



St Bonaventure's Catholic Primary School
Egerton Road,
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Community Cohesion Policy

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This policy is available at
<http://www.st-bonaventures.bristol.sch.uk/>

Vision

Striving to do the best we can, guided by the light of Christ.

Rational

Since September 2007 all schools have been under a new duty to promote community cohesion. Schools have to provide opportunities for pupils to interact with and respect other cultures, for example through links with other schools and community organisations. We will promote, through our ethos and curriculum, discussion of a common sense of identity and support diversity, showing pupils how different communities can be united by shared values and common experiences. (See appendix 1 for definition.)

Aim

At St Bonaventure's we contribute to Community Cohesion by promoting equality of opportunity and inclusion for different groups within our school. We examine any inequalities and encourage respect for diversity.

- To ensure our pupils have a sense of belonging to a community where everyone is working towards the same values and principles in which diversity is celebrated.
- To provide a range of opportunities through which pupils build positive relationships and extend these to the local, national and global communities.
- To promote a culture where all members of the community are valued and respected and show tolerance and understanding of each other.
- To eliminate all forms of discrimination on grounds of race, religion, gender, age, sexuality and disability.
- To ensure pupils are provided with opportunities to experience, understand, celebrate and value diversity.
- To prepare pupils for adult life in a diverse collaborative world.

Our school's contribution to community cohesion can be grouped under the three following headings.

1) Teaching, learning and curriculum

Our curriculum provision supports high standards of attainment for all and promotes shared values. Children learn to understand others, value diversity and develop the skills of participation and responsible action. (See appendix 2.1)

2) Equity and excellence

St Bonaventure's school aims to ensure equal opportunities for all to succeed at the highest level possible. We strive to remove barriers to access and participation in learning and wider activities and work to eliminate variations in outcomes for different groups. (See appendix 2.2)

3) Engagement and extended services

The school seeks to provide reasonable means for children and their friends and families to interact with people from different backgrounds and build positive relations. This includes links with different schools and communities and the provision of extended services. This provides opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups. (See appendix 2.3)

Appendix 1

What is community cohesion?

By community cohesion, we mean working towards a society

- in which there is a sense of belonging by all communities
- in which the diversity of people's backgrounds and circumstances is appreciated and valued
- in which similar life opportunities are available to all
- in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Our role in promoting equality is crucial: by creating opportunities for pupils' achievement and enabling every child to achieve their potential, we can make a contribution to long term community cohesion.

What does community mean from our perspective?

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

- the school community- the children we serve, their parents, and families, the school's staff and governing body, and community users of the school's facilities and services;
- the community within which our school is located- the school in its geographical community and the people who live or work in the area.

This applies not just to the immediate neighbourhood but

- also to the local authority and city within which our school is located;
- the UK community - all schools are by definition part of this community;
- the global community

In addition, our school creates communities – for example, by networking with similar or different schools, by working with schools abroad, and by working collaboratively in clusters.

How does our school contribute towards community cohesion?

We build community cohesion by promoting equality of opportunity and inclusion for different groups of pupils within our school. But alongside this we also examine any inequalities and encourage a strong respect for diversity.

Appendix 2

St Bonaventure's Community Cohesion statement

What do we need to consider in promoting community cohesion?

The approach we take includes a range of activities, some of which take place within our own school, whilst others take place between different schools, parents and local and wider communities. As a school, it is important for us to regularly carry out an audit of our existing practice in relation to community cohesion to determine what further action may be required.

2.1) What does the school provide within its teaching, learning and curriculum provision?

As an effective school we have a high standard of teaching, learning and curriculum provision that supports high standards of attainment and progress. There are high expectations of success, with all pupils expected and encouraged by teachers and parents to achieve their potential. St Bonaventure's promotes shared values and builds pupils' understanding of the diversity that surrounds them. We encourage children to recognise similarities and appreciate different cultures, religions, beliefs, ethnicities and socio-economic backgrounds. Our assemblies also promote diversity through celebration of events such as Black History Month.

We provide opportunities across the curriculum to promote shared values and help pupils to value differences and to challenge prejudice, discrimination and stereotyping. The school continues to develop a programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and visitors. We have close links with our Parish Church and Redland Parish Church Education Centre and visit other places of worship. We also engaged with the local community to promote cultural events such as Bishopston Art in the Park.

2.2) How does the school promote equity and excellence?

We already have a focus on securing high standards of attainment for all pupils from all ethnic backgrounds, and of different socio-economic statuses, abilities and interests, ensuring that pupils are treated with respect and supported to achieve their full potential. We analyse assessment results on Bristol Tracker to keep track of the relative performance of different groups and to tackle underperformance by any particular group. We have effective approaches in place to deal with bullying and monitor carefully whether pupils from different groups are more likely to be victims or be disciplined. The school has developed a Disability Equality

Scheme and Access Plan which is reviewed regularly and we also review the Behaviour and Attendance Policy to ensure the inclusion of all pupils. Our admission arrangements emphasises the importance of community cohesion and social equality.

2.3 How does the school engage with its communities?

The next step is to plan to enhance the provision already in place to extend the children's engagement with the school, local and wider communities.

School to school

We have developed good links with St Bede's secondary school with teachers coming to the school to support Gifted and Talented Maths in Year 5 and 6, and Year 6 Science. Activities such as intra-school sports events, Gifted and Talented cluster activities and the extra-curricular provision provide pupils with the opportunity to meet and learn with other young people from different backgrounds. We also invite St Bonaventure's Pre-school to make use of our grounds and St Theresa's Primary School to watch our school productions. We regularly participate in activities within the Local Authority such as dance and music festivals, which all provide a means for our pupils to interact with pupils from other schools.

Further development:

1. We hope to further develop links via email, the internet or video conferencing as we extend opportunities to develop partnerships and joint projects with other schools in the local area and other parts of the country.
2. To further develop provision for EAL families.

School to parents and the community

The school has excellent partnership activities with parents and the local and wider community which include:

- A thriving team of volunteers from the parent body and local community.
- Organised activities for the community: eg. fireworks night, Christmas bazaar and summer fair.
- Hosting community events: eg. Providing a venue for the local Scouting Movement to hold festivals
- Bringing community representatives into school to work with the pupils to support learning: eg. the local priest, other faith ministers, parent volunteers, local artists in art week, police, fire brigade, nurse
- Visits to local places of worship (eg. Mosques and church) and the local police and fire brigade.
- Ensuring that the pupil voice is heard and able to effect change through the school council, Eco schools council and Fair Trade

group in a way that facilitates their participation and ability to make a difference in school.

- Maintaining strong links and multi-agency working between the school and other local agencies, such as the police, social care and health professionals.
- We work with Family Support to provide programmes of learning tailored to meet parents' needs dealing with challenging behaviour in young children.
- Having secondary school pupils on work placement.
- Holding teacher/ parent meetings at the beginning of the year to discuss the curriculum. Where necessary, we also hold information drop- in sessions for parents on particular issues eg reading.
- Development of the school website to update parents about events and what their children do at school.
- School links with a school in St Lucia where children in Y4 communicate with pupils in St Lucia via letters and teachers take turns to visit each others schools.
- The development of on an EAL phonics group after school to help parents to read English and help their children with the language at home.
- Various PTFA events throughout the year such as the Quiz and discos.
- Parent and community volunteers trained in Better Reading Partners
- NVQ Level training provided for parents wanting to become LSAs
- The Chaplaincy Group, a parent body, meets with the R.E co-ordinator to examine the way that R.E is delivered in the school.
- The Inclusion group draws people from the school community as well as staff members to ensure that the Inclusion agenda is addressed.

Further development:

1. To develop further engagement with EAL parents
2. To encourage wider socialisation between our parents

Extended services

The school provides the core offer of extended provision. We offer a breakfast club, a number of after schools clubs and extended care until 5.45pm

Further development:

1. To improve the provision of holiday clubs.

How do we aim to further develop community cohesion in the future?

- By developing parental support programmes.

- By investigating and becoming involved in local community projects.
- By utilising the new appointment of the school business manager to further develop links with local businesses and local role models.
- To review the curriculum to ensure that it represents the school community.

How will we measure the impact of community cohesion activities?

- Children will have an understanding of their role within society and that of others.
- Children will have an understanding of Britain's multicultural society and be able to recognise similarities and differences between their religion and culture and other peoples religion and culture.
- Children from all groups will achieve and make good progress.
- Parents and carers will feel welcome and included in school life.

Appendix- Community cohesion activities arranged by heading		
Learning, teaching and community	Equity and Excellence	Engagement and extended services
Links with St Bede's – G+T Maths Y5/6	Links with Pre-school	A thriving team of volunteers from the parent body and local community.
Sporting events with other schools	Cycle training	Organised activities for the community: eg. fireworks night, Christmas bazaar and summer fair.
Participation in Stages/ singing performances	After school clubs	Hosting community events: eg. Providing a venue for Christmas lunch for the elderly of the parish
G+T cluster activities	Data analysis of progress and attainment by ethnicity, gender and EAL	Breakfast club and after school club- (Kid Zone)
Y6 visit to life skills centre	Bringing community representatives into school to work with the pupils or to support learning: eg. the local priest, other faith ministers, parent volunteers, local artists in art week, police, fire brigade, nurse	Maintaining strong links and multi-agency working between the school and other local agencies, such as the police, social care and health professionals.
Participation in Church Masses	Ensuring that the pupil voice is heard and able to effect change through the school council, Eco schools council and Fair Trade group in a way that facilitates their participation and ability to make a difference in school.	Having secondary school pupils on work placement
Y5 and 6 Residential visits to Kilve Court, Year 6 camp and retreat to Kintbury		Development of the school website to update parents about events and what their children do at school. The development of on an EAL phonics group after school to help parents to read English and help their children with the language at home.
Link with school in St Lucia		Various PTFA events throughout the year such as the Quiz and discos
Visits to places of worship		Parent and community volunteers trained in Better Reading Partners
Policies reflect the cultural, disability, gender diversity within school and community		NVQ Level training provided for parents wanting to become LSAs
Holding teacher/ parent meetings at the beginning of the year to discuss the curriculum.		Fundraising for CAFOD and other charities.