



ST STEPHEN'S CEVA PRIMARY SCHOOL, BATH

PASTORAL CARE/COMMUNITY COHESION POLICY

Document Control Table			
Policy name:	Pastoral Care and Community Cohesion Policy		
Policy type:	Core Policy		
Effective date:	Sep-2007	Next review date:	Sep-2018
Prepared by:	Pastoral	Date:	Feb-2015
Approved by:	Full Governing Body	Date:	Mar 2015
Filename:	Pastoral Care.docx		
Document version:	2.0		



St. Stephen's is a unique community inspired by inclusive Christian values, promoting mutual respect, responsible behaviour and encouraging creativity and a joy in learning.

We believe that childhood is precious and that each child's time in primary school provides a unique opportunity to offer them a model for life and for living together. We seek, through our trust, to show children what living and learning together in a Christian context might mean.

We are aware that children are exposed to very confusing and potentially damaging values. They are bombarded with materialist and selfishly irresponsible goals and ideals. Through our example and care for each other we seek to challenge these spurious values.

We believe that it is what we do and how we live that will provide the nourishment, not merely what we say.

This policy clearly states that St Stephen's Primary School is an institution where love for one another, irrespective of age or indeed any other defining quality, is at the heart of our every action. This is immensely challenging and the specific implications will be worked out in all policies.

We seek, through our respect for everyone's learning journey, to build a story within each member of our community that we can tell about each other and ourselves.

- A story founded on love of God, our neighbour and ourselves;
- A generous story that will build strong foundations of self esteem and personal value, and embrace diversity;
- A story of respect for our school environment, our city and our living planet.;
- An optimistic story where the individual feels a sense of control over both their present and their future rather than a passive consumer of events.
- A spiritual story that sets the individual in a universal context; a context that makes sense of eternal and altruistic values and diminishes an over-developed sense of their own, immediate desires.
- A story that sees change and challenge as exciting and fun and as essentially non-threatening.

These values are Christian values, and we also believe that they encapsulate universal truths that resonate with any faith community.



In our relationships, and in our mutual support for one another, we seek to build a community of care and love that will provide our children with the experiences and evidence they need to challenge themselves to lead a contributory and fulfilling life and to build mutually respectful and authentic relationships in a variety of professional and personal contexts.

We aim to equip children with the strategic and personal qualities to manage challenging circumstances for themselves.

Jesus loves everyone unconditionally. This generosity and grace is the example we seek to follow, empowered by God's Spirit.

DEFINITION OF COMMUNITY COHESION

Community Cohesion is defined in the document "Duty to Promote Community Cohesion – Final Guidance for Schools" (F Mignioulou, 14/08/07) as follow:-

Community cohesion is about working towards a society in which:-

- There is a **common vision** and **sense of belonging** by all communities;
- The diversity of people's backgrounds and circumstances is appreciated and valued;
- Similar **life opportunities** are available to all;
- Strong and positive relationships exist and continue to be developed in schools, in the workplace and in the wider community.

COMMUNITY FROM A SCHOOL'S PERSPECTIVE

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

- 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 if 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.

In addition, schools themselves create communities – for example, clusters as in the Valley Schools' Cluster which includes two Primary Schools, one Infant School, one Junior School and one Secondary School.

