



ST BERNARD'S PREPARATORY SCHOOL

**COMMUNITY COHESION POLICY
LENT 2018**

St. Bernard's Preparatory School

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Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

Children's Mission Statement

We follow God's footsteps through our love, work and our prayer.

INTRODUCTION

St Bernard's Preparatory School is a community where:

- All are equal because we are all made in the image and likeness of God.
- A common vision and sense of belonging for all is engendered.
- A true and sincere appreciation and celebration of diversity and difference is embraced.
- A full inclusion and equality of opportunity for all is rigorously promoted.
- Strong and positive relationships are being developed between people from different backgrounds, within the school, the parish and the local community.

We work towards a society in which there is a common vision and sense of belonging; 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.

DEFINITION

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

- the school community – the pupils it serves, their families and the school's staff;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area;
- the community of Britain - all schools are by definition part of this community;
- The global community – formed by EU and international links.
- Schools themselves create communities – for example, the networks formed by schools in the same neighbourhood.

COMMUNITY COHESION

St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

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

Teaching, learning and curriculum

Our aim is to teach pupils to understand others, to promote common values, British values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

We have a high standard of teaching and curriculum provision that supports high standards of attainment promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds.

We ensure:

- Lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in citizenship classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'.
- A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and visitors from different communities.
- An effective voice and involvement of pupils in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond through School Council.
- A rich, varied programme of collective worship.
- The study of different religions based on the 'Come and See' Scheme.

Equity and excellence

We offer equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

We focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that all pupils are treated with respect and supported to achieve their full potential.

We do this by:

- The school tracking systems which enable us to evaluate progress of different groups and to tackle underperformance by any particular group.
- Monitoring incidents of prejudice, bullying and harassment.
- Monitoring whether pupils from particular groups are more likely to be excluded or disciplined than others and ensure there is appropriate behaviour and discipline.
- Policies in place to deal with this.
- Ensuring our school admissions criteria emphasises the importance of admission arrangements that promote community cohesion and social equity.

Engagement and ethos

We provide a means for children, young people and their families to interact with others from different backgrounds and build positive relations. This includes links with different schools and communities locally, across the country and internationally.

We shall:

- Broaden the ways that we work in partnership with other schools; developing the Slough Catholic Schools Partnership.
- Continue to develop the link between Holy Family School and Parish and the twinned community in Kenya, the Beacon School of Hope through fundraising and make provision for communication between our children and theirs.
- Develop relationships with others through visits and the internet.
- Share resources, experiences and opportunities to provide a means for pupils to interact through intercultural activities such as sport and drama.
- Inviting community representatives to work with our pupils, ensuring that the pupil voice is heard and able to effect change.

- Maintaining strong links and multi-agency working between the school and other local agencies, such as the local citizenship initiatives, meetings and events with other local primary schools, developing the links with other catholic schools in the Slough Pastoral Area.
- Maintaining links with Holy Family Parish, such as inviting members of the Parish to school events and to come and talk to the children on a wide variety of issues.
- Engaging with parents through prayer mornings, coffee mornings, curriculum evenings, social events and our school chaplaincy - Parent Prayers group.
- Continuing to develop awareness of others in the local and global community through visitors to school, fundraising and other activities. (CAFOD, Mission Together, Scripture Union, Barnados etc.)
- Sharing expertise within the Slough Catholic Schools Partnership
- We provide Pre-School Club, After-school Clubs and holiday play schemes for our pupils.

Legal status:

St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Education Act 2002 Section 78, Race Relations Amendment Act 2000, The Education and Inspections Act 2006 a duty on Governing Bodies to promote Community Cohesion section 23A of the Education Act 2002

Applies to:

Whole School including Early Years Foundation Stage (EYFS).

Related Policies:

Religious Education, Chaplaincy, Home School Parish Liaison, Liturgy and Prayer, Moral Social Cultural Development, Spiritual Development.

Availability

This policy is made available to parents on our website www.stbernardsprep.org or a copy may be obtained from the school office on request.

Monitoring and Review

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster. The Trustees will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed by _____

Headmaster _____

Date _____

Chair of Governors _____

Date _____