

**COPPICE**  
SCHOOL



Coppice and Langley Schools



# Community Cohesion Policy

## Introduction

“UK society is made up of many ethnicities, cultures, languages and religions, and it is constantly evolving. The UK has a rich heritage of cultural and ethnic diversity, stretching back over many centuries...

Do we, as individuals and as a nation, respect each other's differences and build on commonalities? Do we really have an understanding of what it is to be a citizen, of how it is to live in the UK? And, most importantly, are we ensuring that all our children and young people have the education they need to embrace issues of diversity and citizenship, both for them to thrive and for the future of society? This 'education for diversity' is fundamental if the UK is to have a cohesive society in the 21<sup>st</sup> century.

(Diversity and Citizenship – a review, 2007, p16)

Through a range of legislation (Race Relations Act 1976 as amended by the Race Relations Amendment Act 2000, the Disability Discrimination Acts 1995 and 2005, the Sex Discrimination Act 1975 as amended by the Equality Act 2006) and our duty under the Education and Inspectors Act 2006, Coppice and Langley Schools recognise and embrace their joint responsibility to promote community cohesion.

Both schools recognise the importance of spiritual, moral, social and cultural development and the five outcomes of the Every Child Matters agenda. The inclusion of these in the curriculum model of each school makes a valuable contribution to developing strong and positive relationships, working towards community cohesion on a number of scales.

The promotion of community cohesion within the shared building on Trinity Road is of particular importance as the school communities are very different:

Coppice Primary School serves a largely white British population, however this is changing and is becoming more ethnically diverse. 22.3% of the children are identified as coming from an ethnic minority, this is an increase of 5% in the last two years. There are currently 400 children on role. Most come from the houses surrounding the school although some travel further.

Langley School has 90 pupils on role, aged 3-11, all with a statement of special needs. The pupils live across 25 postcode areas, with larger numbers living in Erdington and Kingstanding. In 2008/9, 58% of the pupils were white, with the next biggest ethnic group being Pakistani. A consistent pattern within the pupil population is the prominence of boys, with only around 15%-20% being girls.

## Aims and values

Coppice and Langley Schools share a common vision for a cohesive community with the schools at its heart. We aim to establish and further embed a shared sense of contribution from different individuals and different communities, with each holding and sharing different life experiences, beliefs, aspirations and ambitions.

For the children, we aim to:

- Provide a rich, broad and balanced curriculum and a range of learning opportunities which will enable the children to be lifelong learners and valued members of their community.
- Encourage awareness of and tolerance of different faiths, ethnic backgrounds and cultures and socio-economic factors.

We want staff to:

- Be valued members of the school community, enhancing its diversity in a supported way.
- Enter into and be informed through clear communication.

We want parents to:

- Feel welcomed within the school community.
- Share their community beliefs and experiences with the school community in order to further enhance equality and diversity.
- Enter into and be informed through clear communication.

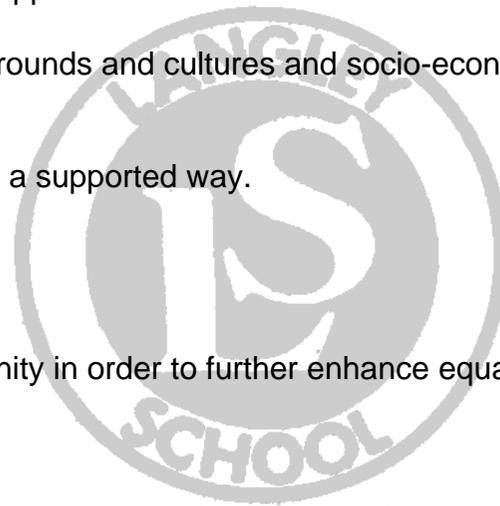
We want governors to:

- Work as friends and partners within the school community, providing challenge to further improve the cohesiveness of the community.
- Promote the schools in the wider community.
- Enter into and be informed through clear communication.

We want the community to:

- Be proud to 'house' Coppice and Langley Schools.
- Develop good relations with both schools.
- Further broaden the experiences and beliefs of the school community.

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## Promotion of community cohesion

Community cohesion is promoted in Coppice and Langley Schools in a number of ways, at a variety of levels:

	Teaching and learning	Equity and excellence	Engagement and extended services
School community	<ul style="list-style-type: none"> <li>• SEAL embedded in curriculum</li> <li>• Festival days and celebrations</li> <li>• Track and monitor progress of all groups</li> <li>• Aim to address a range of learning styles</li> <li>• Challenge children to reject unfairness and prejudice.</li> </ul>	<ul style="list-style-type: none"> <li>• Special needs and gifted and talented provision</li> <li>• Core values promote excellence in all areas of school life</li> <li>• Range of club activities providing a wide appeal</li> </ul>	<ul style="list-style-type: none"> <li>• Before and after school and holiday provision, including summer school</li> <li>• School Council</li> <li>• Open door policy</li> <li>• Active parent groups</li> <li>• Peer mediators and play leaders</li> <li>• Communication through website and newsletters</li> <li>• A wide variety of extra curricular activities that encourage children to develop skills beyond the academic.</li> </ul>
Site community (including Coppice, Langley and Little Rainbows Nursery)	<ul style="list-style-type: none"> <li>• Shared experiences and resources.</li> <li>• Children spending time in each other's schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Shared facilities – all entitled to access</li> <li>• Providing equal opportunities for everyone to succeed at the highest level.</li> </ul>	<ul style="list-style-type: none"> <li>• Shared before/after school and holiday provision.</li> </ul>
Local community	<ul style="list-style-type: none"> <li>• Visits within locality part of curriculum</li> <li>• Members of local community visit regularly e.g. for assemblies</li> <li>• Local resources used to provide quality experiences (e.g. resource boxes from museum)</li> </ul>	<ul style="list-style-type: none"> <li>• Part of a cluster with 1 secondary and 9 primary schools</li> <li>• Learning platform provided in collaboration with cluster</li> <li>• Participation in Rotary Community Award</li> <li>• Partners in School Sports Partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Medical facilities on site</li> <li>• Member of Four Oaks Children's Centre</li> <li>• Member of Four Oaks Youth Council</li> <li>• Member of Early Years Network</li> <li>• Use of local facilities (eg for parents in holidays and children during term time – swimming)</li> </ul>

		<ul style="list-style-type: none"> <li>• Participation in inter-sports competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Toy library</li> </ul>
UK community	<ul style="list-style-type: none"> <li>• Residential experiences in different parts of the country</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Global community	<ul style="list-style-type: none"> <li>• Modern foreign language teaching and clubs</li> <li>• Focus on different countries through curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration of different cultures through special activities</li> </ul>	<ul style="list-style-type: none"> <li>• Joint charity fundraising for different counties e.g. Haiti</li> <li>•</li> </ul>

### Monitoring and managing community cohesion

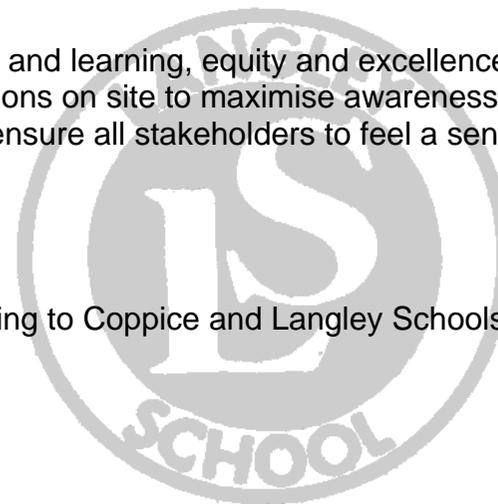
Overall responsibility for embracing community cohesion lies with both governing bodies. Working with the staff in school, they will audit current provision in line with:

- Community (within school, locality, UK and global).
- Equality and diversity scheme.
- Extended schools provision (core offer, parenting and family support, swift and easy access, community access).
- Every Child Matter agenda (stay safe, be healthy, enjoy and achieve, economic awareness, positive contribution).
- Progress towards the school improvement/development plan.

Within the staff team, a range of actions are implemented to ensure that teaching and learning, equity and excellence and engagement services are fully embraced. This will help both schools, and indeed other provisions on site to maximise awareness and tolerance of faith, ethnicity and culture and socio-economic factors. This common vision will ensure all stakeholders to feel a sense of belonging.

### Specific responsibilities

The governing bodies will, through their collaboration group, ensure matters relating to Coppice and Langley Schools are dealt with in a collaborative manner.



The headteachers will ensure both Coppice and Langley Schools (staff, children and parents) share a commitment to work together to promote unique and quality experiences and opportunities for all.

## **Associated policies**

Policies and procedures which support this Community Cohesion Policy at Coppice and Langley Schools include:

### Coppice School:

Accessibility plan  
Behaviour policy  
Disability Equality policy  
Gender Equality policy  
Racial Equality policy  
Teaching and Learning policy

### Langley School:

Equality and Diversity policy  
Equality and diversity scheme  
Accessibility policy  
Accessibility scheme  
Behaviour policy  
Inclusion policy  
Teaching and learning policy

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