Community Cohesion and Links Policy

Policy reviewed by:	FGB
Meeting:	Autumn
Review frequency	2 Years
Approved	Autumn 2024
Next review	Autumn 2026

Community Cohesion:

Selly Oak Trust School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and celebrate diversity.

As a school we aim to develop all students as Global Citizens, so that they may live in harmony with, and support, each other, now and in the future. We will achieve this through the promotion of community cohesion by embedding British values in all that we do in school and by supporting our students in working towards a society in which:

- A common vision and sense of belonging is shared by all communities.
- The diversity of people's backgrounds and circumstances is appreciated and valued.
- Similar life opportunities are provided to all.
- Strong and positive relationships are developed in the workplace, in schools and in the wider community.

Promoting Community Cohesion:

This will be achieved by understanding what it means to be a Global Citizen through the 'Right Respecting Schools Framework.' We will support our students to:

- Understand British values and apply them to understand others, value diversity, and to apply and defend human rights.
- Enable everyone to fulfil their potential and succeed at the highest level possible, with no barriers to access and participation in learning and to wider activities, and no variation between outcomes for different groups.
- Have real and positive relationships with people from different backgrounds, and feel part of a community, at a local, national and international level.

We Will Do This By:

Incorporating community cohesion into our students' and staffs' everyday experience of the curriculum, extra-curricular activities and through having due regard to our Single Equality Policy in all school activities and developments. This will be underpinned by equality of opportunity and achieved by focusing on the three key strands of:

- Religion.
- Ethnicity.
- Socio-economic factors.

In order for our school community to understand its place at local, national and global level.

Overviewed by:

The school governing body recognises its legal responsibility for ensuring that the school meets its duty to promote community cohesion, with the Head Teacher taking responsibility for operational management of the duty

3 AREAS → 3 FACTORS	LOCAL	NATIONAL	GLOBAL
RELIGION	Visits to places of worship as part of the curriculum	As part of our KS3 HUMANITIES curriculum we explore the major faiths present in the UK. Reference to the Celebration of other festivals e.g. Diwali, Eid during assembly	As part of our learning about different faiths and religions in KS3 Humanities we cover the global origins of major religions. We also look at the history of migration in Year 8 to understand the reason for diversity in the UK.
ETHNICITY	In SKILLS FOR LIFE, we learn the importance of empathy, kindness and respect to understand how we are all different but all deserving of respect.	SKILLS FOR LIFE looking at accepting differences and exploring similarities. Humanities modules that explore the diverse population with the UK	SKILLS FOR LIFE looking at accepting differences and exploring similarities. Humanities modules that explore the diverse population – their customs and beliefs from around the globe.
SOCIO-ECONOMIC	Supporting and working together to enhance the school community and local charities through the work of our school councils and well-being groups.	Our Humanities & Skills for Life curriculum teaches our school community about the wider national socio-economic issues such as homelessness and poverty. Our school community supports charity work & actively takes part in volunteering across the region. Our Maths	We are a UNICEF Rights Respecting School and through this our school community learns about global socio-economic issues and how we become good global citizens. This is supported through work in Skills for Life, Humanities and through creative projects such as Echo Eternal

		curriculum has specific modules each term that links to financial awareness and learning and real-life skills connected to finance.	and Hippodrome Network.
Within in school, students will develop a greater awareness of the communities they live in, how they can support them and why it is important. This will be achieved through the assemblies, activity days and the SKILLS FOR LIFE and Humanities curriculum.			

The school has a wide and diverse catchment area across the whole of Birmingham and beyond.

The school involves a full spectrum of community links across a broad geographical area to respond to the requirements of students, parents and the Local Authority.

This is achieved by: -

1 The involvement of students and the school in a community care and support of charities programme.

2 The use of support groups including parents, students and outside agencies.

3 Local, national and residential and study visits.

4 The use of a range of local and city leisure facilities.

5 Close links with further education colleges.

6 Work experience and work placement programmes for our sixth formers.

7 Involvement with external work experience and training providers.

8 maximising the involvement of the schools partners e.g. the Midlands Co –op. and Communicate 2 you

9 The use of a variety of professional and educational arts schemes e.g. HEN Hippodrome Education Network.

10 A full involvement with Collegiate initiatives and programmes.