



St. Jérôme  
Church of England  
Bilingual School

Community Cohesion  
Policy

April 2016

Executive Headteacher:.....  
(Reverend D Norris)

Chair of the Governing Body:.....  
(Ian Fernandes)

Date:.....

Review Date:.....

Definition: Community cohesion refers to the aspect of togetherness and bonding exhibited by members of a community, the "glue" that holds a community together.

## 1. Introduction

We passionately believe that it is the duty of all schools to address issues of 'how we live together' and dealing with difference' however controversial and difficult they might sometimes seem.'(The Diversity and Citizenship Curriculum Review, February 2007)

At St. Jerome Church of England Bilingual School we welcome children from a range of backgrounds and pride ourselves on being an inclusive school. We value each individual, their uniqueness and the contribution they can make to our school and local community. We provide a safe, caring, enjoyable and challenging learning environment. Our school takes very seriously its responsibility for educating children to live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds.

## 2. Our Vision

We aim to show that through our ethos and curriculum we can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values. We recognise the vital part it has to play in building a cohesive society for the future.

A cohesive community is one where:

- There is a common vision and a sense of belonging for all communities
- The diversity of people's different backgrounds and circumstances are appreciated and positively valued
- Those from different backgrounds have similar life opportunities
- Positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.
- Pupils are provided with the opportunity to experience, understand and celebrate diversity

At St. Jerome Church of England Bilingual School, the term 'community' refers to a number of dimensions including:

- The school community (the pupils it serves, their families and the school's staff)
- The community within which the school is located (the school within the community of Harrow and the people who live or work in and around the area)

We work closely with other schools and nurseries.

The community of Britain (all schools are by definition part of this community)

We will forge close links to schools where we can and in particular with Holy Trinity Northwood.

The global community (formed by international links)

We will establish links with schools in other countries and in particular, schools in France.

### 3. Our practice

There are three areas where our practice can contribute most to Community Cohesion:

#### Teaching, Learning and the Curriculum

Through our Creative Curriculum, we endeavour to ensure the quality of teaching and learning that supports high standards of attainment and builds pupils' understanding of the diversity that surrounds them. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum at every opportunity.

- Lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in PSHE classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'.
- Creative events and wow days whereby pupils' understanding of community and diversity is enriched through visits and practitioners working with the children in school.
- Support for pupils for who English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
- An effective voice and involvement of pupils through an active school council which will make a difference in school, in their local community and beyond.

#### Equity and Excellence

St. Jerome Church of England Bilingual School will focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to achieve their full potential. The school tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

#### Engagement and Extended Services

School to school:

We shall seek to broaden the ways that we work in partnership with other schools, both locally and further afield. The means of developing the relationship may be through exchange visits, emailing or via e-communication such as Skype.

School to parents and the community:

Good partnership activities with the local and wider community include:

- Working together with community representatives, for example through bringing community representatives into school to work with the pupils.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the police and social care and health professionals.

- Engagement with parents through coffee mornings, curriculum evenings, parent and child courses and family support work.

#### **4. Monitoring, Evaluation and Reporting**

This policy is supported by a detailed action plan as part of our SDP, which outlines the action the school will be taking during the next three years to develop community cohesion.

There will be an annual report on the action plan in the SDP demonstrating the progress made, outcomes achieved and work in progress including any amendments to the plan. This report will be published to the Board of Directors.