

Warren Farm Primary School



Community Cohesion Policy 2022

Date of Last review	08/09/2022
Date agreed by governors	10/11/2022
Date of next review	10/11/2023

Community Cohesion Policy

Introduction

We are committed to supporting community cohesion by:

- Developing a common vision and sense of belonging
- Developing an appreciation of the diversity of people's backgrounds and circumstances
- Creating opportunities for all learners to achieve their potential
- Building strong and positive relationships

We recognise that this is of particular importance in a school which is predominantly mono-cultural preparing its learners for life and work in a multi-cultural society and world.

The term 'community' has a number of dimensions for school including:

- The school community – the young people it serves, their parents, the staff and governing body and community users of the school's facilities and services
- The communities created by the networks we establish with schools, colleges, work-based learning providers and other partners
- The local community
- The UK community
- The Global community

How does school contribute towards community cohesion?

We help build community cohesion by:

- Promoting equality of opportunity and inclusion for all learners irrespective of background in terms of gender, ability, culture, ethnicity, religious belief or socio-economic circumstances
- Promoting school values and encouraging learners to engage with others to understand what they all hold in common

The school's contribution to community cohesion can be grouped under three headings:

1. Teaching, learning and curriculum

Helping young people understand others, to value diversity, respect human rights and to develop the skills of participation and responsible action

2. Equity and excellence

To ensure all learners have equal opportunity to achieve their potential

3. Engagement and extended services

To provide opportunities for learners to interact with people from different backgrounds and cultures, to build links with different schools and communities and to provide extended services

Where are we now?

Promoting community cohesion is already strongly embedded in our existing practice as detailed below but we are committed to developing this aspect of our work further.

Teaching, learning and curriculum

- We are an effective school with high standards of teaching, learning and curriculum provision. We have very high expectations of our learners and we set challenging individual achievement targets

- There are opportunities across the curriculum to promote shared values and help our children value differences and to challenge prejudice, discrimination and stereotyping. This is particularly evident in our RAVE (Religious and Values Education), PSHE, Citizenship, Collective Worship and Emotional Literacy programmes.
- An extensive programme of curriculum and extra curricular activities enrich learner's understanding of the community and diversity through fieldwork, visits, including trips within the UK, visits to places of worship and opportunities to meet with members of different communities
- A comprehensive programme of collective worship which includes themed assemblies and inputs from members of the local and wider community

Equity and excellence

- We promote high standards of achievement for all. We set challenging individual targets for all our learners, monitor their progress regularly and have robust strategies of intervention and support
- We make sure that there are no barriers to achievement and work to remove disparities in attainment between different groups
- We promote an inclusive, caring, supporting ethos and maintain a highly effective pastoral system
- We expect the highest standards of behaviour and have effective approaches in place to deal with incidents of prejudice, bullying and harassment

Engagement and extended services

- We have extensive links with other schools locally.
- Our learners have opportunities to interact with learners from outside the UK.
- Teachers have links with other schools through a range of activities

School, parents and the community

- Learners have a strong voice and opportunities to take responsibility through our School Council
- Learners participate in voluntary community based activities
- We engage parents through a range of activities including special curriculum evenings, consultation evenings, focus groups and targeted questionnaires. Our pastoral system (incorporating Family Worker, Attendance Officer and Mentors) is sensitive to the needs of families requiring additional support
- We have strong links with external agencies including social services, the health service and police
- We engage with a local community group – Urban Devotion.
- We are developing good links with local charities.
- We have strong links with a local parish church (Elim Church).

Extended services

- Childcare, for example, breakfast club, homework club, summer provision being developed.
- Varied menu of activities, a vast extra-curricular programme
- Swift and easy referral for example, good links with external agencies
- Parenting support for example, Parent workshops/courses, excellent pastoral support – Early Help.
- Community access for example, use of our facilities by the local community. (During the school day at present – Adult Education).

School to LA and other partners

- We work closely with the LA to promote community cohesion.

Where would we like to be?

Community cohesion is already strongly embedded in our existing practice but we are committed to developing this aspect of our work further. This includes:

Teaching, learning and curriculum

- Continuing to strive to ensure that every learner achieves their potential by setting challenging targets, monitoring progress and developing more effective intervention and support mechanisms

Equity and excellence

- Continuing to track and monitor the performance of particular groups in school
- Continuing to develop our pastoral systems to promote a caring, supportive ethos free from prejudice, discrimination and bullying

Engagement and extended services

- To involve governors more closely in links with our partner schools locally.

School to parents and the community

- To continue to develop our links with community groups and organisations
- To continue to develop student voice through the use of visual literacy enabling greater participation of all children.
- To strengthen our links with voluntary community based activities

Extended services

- To explore how, working with cluster groups, net works, we can build stronger relationships with the local community

Monitoring and Management

Area managed and monitored by HT and AHT. Forms part of PSHE and Citizenship provision.

Consultation

Written in consultation with School Council, Parents and School Community.