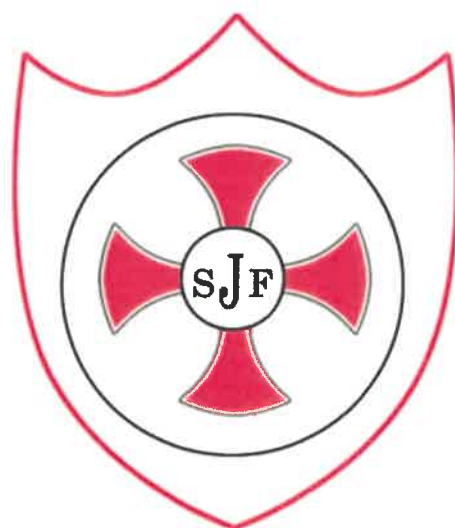


St John Fisher Catholic Primary School

Community Cohesion Policy



***“With God’s love, we are a Family; Caring,
Learning and Growing together”***

Date of policy	September 2025
Written by	Joanne Harrison
Review date	September 2026
Ratified by	



“With God’s Love, we are a Family; Caring, Learning and Growing Together.”

Legal duties of Community Cohesion

1. We welcome our duties under the Race Relations 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.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

What is Community Cohesion?

“Community cohesion is working towards a society in which there is a common vision and a 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 school, and in the wider community.”

Department for Children, School and Families-
Guidance on the Duty to Promote Community Cohesion, July 2007

The term community includes the following dimensions: **school community**, **geographical community**, **UK community** and the **global community**

Aims:

At St John Fisher, we aim to prepare our children for living in and making a positive contribution to the various local, national and global communities they belong to. Through the learning opportunities they take part in and the ethos they are exposed to, we hope to develop in the children tolerance and a sense of personal identity and of justice for all.

Objectives:

We will achieve this by:

- Ensuring all members of the community demonstrate high standards of behaviour and respect for others
- Ensuring that all members of the community understand that it is everyone's responsibility to protect human rights
- Ensuring teaching and learning activities help children value diversity
- Frequently stating our common values stated in our Mission Statement
- Identifying early children who may be at risk of underachieving due to gender, ethnic background, having English as a second language, additional educational or medical needs, or being socially disadvantaged
- Ensuring all children make good progress by removing barriers to learning
- Providing opportunities for children to develop positive and meaningful relationships with children from diverse communities
- Challenging stereotyping, bullying, harassment and prejudice appropriately
- Providing enriching learning opportunities that enable the development of children's understanding of community and diversity including fieldwork and focus weeks

Structure:

There are a number of ongoing activities which will ensure these aims and objectives will be achieved:

- Admission policy being in line with anti-discriminatory legislation (policy is drawn up in consultation with LA and Archdiocese)
- Following LA policies for dealing with and reporting incidents of harassment or hate crime
- Regular rigorous monitoring of teaching and learning
- Regular tracking and target setting of pupil progress
- Thorough analysis of whole school data
- Regular SEND plan reviews
- Multi-agency planning and working to meet the needs of identified children

- Carefully planned intervention programmes linked to identified groups of/individuals in danger of underachievement
- Regular collection of views of parents and children regarding aspects of community cohesion
- Regular school Council meetings
- Close liaison between school and parents through PTA, curriculum evenings and workshops
- Taking part in sporting, musical or other inter-school activities, enabling children to mix with children from other schools and backgrounds
- Taking part in activities working with other members of the community e.g. gardening, craft, baking or other activities with parents/grandparents; parish events; summer/Christmas fairs
- Fund-raising/awareness raising activities for local, national or global charities
- Meetings with other members of the local community e.g. parish councillors
- Geography topics and fieldwork based on local community, contrasting UK community and global community
- Celebration of diverse cultures e.g. weekly French lessons, annual study of Hinduism, Islam and Judaism
- Opportunities advertised for extended school activities either within school or in the local community to enable parents and children to participate in a wider variety of activities

Planning

Planning for aspects of community cohesion (as described above) will be found as part of whole school action planning (SIP) and in long and short term planning for teaching and learning (particularly as part of Geography, PSHE and RE work).

Assessment, Reporting, Recording

Records of analyses of school data of pupil attainment is kept by the Head Teacher and shared with staff and governors as appropriate.

LA forms and protocols will be used to report incidents of harassment and hate crime. Governors will monitor other linked policies to ensure they support this policy (e.g. SEND, assessment, behaviour, teaching and learning, admissions etc.) Evaluations of the impact of action plans that make up the SIP are discussed by staff and reported to governors on an annual cycle.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur

- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.