

COMMUNITY COHESION

Last update: January 2011

The aims of the school demonstrate an existing commitment to promoting community cohesion. In particular, the aims list a range of objectives which the school strives to achieve in partnership with parents and the local and wider communities. Eight of the twelve objectives relate directly to community cohesion as follows:

- maintain a culture in which all pupils want to succeed and in which high achievement and excellence are positively viewed by all members of the school community;
- ensure that equal opportunities are available for every pupil to fulfil his or her potential, irrespective of gender, race, disability, faith and religion, age, sexual orientation and also vulnerable children;
- support all members of the school community, and encourage pupils to support each other, in building and maintaining self-esteem, self-confidence and a positive self-image;
- provide pupils with the skills, knowledge and understanding to be able to operate confidently and effectively in the global society of the future;
- provide a broad and balanced education which enables pupils to appreciate, understand and care about the world around them and the society in which they live so that they can question, argue rationally and make informed decisions;
- promote the development of social and personal moral values which include self-responsibility and a caring approach towards others;
- encourage pupils to respect, value and benefit from the diversity of race, religion and culture in the world around them;
- promote the development of the personal and inter-personal skills and sensitivity which are required for personal relationships, family life and relationships with those in the workplace.

Curriculum

The pupils and students in this school are predominantly white and British. The school also serves a relatively advantaged socio-economic area and therefore the school and local community do not operate in a socially or ethnically diverse local context. However, many of our pupils and students will work and live in ethnically and socially diverse communities in the future. For this reason, as well as their more general personal development, it is important that the wider school curriculum provides opportunities for pupils and students to understand, appreciate, respect and value other religions and beliefs and the cultural and other matters concerning other ethnic and socio-economic groups.

The above is supported through many aspects of the school curriculum. The areas which provide the greatest contribution to this include:

- Religious Education in which there is a clear emphasis on gaining an understanding and appreciation of other religions and beliefs;
- General Studies in Years 12 and 13 which includes aspects of Religious Studies as above;
- Citizenship – this is taught across the curriculum under the management of a TLR postholder;
- PSHE – specific lessons at Key Stage 3 and 4 and through other cross curricular opportunities;
- Geography in which much work is focused on pupils gaining an understanding of the circumstances and context of peoples around the world;
- History in which the development of our national and global society are studied in detail;
- Art and Design in which the ways in which the cultures of other countries and communities are expressed through visual art are explored;
- Drama in which pupils are encouraged to put themselves in the position of people from other age groups and sections of society.

Pupils at Katharine Lady Berkeley's school benefit from its status as a Language College. This provides many opportunities for pupils to gain an appreciation of the languages and cultures of other countries through the timetabled curriculum and a wide range of exchange and other visits overseas. These activities contribute greatly to their preparation as members of the global community.

We welcome pupils who are moving to the UK from other countries and will seek to accommodate their various languages needs. This may be building on their existing skills in a foreign language or providing support to those for English is an additional language.

Equality and Excellence

The school has a commitment to providing equal opportunities for all members of the school community as stated in our policies for Equal Opportunities and Inclusion/Single Equality Scheme.

The school's commitment to enabling all learners to achieve the highest standards of which they are each capable is also reflected in the overall aim of the school as follows:

At Katharine Lady Berkeley's School we aim to provide a safe, stimulating and enjoyable learning environment so that all pupils are motivated to achieve the highest standards of which each is capable. Pupils will gain a wide range of knowledge, understanding and skills, including the ability to communicate in foreign languages, so that they can leave the school as confident members of society with the best possible opportunities for success in employment, continuing education and adult life.

Engagement and extended services

The school already provides a range of extended services. We provide extensive support for individual learners through our pastoral system which is supplemented, where necessary by support through our inclusion centre, counselling services (internally and externally provided) and extensive links with our partner support services. This includes hosting multi agency meetings in partnership with local primary schools.

Over 30% of pupils regularly take part in extra curricular sporting activities. We aim to increase this percentage in the future. Pupils also take part in Music and Drama beyond the school day and a range of other extra-curricular activities.

Pupils have opportunities to be engaged in decision making about the running of school and local community through groups such as School Council, youth parliament, eco-group and the sixth form committee. Charity events are planned and coordinated with pupil representatives.

Pupils are offered opportunities to work in the school beyond the end of the timetabled day. Homework clubs are available to younger pupils and then focussed revision and coursework support sessions are arranged from Year 9 to Year 11. The school library is open to 4:30pm for pupils to make use of that resource. This is to be extended in the future.

The school also offers a range of information evenings for parents in order to support their engagement in their children's learning. These range from the traditional parents' evenings to information evenings about specific issues.

The school has and will continue to develop a wide range of links with local primary schools. Currently, direct support is provided for 12 primary schools for languages and, through a partner secondary school, support is provided for a further 4 primary schools. We also provide support and enjoy other links for a range of curriculum areas including Technology, ICT and Physical Education.

The school also has active links with a number of other secondary schools. Key links are with a local secondary school for Japanese and with five other schools in the South West for Chinese language education, in our role as a Confucius Classroom. It is intended that these links will be further developed in the near future.

We have a variety of links for the Arts subjects including exhibitions by our students in local galleries and offering matinee performances of our Drama productions to pupils from local primary schools.

Monitoring and review

The school annually reviews its provision in terms of breadth of opportunity and involvement of identified groups of pupils.

*Approved by Full Governors – 9 March 2011
For next review – Spring 2013*