

Wren's Nest Community Cohesion policy

October 2008

At Wren's Nest 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 of the Wren's Nest estate.
- ✓ The regional community of the West Midlands.
- ✓ The national community.
- ✓ The international community.

How does school contribute towards community cohesion?

We help build community cohesion by:

- ✓ Providing and 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 and learning through the 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 have modified the curriculum provision to meet the needs of students. We have very high expectations of our learners and we set challenging targets for groups and individuals.
- ✓ There are opportunities across the curriculum to promote shared values and help students value differences and to challenge prejudice, discrimination and stereotyping. This is particularly evident in our RE (Religious Education), PSHE (through the SEAL programme - Social and emotional aspects of learning), Collective Worship and Big Talk assemblies.
- ✓ An extensive programme of curriculum and extra curricular activities enrich learner's understanding of the community and diversity through enrichment, local and national visits, visits to places of worship and opportunities to meet with members of different communities.
- ✓ A 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 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 provide an outstanding and 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 good links with other schools, locally and regionally.
- ✓ Our learners have opportunities to interact with learners from neighbouring schools to build relationships and to promote community cohesion where there has been a history of rivalry and challenge.
- ✓ Teachers have links with other schools and promote good role models when interacting with staff from 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
- ✓ We engage parents through a range of activities including INSPIRE mornings, consultation evenings, focus groups and targeted questionnaires. Our pastoral system working with the EWO service, to improve children's attendance, is sensitive but highly proactive in responding to the needs of families requiring additional support
- ✓ We have strong links with external agencies including social services, the EWO service, the health service and police.
- ✓ We are actively engaged in pro-social modelling with the local police, which involves joint projects with local primary schools and regional high schools.
- ✓ Our local Churches invests and takes an active role in the spiritual and moral development of our children.

Children's Centre, parents and the community

- ✓ **Multi- agency working with voluntary agencies and private sector. Building networks and partnerships between services to encourage joint thinking and sharing of skills.**
- ✓ **Outreach work via family support team including preventative work and crisis intervention, satellite groups, home visits and needs led support.**
- ✓ **Integrated support to ensure a personalised service.**
- ✓ **Relevant signposting to other agencies in the community.**
- ✓ **Raising awareness in the community about the range of services on offer at the centre and locally.**
- ✓ **For those families who choose not to access or cannot access the centre, we provide information, support and swift access to relevant service.**
- ✓ **Regular consultation with families at groups within the Children's Centre to contribute to developing new services at Wren's Nest.**
- ✓ **Parent volunteers working within the centre.**

Extended services

- ✓ Study support, for example, breakfast club, homework club, summer activities provision.
- ✓ Varied menu of activities, a vast extra-curricular programme.
- ✓ Swift and easy referral for example, good links with external agencies.
- ✓ Parenting support for example, adult education, family learning, Family Support Worker team and excellent pastoral support.
- ✓ Community access for example, extensive use of our facilities by the local community.

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. For example, this year our focus is upon raising standards in writing and we have developed pupil/teacher discussion through individual, personalised target setting meetings.
- ✓ Continuing to develop opportunities for our students to raise aspirations and ensure that children become responsible members of their community who are able to contribute to the community in which they work and live and interact in a positive way with learners from different backgrounds and cultures

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 continue to develop and promote the outstanding work that has already been established on pro-social modelling with the local police and neighbouring communities.
- ✓ To involve more staff with the pro-social modelling work.
- ✓ To involve more local business and members of the community in school life to inspire children by giving them confidence through their sense of belonging in the community.
- ✓ To involve governors more closely in links with our partner schools, locally, regionally, nationally and internationally.
- ✓ To continue to develop our awareness of international issues.

School to parents and the community

- ✓ To continue to develop our links with community groups and organisations.
- ✓ To continue to develop student voice through forming other curriculum area learner groups.
- ✓ To strengthen our links with voluntary community based activities.

Extended services

- ✓ To explore how, working with cluster groups, networks, we can build stronger relationships with the local community.

Policy Review :To be reviewed annually by the Community Governors committee.