

Crawshawbooth Primary School

Community Cohesion Policy

September 2025
Mr Willan

1. Our Mission Statement

Crawshawbooth seeks to provide a happy and secure learning environment where a child's natural curiosity is provided with challenges, experiences and opportunities that will enable them to grow into caring, confident and informed citizens of the future.

This policy aims to show how we will meet our duty to promote community cohesion.

2. Our school context

Crawshawbooth Primary School was first established in the village in 1972, following the amalgamation of four smaller schools in the surrounding area. It has a long tradition of serving the local community. The building was extended in 1996 to accommodate the rise in pupil roll number. There are currently 11 classes within school, plus close links with our local nurseries, pre-schools, primary schools, high schools and special schools.

3. Definition

Our Community Cohesion policy builds upon our Mission Statement and we understand community cohesion to mean that we are preparing our children for diversity in our society in the UK, with experiences and opportunities to find out about cultures in Europe and globally, whilst upholding British Values. We believe that our community should be proud and comfortable of who we are through celebration of local cultures; and also, in conjunction with links in which the diversity of people's backgrounds and circumstances is appreciated and valued, both locally and nationally.

4. School Aims

In order to prepare all our pupils for living and working in a diverse and cohesive society we will work with our pupils, parents and members of the community to:

- encourage the development of a secure sense of their own identity, both as individuals and as part of the local, national and global communities of which they are a part; encourage open and positive attitudes towards diversity and the development of the skills, understanding and confidence to challenge prejudice, discrimination and stereotyping;
- support the development of the skills, knowledge, understanding and motivation they need to become active citizens who recognise their rights and responsibilities;
- ensure equality of opportunity, remove barriers to access and eliminate discrimination and harassment;
- strive to ensure children receive a broad and balanced education and succeed in reaching their individual potential at the highest level possible;
- Provide opportunities for positive interaction and the building of relationships with people from a range of different backgrounds both in our local community and the wider society.
- Promote British Values within our school and our community.

5. Roles and responsibilities

The governors will ensure that the school complies with its duty to promote community cohesion.

The head teacher will ensure that:

- this policy is readily available and that governors, staff, pupils and their parents know about it and are updated on its progress;
- All staff understand their responsibilities and receive appropriate support and training if necessary; this policy and its procedures are followed.

All staff will ensure that:

- they have read the policy and understand their responsibilities;
- they promote equality of opportunity and positive attitudes to diversity in accordance with this policy and other relevant policies.

The Headteacher and Deputy Headteacher will ensure that:

- practice in school supports the aims and procedures outlined in this policy;
- they undertake appropriate training in order to support colleagues in carrying out their responsibilities;
- staff, governors, parents and pupils are kept up to date with relevant information;
- Monitoring and assessment of the impact of this policy takes place.

6. Policy into practice

There are three strands needed to be put into practice:

(a)Teaching and Learning (b) Equity and Excellence, (c) Community Engagement and Extended Services 3

(a)Teaching, learning and curriculum

We will:

- Value diversity
- Promote shared values and British Values
- Promote awareness of human rights, how to apply and defend them
- Develop skills of participation and responsible action
- Integrate opportunities to discuss relevant issues across the curriculum
- Monitor and assess the impact of teaching, learning and the curriculum?

In the following ways:

The curriculum will be reviewed to ensure we promote awareness of diversity, British Values, exploration of identity and human rights where appropriate and this will be monitored by curriculum coordinators/heads of department

Teaching methods will, where appropriate, encourage discussion, questioning and reflection – Circle Time, class/group discussions, assemblies, collaborative learning etc. and this will be monitored through planning documentation.

Staff will receive relevant training and support to ensure they feel confident in promoting discussions around sensitive issues.

Key stage leaders will monitor teaching, learning, resources and the curriculum in their subject area to ensure they meet the aims of this policy.

(b) Equity and excellence

We will :

- Ensure equal opportunities for all pupils
- Remove barriers to access and participation in learning and wider activities
- Collect and interrogate hard and soft data to identify areas of concern
- Work to eliminate variations in outcomes for different groups

by ensuring that we have policies for EAL and Equality that are reviewed as and when necessary.

In line with our Equalities Policy, data will be analysed to identify pupils at risk of underachieving and appropriate intervention strategies will be utilised.

We will work collaboratively with our pupils to form focus groups to address barriers to 4 achievement, where necessary.

(c) Engagement and Extended Services

We will provide links and opportunities for children, friends and families to:

- Attend Young Voices Choir at MEN Arena, various sporting events and visitors into school.
- Link with other schools in our cluster.
- Links with a school in Sudan and in India. Our School Council visit the school councils of the cluster schools.
- Access information from our Extended Schools Co-ordinator.
- Links with Parental and Early Intervention-Maden Centre, Bacup.
- Links with Balladen Children's Centre and Best Start programme
- Link with local organisations, eg the NSPCC, Rossendale Hospice Penny Pinching Appeal, local churches and care homes for Carol Services.
- Take part in activities and receive services which build positive interaction, eg with various links with Rossendale community services. We also raise money for international disasters when feasible.

We take part in a local forum with other schools and organisations, eg Rossendale Cluster network, School Council linking and various visitors into school.

We develop opportunities for consulting and engaging with pupils, encouraging them to contribute to the evaluation and improvement of their school community, especially via our School Council and the Pupil Attitude Questionnaires.

7. Monitoring and Assessment

Any relevant data will be used to inform future planning and improve pupil standards, and quality of teaching and learning.

Review of the policy will generate points for action which will be incorporated into our SIP/Action Plan and other relevant policies.

The policy was written in February 2010.

It was approved by the governors in March 2010.

It was reviewed and approved in February 2011 by the Curriculum Committee.

It was reviewed and approved in February 2012 by the Curriculum Committee.

It was reviewed and approved in February 2013 by the Curriculum Committee.

It was reviewed and approved in February 2014 by the Curriculum Committee.

It was reviewed and approved in February 2015 by the Curriculum Committee.

It was reviewed and approved in February 2016 by the Curriculum Committee.

It was reviewed and approved in February 2017 by the Curriculum Committee.

It was reviewed and approved in September 2017 by the Curriculum Committee.

It was reviewed and approved in September 2018 by the Curriculum Committee.

It was reviewed and approved in September 2019 by the Curriculum Committee.

It was reviewed and approved in September 2020 by the Curriculum Committee.

It was reviewed and approved in September 2021 by the Curriculum Committee.

This policy is currently under a full review due to changes to School Core Values and a number of developing initiatives September 2022.

It was reviewed and approved in September 2024 by the Curriculum Committee. It will be reviewed again annually or when necessary.