



Woodlane High School

achieving success in a nurturing environment

Community Cohesion Policy

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Introduction

At Woodlane High School we believe that our curriculum should promote the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepare our pupils for the opportunities, responsibilities and experiences of later life. We also believe that it is our role to promote community cohesion. We believe that it is the duty of our school to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

What is Community Cohesion?

By community cohesion, we mean working towards a society in which there is a 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.

Community from a School's Perspective

At Woodlane High School, the term 'community' has a number of dimensions including:

- The school community – the pupils it serves, their families and the school's staff.
- The community within which the school is located – the school in its geographical community and the people who live or work in that area.
- The community of Britain – all schools are by definition part of this community.
- The global community – formed international links.

How does a School contribute towards Community Cohesion?

Woodlane High School's, contribution to community cohesion can be grouped under the three following headings:

- **Teaching, learning and curriculum** – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- **Engagement and ethos** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

Teaching, Learning and Curriculum

At Woodlane High School we have a high standard of teaching and learning, and a curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity are integrated across the curriculum.

At Woodlane High School we ensure that:

- The PSICHE, RE, PE, History and Geography curriculum particularly promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'.
- Opportunities exist across the curriculum whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.
- External visitors are arranged to provide workshops on the topic of difference.
- Support for pupils for whom English is an additional language (EAL) is given a high priority to enable them to achieve their potential.
- All cultures and backgrounds are celebrated through assemblies, displays and theme days.
- Pupils are involved in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond. This is achieved via pupil voice and include pupils being involved in, School Council, pupil vote, conferences and questionnaires. Learning that their actions can positively effect change.

Equity and Excellence

Woodlane continues to focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to achieve their full potential.

At Woodlane High School we ensure that:

- Incidents of prejudice, bullying and harassment are monitored and dealt with according to school policy.
- The progress of all groups of pupils is tracked closely in order to tackle any underperformance by any particular group.
- Intervention programmes are in place for targeted children.

- The school remains committed to the high standards of inclusive practice.

Engagement and Ethos School to school:

Woodlane actively seeks to broaden the ways that we work in partnership with other schools, businesses and agencies, locally or further afield. Sharing resources provides a means for pupils to interact and gain a variety of new experiences to enrich their learning.

At Woodlane High School we ensure that:

- The school works closely with many local businesses and agencies in supporting children's welfare and education and in delivering the curriculum e.g. school community police officer, health care, therapist's, musicians, artists, dancers etc.
- Visiting professionals from all over the country come to the school to meet staff and pupils, sharing their knowledge and expertise with us, e.g. cultural theme day, in which pupils learn all aspects of a culture.
- Pupils have visited a wide range of places to support their learning, including the Lyric theatre, places of worship, Museums and Galleries.

School to parents and the community

At Woodlane High School we ensure that:

- Strong links are maintained with neighbouring schools.
- Strong links are maintained with local businesses.
- The school works closely with multi-agencies, such as social care, health professionals, speech and language etc. to ensure the well-being of all children.
- The school works in unison with parents to support the children. Parents are encouraged to participate in the life of the school through attendance at parent/pupil workshops, parent reference groups, assemblies and other special celebrations, volunteering, regular parent's evenings, and Friends of Woodlane.
- The school operates an open-door policy.
- A wide variety of extended services operate, such as breakfast club, before and after school club, staff led clubs and clubs run by external providers.
- The diversity of people's different backgrounds and circumstances are appreciated and positively valued.
- Those from different backgrounds have similar life opportunities.
- Strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

Implementation

The implementation of this policy includes a range of key enablers, for example:

- Understanding different religions - talks by Clergy and other worship leaders, together with curriculum visits to Mosques, Synagogues, etc. in the local community.
- Charity days/events e.g. Red Nose Day, Jeans for Gene, Sports Relief etc.
- Visitors from various businesses, agencies, community groups, and youth organisations to explain their functions, and work with the children.
- Encouraging pupil voice through the School Council, pupil conference, whole school voting etc.
- Enable better understanding of each other's roles between the School Council and the Governing Body
- Promoting engagement with parents through: parents' evenings, curriculum evenings, and parent reference groups etc.
- Fostering and encouraging strong links, enabling multiagency working between the school and other local agencies, such as the Police, Fire Services, Transport for London, etc.
- LA and school admission arrangements should promote community cohesion and social equality.
- Promotion of extended services within the school, in conjunction with other schools these include: - Sporting fixtures (friendlies and competitive) - Collaborative working on cluster projects and partnership agreements, enabling us to share "best practice" and peer mentoring, and offer pupils the opportunity to meet and learn from other young people from different backgrounds.