


## Community Cohesion Policy

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## Rationale

Community cohesion is of particular importance to the Trust for our learning communities based on strong and mutually supportive community relations, which are preparing learners for life and work in a multi-cultural society and global working environment while serving and supporting community cohesion in their areas.

The term 'community' has a number of dimensions for our schools, including:

- Each 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 communities
- The UK communities
- The global community

## Principles

LT2 is committed to supporting community cohesion around our schools 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

## Aims

Each 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 & backgrounds, to build links with 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 work in our schools further.

- Teaching and Learning
  - Have high expectations of our learners and set challenging individual targets for achievement;
  - Provide opportunities across the curriculum to promote 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.
  - LS2 schools will carefully manage the need for our schools to ensure that children understand the 'diverse...religious and ethnic identities in the UK', remaining vigilant and acting at all times within the requirements of the Prevent duty (see CP & Safeguarding policy and eSafety policy) while supporting community cohesion by avoiding *unnecessary* intrusions into family life.
  
- 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
  - Encourage participation in voluntary community based activities
  - Engage parents through a range of activities including curriculum evenings, consultation evenings, focus groups and targeted questionnaires
  - Form strong links with external agencies, 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 biennially by the Trust.