



# St Agatha's Catholic Primary School

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## Community Cohesion Policy

Name of Policy Author: Elizabeth Cahill

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Date of Review: May 2026

Review Requirements: Every 3 Years

Statutory Policy?

***To be Completed for Policies that Governors Need to Sign off***

Governor Committee: CFC

Signature:



<b>1.0 Introduction</b>	
1.1	St Agatha's, we recognise the important role the school plays in the promotion of community cohesion. We will strive to promote all aspects of community cohesion because we want St Agatha's children to grow up in a society that respects and celebrates diversity.
<b>2.0 Definition of Community Cohesion</b>	
2.1	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 community.
2.2	For schools, the term 'community' has a number of dimensions including: <ul style="list-style-type: none"> <li>• the <b>school community</b> – the children, parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services</li> <li>• the <b>community within which the school is located</b> – 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</li> <li>• the <b>UK community</b> – all schools are by definition part of this community</li> <li>• the <b>global community</b> – formed by EU and international links</li> </ul>
2.3	The school itself creates its own communities and networks with other local schools and through cluster groups.
<b>3.0 Aims and Objectives</b>	
3.1	Our mission statement states that we aim to: <ul style="list-style-type: none"> <li>• <b>encourage</b> the spiritual development and prayer life of each child and help them to develop their relationship with God;</li> <li>• <b>offer</b> a place where differences and problems are talked through and prayed through together and where success is shared and celebrated;</li> <li>• <b>provide</b> a secure and happy environment where quality teaching and learning can take place;</li> <li>• <b>deliver</b> a curriculum that meets the intellectual, physical and creative needs of each child as well as delivering spiritual, emotional and pastoral care;</li> <li>• <b>foster</b> respect for, and recognise the rights of, others regardless of gender, race or ability and to offer equal opportunities to all;</li> <li>• <b>value</b> the contribution of home, school, parish, community and diocese in our daily lives.</li> </ul>
3.2	The school will continue to build upon its good practice and look at the impact of our activities. Our school builds community cohesion by promoting equality of opportunity and inclusion for different groups of children within the school.  There is a strong respect for diversity and equality by sharing values and encouraging pupils to actively engage with others to understand what they have in common to equip them to live and thrive alongside people from different backgrounds.

3.3	We are an inclusive school and our ethos and curriculum promotes a sense of community cohesion through all aspects. The school works closely with a number of community groups and other schools to further promote this.
3.4	<p>We promote community cohesion through:</p> <ul style="list-style-type: none"> <li>- Teaching and learning</li> <li>- Equity and excellence</li> <li>- Engagement and ethos</li> </ul> <p><b><u>Teaching and Learning</u></b> Our teaching and curriculum provision supports high standards of attainment, promotes common values, and builds pupils’ understanding of the diversity that surrounds them.</p> <p>Opportunities across the curriculum are promoted 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 community and diversity is enriched through educational trips and visits from members of different communities.</p> <p>Support is given for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.</p> <p>Assemblies are arranged that involve members of the local and wider community to promote the engagement of learners and shared understanding as well as the school’s ethos and values.</p> <p>Learners are encouraged to value diversity and to develop a better understanding of society by challenging assumptions.</p> <p><b><u>Equity and Excellence</u></b> High standards and expectations are set for all pupils from all ethnic backgrounds and of different socio-economic groups.</p> <p>Effective approaches are in place to deal with incidents of prejudice, bullying and harassment and are reported to Governors and the LA as appropriate.</p> <p>School admissions are in accordance with the local authority’s statutory admissions arrangements.</p> <p><b><u>Engagement and Ethos</u></b> School to School:</p> <ul style="list-style-type: none"> <li>- links with pupils in other schools to working jointly on projects and activities</li> <li>- partnership arrangements with other schools to share good practice and offer pupils the opportunity to meet and learn from other pupils</li> <li>- staff from other schools working together to share ideas and good practice</li> </ul> <p>School to Parents/Carers and the Community:</p> <ul style="list-style-type: none"> <li>- links and opportunities with parents/carers through curriculum evenings and family liaison work, reaching parents who may need additional support and/or advice</li> </ul>
<b>4.0 Monitoring and Review</b>	
4.1	We will review other school policies in the light of community cohesion – for example, on such matters as staff recruitment. Our progress in promoting community cohesion will be reported to governors.
4.2	We will review the impact of our work on all groups in the school. We will particularly analyse how different cultural groups perform and if there are any gaps in attainment we will address them as rigorously as possible.

4.3	We will continue to monitor the impact of our work through the review of a number of important indicators - including the number of incidents of poor behaviour that are racially or culturally motivated. We will monitor the number of instances of racial or cultural tension involving our children.
4.4	We will work with parents and community leaders to strive to improve the effectiveness of our work. We will promote and support strong and effective channels of communication with all sections of our community in an attempt to listen to any concerns that may arise and better serve the needs of all stakeholders.
4.5	Community cohesion may be monitored through Duty Governor visits.
4.6	This policy will be reviewed every three years or earlier if required.
<b>5.0</b>	<b>Links with Legislation</b>
5.1	<ul style="list-style-type: none"> <li>• Education Act 2002 Section 78</li> <li>• Race Relations Amendment Act 2000</li> <li>• The Education and Inspections Act 2006 a duty on Governing Bodies to promote</li> <li>• Community Cohesion section 23A of the Education Act 2002</li> <li>• Equality Act 2010</li> </ul>