impact on the community
- How the school uses its own data around bullying and racist incidents to inform provision and school development

- Whether we serve the wider community and help bring pupils and parents together
- How representative our governing body is of the local community and pupils backgrounds
- What our school can do to maintain an ethos of inclusion in which divisions and intolerance of others is unacceptable
- How the school actively promotes understanding and dialogue between different groups, e.g. working in partnership with community and faith leaders
- Any social problems which might impact adversely upon the school and how we have sought to engage key partners
- Whether we have accessed support and good practice from within the local authority to promote cohesion and what additional support is available

Monitoring

The school staff and governors will regularly review activity under the key headings above to ensure that this is further developed and refined. Evidence of community cohesion activity will be kept on file. This policy will be reviewed annually.

Links with other school policies: e.g.

- **Equality and Diversity, Disability, Race and Gender**
- **International, MFL and Citizenship**
- **Religious Education**
- **Anti-Bullying**