



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Title	Community Cohesion Policy
Year	2018/2019
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Community Cohesion Policy

Rationale

Community cohesion is of particular importance for an all-through 4-19 learning community based on strong and mutually supportive community relations, which is preparing its learners for life and work in a multi-cultural society and global working environment. Our school has been established based on three principles. Two of those—stronger society and public service are relevant here.

The term ‘community’ has a number of dimensions for the 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

Principles

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 through the promotion of citizenship and community which encourages an understanding of what it is to be a British citizen.

Aims

The school’s aim for community cohesion can be grouped under three headings:

- *Teaching and Learning*
 - Helping young people understand others, to value the diversity, respect human rights and to develop the skills of participation and responsible action.
- *Equity and Excellence*
 - To ensure all learners have equal opportunities to achieve their potential
- *Engagement and Extended Services*
 - To provide opportunities for learners to interact with people from different cultures and backgrounds, to build links with different schools and community groups.

Procedures

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

- Teaching and Learning
 - Have high expectations of our learners and set challenging individual targets for achievement;
 - Provide opportunities across the curriculum to promote strong shared values and help students value differences and challenge prejudice, discrimination and stereotyping;
 - Provide an extensive programme of curriculum and extra- curricular activities to enrich learners' understanding of the community and diversity;
 - Provide a programme of assemblies and morning preparation which explore themes of community cohesion and include input from members of the local and wider community.

- Equality and Excellence
 - Set challenging individual targets for all learners and monitor progress regularly and have robust strategies of intervention and support;
 - Ensure there are no barriers to achievement and work to remove disparities in attainment between different groups;
 - Promote a caring, supportive and inclusive ethos and maintain a highly effective pastoral system;
 - Expect the highest standards of behaviour and have effective systems in place to deal with incidents of prejudice, bullying and harassment.

- Engagement and Extended Services
 - Allow learners to have an input through pupil voice
 - Ensure all learners participate in at least one community based activity each year
 - Engage parents through a range of activities including curriculum evenings, consultation evenings, focus groups and targeted questionnaires
 - Form strong links with external agencies, especially 'blue light' services, businesses, and HE
 - Engage with local community groups
 - Offer childcare, for example breakfast club, homework club
 - Provide a varied menu of activities, a vast extra-curricular programme
 - Offer swift and easy referral and good links with external agencies
 - Offer parenting support
 - Offer a wide range of community activities making full use of the school facilities

Review

This policy will be reviewed annually.