

### **Community Cohesion**

Policy Written:	Autumn 2011
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	Jan 2016

#### **Introduction**

**Community:** A social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historic heritage.

**Cohesion:** The act or state of cohering, uniting, or sticking together.

By **Community Cohesion**, we mean working towards a society in which there is 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. (Alan Johnson, then Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006).

Broadly schools' contribution to community cohesion can be grouped under the following three headings:

1. **Teaching, learning and curriculum**

Helping pupils to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

2. **Equity and excellence**

To ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.

3. **Engagement and extended services**

To provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations: including links with different schools and communities and the provision of extended services with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

#### **Current Practice and Areas for Development**

At Wellesley Primary School we are committed to promoting community cohesion. Current practice and areas for development are as follows:

##### **1)Teaching, learning and the curriculum**

- Children are encouraged to make up their own rules in each class for class behaviour.
- The school strives to give all children a firm grounding in the basic skills of reading, writing, maths and IT in order to prepare them for later life.
- Emphasis is placed on children gaining independence and learning skills rather than just acquiring knowledge in order for them to develop into lifelong learners.
- In order to develop children's life skills children are taught from a comprehensive PSHE scheme on a weekly basis. Topics amongst others include: bullying, sex education, drugs,

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disability, cultural diversity, discrimination, the world of work, healthy eating and living and tolerating others (this will contribute towards our PREVENT duty).

- Each child takes part in weekly circle time sessions designed to help resolve individual and common issues relevant to children in each class.
- A number of children act as playground buddies supporting other children play at lunch and break times.
- Hinduism, Sikhism, Islam and Christianity are taught across the school in order to develop children's understanding of different religions.
- Two children from each class sit on a school council to debate and decide upon solutions to school issues.
- Children across the school have been working towards the Eco Schools Award and have been learning about the importance of becoming environmentally friendly.
- Two children from each class become learning/play leaders to share pupil views and improve our practice.

### **2) Equality and Excellence**

- Staff appointments are all organised following guidelines from the local authority.
- Policies regarding staff appraisals, discipline, appeals, grievance and pay are all in line with South Gloucestershire model policies and all are strictly adhered to.
- The school has a Single Equality Scheme and Annual Objectives Statement. This has been written following Government guidelines and is adhered to and reviewed on a regular basis.
- The school has a safeguarding policy which is reviewed on a yearly basis. The Child Protection Officer attends Local Authority training on a two yearly basis and staff are provided with in-house training on a yearly basis.
- The school SENCo uses in house assessment data to identify children early on who have special educational needs. Children with special needs are given individual plans and are supported through a variety of intervention programmes which are run by a dedicated team of teaching assistants.
- All children are catered for through carefully differentiated work on a daily basis.
- Teaching and learning initiatives have been introduced to target the attainment of all pupils across the school. These have included providing opportunities to developing speaking and listening skills, providing opportunities for hands on kinaesthetic learning on a regular basis and picking topics which are particularly interesting to all pupils.
- Assessment data is analysis on a regular basis to ensure that the needs of all learners are being met in the school.
- The school is very well resourced and has a wide range of resources to support all children in the school regardless of their ability.
- The new school building has been specifically designed to meet the needs of children and adults with physical disabilities.
- Provision is made for children who have a pupil premium entitlement.

### **3)Engagement and Extended Schools**

<b><u>Within our school</u></b>	<ul style="list-style-type: none"><li>- Up to 30 children attend our breakfast club each morning before school begins.</li><li>- A variety of after school clubs are run each term for the children to take part in. In the past these have included: cooking, pottery, computer animation, yoga, football, netball, running, rounders, cricket, art, DT and gymnastics.</li><li>- Two children from each class sit on our school council in order to have a voice regarding issues of school development.</li></ul>
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	<ul style="list-style-type: none"> <li>- Children take part in a range of inter-house sporting and academic competitions throughout the year.</li> </ul>
<b><u>With other schools</u></b>	<ul style="list-style-type: none"> <li>- Children attend science and maths workshops organised by our local secondary schools</li> <li>- Children take part in a musical performance at Colston Hall with children from all schools in the Yate area.</li> <li>- Children in KS1 participate in an annual music festival with other local schools.</li> <li>- Children compete in a range of sporting events with other schools on a regular basis.</li> <li>- Year 6 children attend induction days at their new secondary schools in June.</li> <li>- Local preschools visit our school on a regular basis e.g. to have a picnic in our school grounds or to watch our Christmas production.</li> <li>- A small number of Year 10 students from local schools support our children in schools whilst undertaking a one week work experience placement in our school.</li> </ul>
<b><u>With our local community</u></b>	<ul style="list-style-type: none"> <li>- Children go out on short visits to enhance their curriculum learning e.g. to Wapley Bushes or to the local shopping parade or Church.</li> <li>- Prospective new parents are shown around our school by members of Year 6.</li> <li>- Parents and grandparents are invited into school on a weekly basis to support children with reading, to help out in the classroom and to watch assemblies which are led by the children.</li> <li>- A local Church group lead whole school assemblies on a half termly basis.</li> <li>- Children in Years 3, 4, 5 and 6 visit the local community swimming pool to complete an 8 week swimming course each year.</li> <li>- Up to 10 children each day are picked up after school and attend a locally run after school club.</li> <li>- Student teaching assistants undertake work experience on a regular basis.</li> <li>- Children organise a thank you assembly at the end of the year to thank all of the parents and grandparents who have supported them in school throughout the year.</li> </ul>
<b><u>Links within the United Kingdom</u></b>	<ul style="list-style-type: none"> <li>- Children raise money for charities such as CLIC and Barnardo's.</li> <li>- Children attend residential trips to London and Dorset in Years 5 and 6.</li> <li>- Children go on day visits to enhance their curriculum learning to places like Sudeley Castle or Bristol Zoo.</li> <li>- Theatre groups and story tellers visit the school on a termly basis to enhance the children's education.</li> <li>- Experts visit to school to lead specialised workshops e.g. African drumming, Indian themed days etc.</li> </ul>
<b><u>Links with the World</u></b>	<ul style="list-style-type: none"> <li>- Children raise money through Sports Relief and Red Nose day fundraising events.</li> </ul>

### Equality Impact Assessment

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This policy has been reviewed to ensure that it meets the requirements of the equalities impact assessment.