

ST AIDAN'S

Voluntary Controlled
PRIMARY SCHOOL

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Community cohesion summary

Introduction

Section 21(4) of the Education Act 2002 (as inserted by section 38 of the Education and Inspections Act 2006) states that:

'The governing body of a maintained school shall, in discharging their functions relating to the conduct of the school:

- promote the well-being of pupils at the school, and
- in the case of a school in England, promote community cohesion.'

What is 'Community cohesion'?

The Department for Children, Schools and Families (now the Department for Education) defined community cohesion as:

"Working towards a society in which there is a common vision and sense of belonging by all communities; 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 in the workplace, in schools and in the wider community."

For schools, the term 'community' covers:

- 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 that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located
- the UK community – all schools are by definition part of this community
- the global community – formed by EU and international links.

Our Aims

We believe our school has a key part to play in promoting community cohesion through our approach to:

- **Teaching and learning**: by teaching pupils to understand others and promoting discussion and debate about common values and diversity
- **Equity and excellence**: by removing barriers to access and participation and offering opportunities to all pupils to succeed at the highest level possible
- **Engagement and ethos**: by providing opportunities for children, young people and

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1 Teaching, learning and curriculum

- 1.1 Within the school and local community our approach includes the following activities:
- New programmes of study for Religious Education and Personal, Social and Health Education, the latter based on SEAL (Social and Emotional Aspects of Learning).
 - A programme of curriculum based activities which enriches pupils' understanding of community and diversity. This includes visits to places of worship eg. our local churches, Synagogue, Buddhist Centre and Mosque.
 - Assemblies which involve members of the local and wider community. These promote the engagement of the children, a shared understanding and the school's ethos and values. Weekly assemblies are led by the priests from the local churches – Holy Innocence and Holy Trinity. Fairtrade assemblies are led by members of the church congregation. We also host occasional assemblies led by members of other faiths.
 - Other assemblies focus on Black History and other cultures and have covered African drumming and dance, Bollywood dance and Caribbean oral storytelling.
- 1.2 Within the wider UK community
- Linking with work place learning providers and other employers in order to offer termly work experience opportunities to pupils from local secondary schools eg.: Highgate, Highgate Wood, Hornsey girls, Greig Academy, St Ignatius, Camden Girls, Channing and pre PGCE students who will be attending the Institute of Education.
- 1.3 Within the global community
- Through the development of international partnership arrangements with a school in France.
 - We have an International School Award for projects completed with schools in Germany, Finland and France.

2 Equity and excellence

- 2.1 In the school community
- We have effective approaches in place to deal with incidents of prejudice, discrimination, bullying and harassment. Our Behaviour policy and Anti Bullying policy are regularly reviewed.
 - We follow the SEAL curriculum throughout KS1 and KS2.
 - SLT analyse behaviour weekly and discuss incidents and strategies for improvement.
 - Our Equality Scheme ensures that the school supports the achievement of all our pupils by monitoring, analysing and evaluating pupils' progress in terms of ethnicity; gender and FSM.
 - We offer support to pupils for whom English is an additional language (EAL), by tracking their progress carefully and offering specific support to those staff teaching them in order to enable those children to be integrated and achieve the highest possible level in English.
 - Turkish families have the offer of an in-house interpreter for parent's meetings.
- 2.2 In the local community
- We work to promote positive relationships by participating in inter-school sports tournaments; art projects (at the Jealous Gallery and the Crouch End Festival) and musical events (recording a CD with other local schools).

2.3 The UK and global communities

- We link with Treleigh Primary School in Cornwall to share a literacy project.
- Year 6 attend Pendarren a residential centre in Wales.
- Joint projects and visits with the French partner schools enable pupils to share language learning and develop an understanding of life and education in Paris.

3 Engagement and ethos

3.1 The school community

- We engage parents through morning and evening curriculum events and training: most recently in maths, science, phonics and reading; half-termly updates on curriculum topics; main learning objectives: class trips and events.
- We keep families informed about school through HeadLines, the school website and the class blogs.
- We host a welcome evening for Reception parents and transition meetings for Reception and Year 6 parents.
- The PSA hold social events eg. Christmas Fair, Summer Fair, Indulgence Evening.
- Parents are involved as volunteers with a wide range of activities within the school, including helping on class trips, reading with children, and fathers and sons reading and writing groups.
- Parents organise the school garden in partnership with staff, host a lunchtime garden club for children, weekend work sessions for families and an annual Garden Open Day.
- The Governors conduct parents' surveys; and consultation about school changes and policies.
- We ensure that pupils' voices are heard and that they are able to effect change by their involvement in the School Council. Minutes are taken, circulated to governors and action agreed. We also carry out pupil surveys.
- We provide the core offer of childcare from 7:30am-6pm during term time. Parents' and pupils' views about this offer have been sought in order to meet needs, and new after-school clubs have been set up as a result of feedback from children. Children's attendance is monitored according to gender, ethnicity and FSM in order to ensure that the offer is appealing to all.

3.2 The local community

- We organise meetings between members of different communities eg. Year 5 singing in a Haringey choir.
- Links with the local authority and other partners: the head teacher meets with Evelyn Pitman (SIP) twice a year and twice a year with Lynn Hargreaves from the LDBS.
- Working in clusters with other schools through the Network Learning Community to build greater interaction and diversity into the daily life of the school.
- We establish stronger relationships with the community by raising money for MIND; Plan UK; Shelter; Breast Cancer UK; British Legion; Comic Relief and Haringey Winter Shelter.
- We maintain strong links between the school and local agencies, such as the Police, health professionals, TFL and Veolia (refuse contractors for Haringey) - who have led assemblies and class workshops.

4 Glossary

EAL	English as an Additional Language
EU	European Union
FSM	Free School Meals
LDDBS	London Diocesan Board for Schools
PGCE	Postgraduate Certificate in Education
PSA	Parent School Association
SEAL	Social and Emotional Aspects of Learning
SLT	Senior Leadership Team
UK	United Kingdom

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