



COMMUNITY COHESION POLICY

Date of last review	February 2025	Review period	Two Years
Date of next review	February 2027	Committee	School Improvement
Policy type	Statutory		

Jesus said, 'I am the Good Shepherd... I know my sheep and my sheep know me.' John 10.14

Our school vision

We are inspired to be a vibrant, joyful community in which we know and love one another, leading together and growing together by:

- Appreciating everyone and everything around us
- Making one another feel safe
- Sharing, so no one feels left out
- Living well together in love
- Moving forward together in hope

Our vision for community cohesion

Our vision for our school is a cohesive community including all our staff and pupils, as well as extended community which embraces everyone who is involved with the school, our stakeholders and the wider population in the area which we serve. We strive to be an open and welcoming community in which we all learn values and attitudes promoting community cohesion which we will all carry into all our relationships throughout our lives.

Context

From September 2007 all schools have a duty to promote community cohesion. This policy has been written to guide staff, governors and all our stakeholders in achieving this.

Definition of Community Cohesion

'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 the wider community.'

For schools, the community is the children and young people it serves, their parents, carers and families, the staff, Governing Body and the community users of the school's facilities and services. It is also the community in which it is located.

The school itself creates its own community and networks with other local stakeholders and schools including the Hertford and Ware Headteachers' Consortium, Hertford and Ware School Sports Partnership, small schools cluster, as well as an active and enthusiastic involvement with the Bayford village community.

Aims

At Bayford School we are committed to promoting community cohesion. We will continue to build on our current good practice, evaluating the impact of the life and work of the school with regard to community cohesion.

Objectives

Our objectives are to:

- Promote our shared values
- Embrace and appreciate diversity
- Promote an active engagement with others in our community
- Understand similarities as well as differences in the way we live our lives so that we can live and thrive alongside people from all backgrounds.

We promote community cohesion through:

1. Teaching and learning
2. Equality and excellence
3. Engagement
4. Provision of extended services

1. Teaching and Learning

Our teaching and curriculum provision:

- supports high standards of attainment
- promotes common values
- builds pupils' understanding of the diversity that surrounds them

Opportunities across the curriculum are provided to share values and to help pupils to value differences and to challenge prejudice, discrimination and stereotyping.

A programme of curriculum-based activities whereby pupils' understanding of diverse community is enriched through fieldwork and visits from members of various communities.

Collective worships are arranged that involve members of the local and wider community to promote the engagement and shared understanding as well as the school's ethos and values.

Everyone is encouraged to value diversity through a better understanding of society and by challenging assumptions.

2. Equality and Excellence

High standards and expectations are set for all pupils from all ethnic backgrounds and of different socioeconomic groups. Support is given for pupils for whom English is an additional language to enable them achieve those standards in English.

Effective approaches are in place to deal with incidents of prejudice, bullying and harassment and are reported to Governors and the LA termly.

Admission arrangements are in accordance with the LA Code of Practice.

3. Engagement and Extended services

Links with pupils in other schools are developed to provide opportunities to work jointly on projects and activities. These include Partnership arrangements with other schools to share good practice and offer pupils the opportunity to meet and learn from other pupils.

Links and opportunities to connect with parents/carers are available through curriculum evenings and family liaison work, outreach to parents who may need additional support; Friends Of Bayford School (FOBS) events, school website (including social media) and the 'Open Door' policy.

4. Provision of extended services.

The school offers a core of extended services. This includes:

- Multi agency working between the school and other local agencies including the community police, social and health care professionals.
- Inviting and welcoming community representatives into school to work with pupils.

Monitoring and evaluation

The effectiveness of this policy will be evaluated every two years against the stated aims and objectives of the policy.

Further information:

Education Act 2002 Section 78

Race Relations Amendment Act 2000

The Education and Inspections Act 2006

Section 23A of the Education Act 2002.