St Faith's

Church of England
Infant and Nursery School

Community Cohesion Policy

"Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship. We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all."
Oscar Romero …. "Aspire not to have more, but to be more."

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our children, to give children the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values in order to prepare children for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens.

This policy outlines the purpose, nature and management of **Community Cohesion** in our school. It reflects the consensus of opinion of all members of staff. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness and that all policies are known, understood and used in an appropriate way.

"Community cohesion describes the ability of all communities to function and grow in harmony together rather than in conflict. It aims to build communities where people feel confident that they belong and are comfortable mixing and interacting with others, particularly with people from different ethnic backgrounds or people of a different faith. Building cohesion within and between communities is an essential step towards improving people's quality of life. Viewed from outside, a cohesive community is one in which people will want to live and invest."

At St Faith's Church of England Infant and Nursery School, we aim to build mutual respect through our school ethos, aims and values and attempt to take positive steps to promote equality and tolerance.

We strive to foster excellent and valued relationships between governors, staff, families and their children and all agencies, community and local groups.

We believe in contributing and working towards a society in which:

- There is a common vision and sense of belonging by all communities.
- The diversity of people's backgrounds and circumstances is appreciated and valued.
- Similar life opportunities are available to all.
- Strong and positive relationships exist and continue to be developed in school, in the workplace and in the wider community.

Purpose of the policy
The aim of this policy is to outline the key role that St Faith's Church of England Infant and Nursery School must play in promoting community cohesion and define the various approaches that we will take in order to realise these aims.

We aim to achieve the definition of: "***Community cohesion refers to the aspect of togetherness and bonding exhibited by members of a community, the "glue" that holds a community together."***

Community from a school's perspective
For our school, the term 'community' has several 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 our area, not only of the West End of Lincoln in our immediate neighbourhood but also to Lincoln, the city in which our school is located.
- The UK community – the community that is beyond our local community.
- The global community - formed by international links.

These areas of community link to our spirituality beliefs and heart image, as we start with ourselves, and then consider others, the world and beyond. **Self** sits at the centre of the ever-flowing heart. We are surrounded by **others** in our school, homes and community, in our work and play. This extends to the **world** as we consider the world beyond our community, and the impact that we can have on the lives of others through the work that we do. The final part of our heart is never-ending, extending **beyond** to those things around us that we cannot see, expressing love, kindness and our values.

Responsibilities
Governors and staff are responsible for preparing the children to live and prosper alongside people from many different backgrounds. We need to ensure that we:

- Provide opportunities for interaction between children from different backgrounds
- Consider how aspects of our work already support integration and community harmony
- Take stock of what has worked so far, for us and other schools and consider the scope for a more explicit focus on the impact of our activities on community cohesion

Ways of promoting community cohesion
Our school promotes community cohesion through various activities:

Within the school:

- Charity support
- Sharing good practice (INSET etc.)
- Collaborative working on projects
- Close working relationships with all stakeholders

With parents and the local and wider community:

- Allowing community groups (e.g. local pre-groups) to use the library, school grounds etc.
- Visiting the old people's homes and creating greater links with them
- Enabling parents and community members to make suggestions for improvements
- Supporting parents with difficulties

Approaches taken at St Faith's Church of England Infant and Nursery School
As an Infant and Nursery school with a wide range of languages, nationalities, and backgrounds, we feel that it is vitally important to give our children opportunities to learn with, from and about those from different backgrounds.

We achieve this through our approach to:

- **Learning and teaching**: teaching children to understand others, promoting discussion and debate about common values and diversity.
- **Equity and excellence**: removing barriers to access and participation, offering equal opportunities to all our children to succeed at the highest level possible.
- **Engagement and extended services**: providing opportunities for children, young people and their families to interact with others from different backgrounds.

Learning and teaching

- Teaching and curriculum provision (Religious Education, PHSE, RSHE, Collective Worship, our Christian Values and the British Values) that supports high standards of attainment, promotes common values, and builds children' understanding of the diversity that surrounds them.
- Lessons across the curriculum that promote common values and help children to value differences and challenge prejudice and stereotyping.
- A programme of curriculum-based activities whereby children' understanding of community and diversity is enriched through visits and visitors with members of different communities.
- Support for children and families for whom English is an additional language to enable them to achieve at the highest possible level in English. Termly coffee mornings are held for our international families.

Equity and excellence

- A focus on securing high standards of attainment for all children irrespective of ethnic background or socio-economic status.
- Systematic tracking of pupil's progress in academic subjects and emotional, social and behavioural development.
- An enrichment programme to ensure that all of our children are able to access a wide range of enrichment activities, experiences and roles of responsibility.
- Providing equal opportunities for all to succeed.
- Removal of barriers to access and participation in learning activities and eliminating variations in outcomes for different groups.
- Effective policies and practices in place to deal with any incidents of prejudice, bullying and harassment.
- Ensuring that admissions policy and practice do not deter parents from particular communities from applying.
- Ensuring that recruitment of staff and staffing policies promote community cohesion and social equity.

Engagement and extended services

School to school

- Partnership arrangements to share good practice and offer children the opportunity to meet and learn from other young people from different backgrounds.
- Links built into existing schemes of work and grounded in the curriculum with children working together on a joint project or activity.

School to parents and the community

- Working with members of the community by encouraging them to visit school to work with children.
- 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 e.g. open days, curriculum evenings, parent and child events and other FOSF events.
- Provision of extended services and community use of facilities for activities that take place out of school hours.
- Engagement with the governing body, parent teacher association and FOSF through meetings and social events linked to the school.

Through our curriculum planning, bringing visitors into the school, making visits to other communities, listening to our 'pupil voice', working closely with families in learning partnerships etc. can enhance the understanding for our children about diversity and the society in which we live, thus developing the necessary skills for them to become valued and valuable members of the future community in which they live.

Safeguarding procedures

At St Faith's we have a positive culture of safeguarding, with effective policies and procedures in place. Our safeguarding procedures are outlined in our Child Protection and Safeguarding Policy, which can be found on our website https://stfaithscofe.secure-primarysite.net/safeguarding-information-and-policies/.

This policy will be reviewed 3 yearly, or when any changes need to be made.

Approved by the governing body on	November 2026
Signed (Chair of Governors)	Emile Van Der Zee
Signed (Headteacher)	Amanda Konrath
Review Date	November 2029