

Balcombe C E (C) School



Community Cohesion Policy

Adopted by Governors: Jul 2009

Reviewed: Jun 2013
Jun 2015

Next Review: Jun 2018

1. INTRODUCTION

This document is a statement of the aims, principles and approaches taken to Community Cohesion at Balcombe C.E. Primary School.

2. PURPOSE OF THE POLICY

This Policy recognises the key part that schools have to play in promoting community cohesion and clarifies the approaches at Balcombe Primary School.

3. WHAT IS COMMUNITY COHESION?

By community cohesion, we mean 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 community¹.

For schools, the term 'community' has a number of dimensions including:

- the school community – the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located;
- the UK community - all schools are by definition part of this community; and
- the global community – formed by EU and international links.

In addition, schools themselves create communities – for example, clusters such as NEARS and SALT which have 21 primary and secondary schools.

4. APPROACHES TAKEN AT BALCOMBE PRIMARY SCHOOL

In order to achieve a **cohesive community**, we endeavour to:

- Promote understanding and engagement between communities.
- Develop a positive sense of community membership at all levels which leads to both support and responsibility.
- Develop supportive links between communities and individuals.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our communities and individuals.
- Eliminate discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum explores and addresses issues of diversity.

MONITORING THIS POLICY

The Head teacher and Governors will monitor the application of this policy and take appropriate steps to ensure that it is operating effectively.
