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Dinnington Cluster Laughton J & I School

Community Cohesion Policy

Dinnington Cluster Community Cohesion Policy

Introduction

The Dinnington cluster of schools will actively promote community cohesion by:

- teaching understanding and respect for others;
- offering equal opportunities to all of their pupils to succeed at the highest possible level;
- providing opportunities for pupils and their families to interact with others from different backgrounds.

This policy has been drawn up in consultation with staff and governors and with reference to the Policy for Racial Equality and Special Educational Needs Policy.

Our community

The geographical area in which our schools are situated is predominantly White British with a small percentage of mixed race pupils and pupils with English as a second language.

Aims

The aims of the policy are to, through education, build a community where all members share a common sense of belonging, respect each others different backgrounds and circumstances, have strong and positive relationships and have access to rich life opportunities.

This document is supported by:

Curriculum policies

Geography
RE
PSHE
History
Modern Foreign Languages
Music
Art
PE

Children's policies

Looked after children
Behaviour
Child Protection
Special Needs
Anti-bullying
Safeguarding
Inclusion

Context

- Dinnington is a predominantly White British area.
- Experience of mixing with other cultures is limited
- Inherent prejudice of a significant number of members of the Dinnington community is evident
- The Dinnington community is insular – not a lot of movement in and out of the area
- There are very strong networks amongst the community and within families in the community

The cluster group of heads have therefore agreed that, in order to promote and develop community cohesion, opportunities need to be sought to provide experiences of and celebrate cultural diversity.

Teaching and Learning

Community cohesion is promoted through teaching and learning in the following ways:

- Long term planning across the curriculum includes, promotes and delivers cultural education
- Outside providers are used to provide multi-cultural experiences in the arts
- PSHE programmes of study address multi-cultural understanding and respect
- Global links are sought in order to celebrate cultural diversity, raise awareness of cultural differences and promote respect for all cultures, school is working towards the Unicef 'Rights of the Child' award.
- PSED strands of curriculum
- Learning intentions support the children to learn and understand about each other, to value diversity and promote shared values
- We run PSE intervention groups which concentrate on emotions and feelings
- Circle time is used regularly for discussion and expression, developing understanding of others
- Our schools are committed to the ongoing work involved in the Healthy Schools programme, preparing children to make good decisions which will lead to healthy lifestyles
- Parent workshops are provided in the schools designed to meet the needs of the community
- Visits are organised to a variety of places in the community e.g. the library and the local churches
- Road Safety training in the locality is offered to pupils
- People who work in and for the community e.g. community police, school nurse, Anston Parish Councillors, Rotherham United, representatives from the church are regularly invited into schools to raise awareness of their place in the community

Equality and Excellence

- Pupil achievement and attainment is rigorously tracked to ensure equal opportunities for all pupils to succeed, including minority and vulnerable groups eg MAGS are used and colour coded to identify groups
- Programmes of adult learning are provided to help parents to support the learning of their children and ensure all pupils have good life chances
- A number of courses are available via the Family Learning Team
- Schools are aware of the need to develop involvement of parents and do this through organising events in school to involve parents
- Community cohesion is on Cluster Heads' agendas
- Early intervention and differentiation is provided in all of the schools to enable all pupils to achieve at the highest level possible
- Commitment to promoting independent lifelong learning, to developing flexibility, good communication skills and use of initiative is an intrinsic part of all of the schools' aims

- Adult learning in Basic skills helps to raise opportunities for parents
- Adult groups – ‘Supporting children’s behaviour’ help to remove barriers to learning and promote a caring ethos where pupils are taught to respect themselves and others
- Teenage mums are offered support
- Self esteem is promoted through PSHEwork and circle time

Reviewed October 2014

