



**St Albert the Great Catholic Primary School**  
"The more I learn about the world in which I live the closer I grow to God"



## **Community Cohesion Policy**

### **The Catholic Ethos of the School**

At St. Albert the Great Catholic Primary School we aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each child and family and to provide a warm and caring environment within which all children can learn and develop through access to a creative and challenging curriculum which encourages their confidence and self esteem.

Our school was founded by and is part of the Catholic Church. The school is to be conducted as a Catholic school in accordance with canon law and teachings of the Catholic Church, and in accordance with the Trust Deed of the Archdiocese of Westminster and at all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ.

### **Legal duties**

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. Summaries of our legal obligations are provided in Appendix A.

### **Guiding principles**

5. In fulfilling the legal obligations referred to above and summarised in Appendix A, we are guided by Mission Statement.

**"We are a Catholic School, striving to create a Christian environment within which we live, learn and work together"**

### **Values**

We believe that the purpose of St. Albert the Great Catholic Primary school is to:

- help pupils to live and learn in a Catholic Christian environment leading to acceptance and respect of others in a diverse school community and wider world.
- provide an environment in which high expectations will lead to a striving for excellence in all areas of school life.
- educate and develop each member of the school community by building on their strengths and supporting their weaknesses
- foster purposeful relationships with those who learn in, work in and visit our school where diverse views and backgrounds are respected.

### **The following reflections stem from our Mission Statement and vision**

#### **Reflection 1: We see all persons as of equal value:**

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

The notion of all persons reflected in this policy will accept the above clarification

#### **Reflection 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to all persons:



- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised.

**Reflection 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

**Reflection 4: Staff recruitment, retention and development**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

(While promoting equal opportunities it is recognised that in appointing the Senior Leadership positions, i.e. Head Teacher and Deputy Head teacher, or R.E. subject leader the school will appoint practicing Catholics)

**Reflection 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between all persons.

**Reflection 6: We consult widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve all persons.

**Reflection 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of all persons.

**School Improvement Planning**

1. We recognise that the actions resulting from an evaluation of current practices contribute to improvements throughout the school.
2. Each year we draw up a school improvement plan, setting out the specific actions and projects we shall undertake this will include a specific reference to Community Cohesion.

**The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflecting principles in our mission and values.

**Ethos and organisation**

We ensure that the reflections listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.



### **Addressing prejudice and prejudice-related bullying**

1. The school is opposed to all forms of prejudice to all persons.
2. There is guidance in the behaviour policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
3. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

### **Roles and responsibilities**

1. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
2. A member of the governing body has a watching brief regarding the implementation of this policy.
3. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
4. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
5. All staff are expected to:
  - promote an inclusive and collaborative ethos in their classroom
  - deal with any prejudice-related incidents that may occur
  - identify and challenge bias and stereotyping in the curriculum
  - support pupils in their class for whom English is an additional language
  - keep up-to-date with equalities legislation relevant to their work.

### **Information and resources**

1. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.
2. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

### **Monitoring and evaluation**

1. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
2. In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.
3. To review good practice we make use of a range of auditing schedules.

**Date approved:** May 2009

**Date for Review:** May 2012

