



# The Kingfisher Schools Federation

## Community Cohesion Policy

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### 1. INTRODUCTION

The Kingfisher Schools Federation aims to create a fair and just school community that promotes social inclusion, community cohesion and equality, which respects diversity and which challenges and acts upon discrimination and inequality including bullying.

The Federation provides education for all, acknowledging that the society within which we live is enriched by diversity. Our Schools strive to ensure that the culture and ethos of the Schools reflects the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

The Federation will not tolerate harassment of any kind and are committed to combating ALL forms of discrimination.

Community cohesion is promoted within the Federation Schools in the following ways:

#### **1.1 Teaching, Learning & Curriculum**

The ethos of The Federation encourages children to behave well, to do the best they are capable of, to consider and to care for others. The curriculum subjects of RE, PSHE, History and Geography have relevance to community cohesion.

#### **1.2 Equity and Excellence**

The Federation strives to ensure that all pupils achieve their full potential, irrespective of ethnic, socio-economic, disability, culture, religion, gender or other differences. Our aim is to eliminate variations in outcome for different groups.



### **1.3 Engagement and Extended Services**

The Federation aims to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations. Our very active PTFA's organise a variety of events throughout the year, to which the local community is invited into the school.

All children have the opportunity to interact with other schools through the sporting activities provided by the Beccles Sports Partnership. All children also have the opportunity to interact with pupils from other small schools in the area, so that they develop friendships prior to moving to High School.

### **1.4 Extended Services**

We provide full access to extended services, such as Children's & Young Peoples Services and Customer First.

### **1.5 Family Learning**

The Federation provides opportunities for family learning whenever there is sufficient interest. We actively involve family members through the SHARE Activity Mornings which we hold on a termly basis.

Our school regularly offers school lunches to parents and carers the wider community, for which there is a very good response. Parents may have lunch with their children on specific days of the week, every week.

### **1.6 Community**

The word 'community' has many meanings. Four dimensions are defined in the DCSF guidance on the duty to promote community cohesion. These are:

1. **The school as a community:** the older children are very caring towards the younger children; all children show consideration for others; and parents feel welcome to support the schools by helping in the classroom;
2. **The community within which the school is located:** we pride ourselves on our community activities and involvement. Members of the local community come into our Schools to take assemblies or to talk to the children, including the local vicar, the community police officer, and the school nurse;
3. **The UK community:** we have links with other local schools;
4. **The global community:** we look to develop links with schools in other countries through our Topic curriculum. We carry out fundraising events to help those in the less developed world, such as Water Aid, Comic Relief and Sports Aid.



## MONITORING & EVALUATION

- The policy will be reviewed as part of the schools monitoring cycle.
- The Head teacher has responsibility for monitoring this policy.
- **This Policy is due for Review in March 2017.**

## IMPLEMENTATION

This policy will be formally implemented with effect from September 2014.

This policy was adopted at a Meeting of the full Governing Body on \_\_\_\_\_.

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**Mr John Beckett**  
Chair of Governors

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**Mrs Ruth Nixon**  
Head Teacher