



SOMERIES JUNIOR SCHOOL

COMMUNITY COHESION POLICY

Rationale

At Someries Junior School we believe that community cohesion means 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;
- A society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

We recognise the contribution made by all individuals within our community and the fact that people will naturally hold different ambitions, aspirations, beliefs and life experiences. We place strong emphasis on how individuals share important characteristics and experiences with those from their own and different communities.

Sense of belonging

We nurture

- A strong sense of individual rights and responsibilities so that everyone knows what is expected of them and what they can expect in return.
- A strong sense of trust that we will act fairly in arbitrating between those having different interests or points of view.

Community

The term Community has a number of different dimensions:-

- *The School Community*, this includes the children we serve, 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*; this means the geographical community in which our school is located, the people who live or work in the area, the town of Luton.
- *The UK Community*
- *The global community*

Building Community Cohesion

The Governing Body and Senior Leadership Team involve the workforce and pupils in promoting community cohesion by encouraging:-

- Equality of opportunity and inclusion for different groups of pupils within our school.
- Respect for diversity
- Shared values
- An understanding of what we hold in common
- Skills to equip pupils to live and thrive alongside people from many different backgrounds

This is achieved in 3 different areas:-

Teaching, learning and curriculum

We have high expectations of success; staff and parents encourage all pupils to achieve their potential.

- Opportunities for discussing issues of identity and diversity are integrated across the whole curriculum; particularly through RE, PSHE and assembly themes.
- Opportunities for discussing issues of identity and diversity are incorporated into the everyday life of the school; they are dealt with as the need arises.
- Opportunities to understand community and diversity are incorporated into the thematic planning which covers foundation subjects. Visits and visitors help to enrich children's learning.
- Assemblies involve members of the local and wider community.
- Support is put in place for pupils with EAL, SEN, Medical and Emotional needs which aim to remove barriers to effective learning enabling pupils to be fully integrated and achieve their potential.

Equity and excellence

- Progress is evaluated by evaluating assessment results enabling staff to keep track of the relative performance and to tackle under-performance by any particular group.
- Effective approaches are in place to deal with incidents of prejudice, discrimination, bullying and harassment (outlined in specific policies.)
- The School Admissions Code emphasises the importance of admission arrangements that promote community cohesion and social equity.
- We are an inclusive school and therefore promote our school to parents from the whole and wider community.

Engagement and extended services

School to school

- We aim to develop links with other schools; so that both schools can offer pupils the opportunity to learn from and with children from different backgrounds.
- We have strong links with Someries Infant School enabling smooth transition for pupils and their parents.
- We encourage staff to visit other settings and schools as part of our CPD program

School to parents and the community

- Our family worker offers support for vulnerable families.
- We work together with representatives from other organisations in order to promote the well-being of the children at the school (e.g. the Nurse, the fire brigade, etc.)
- We encourage and mentor students for teaching and work experience.
- We run a variety of different councils (School Council, Eco Council, Investors in Pupils) ensuring the pupils' voice is heard and enabling them to affect change within the school and the wider community.
- We engage with parents through curriculum / informative evenings, workshops, parent consultation evenings, open days, questionnaires and newsletters.
- We put on special performances and assemblies for parents
- We run a Breakfast club before school and various before and after school clubs.
- We encourage children to fundraise for local and worldwide charities.

***To be reviewed and ratified at the FGB Curriculum Committee meeting:
26.03.18***

Review: Spring 2021