

## Stanford Infant School

### Community Cohesion Policy Statement

*This statement draws together the overarching themes from all policies but in particular Equal opportunities, Racial Equality and Disability equality.*

#### **School context**

Stanford Infant School has 270 4 – 7 year olds on role. The pupils come from mainly white families with a high percentage of parents from higher education backgrounds – (between 40 – 50% in the key wards).

The relatively small number of pupils with EAL and pupils from differing ethnic and religious backgrounds reflect a diverse range of culture and languages but there is seldom more than one family with a similar background and this can lead to feelings of isolation. Brighton and Hove has a strong gay community and this is reflected in our school through the frequency of same sex parents.

Stanford is an urban school but is in the artistic centre of Brighton and Hove and this is reflected in the occupations of the parent body. Like many seaside towns Brighton and Hove has an element of transience and therefore support for the school is very strong and for many families it is very much the centre of their family based community.

#### **Impact of the school context**

All of the above helps to make Stanford Infants a vibrant and creative school and we aim to ensure that any diversity in our community is reflected in our provision. We believe that this diversity enhances our school and respect for all underpins all that we do. (for details of teaching and learning and the curriculum see the Community Cohesion audit).

Children visit a number of local places of worship and their subsequent work reflects their open interest. Parents support this approach by helping in large numbers on these visits. Families are invited to share their celebrations and achievements with others in the school. We have strong links with our partner Junior school and share their special events.

A strength of the school is the relationship with parents - we know our families and are able to work with them very much on an individual basis. We aim to ensure that socio-economic factors, ethnicity, culture, disability or gender are not a barrier to learning or to families participating fully in school life. The hugely supportive PTFA share the school's aims – supporting their own local causes and sensitively ensuring that school families with lower incomes are able to access the extensive social side of school life.

The curriculum gives the children opportunities to go into the local community and beyond and our teaching of French from age four ensures they are aware of the wider world from a very early age. Through rigorous monitoring, assessment and targeted actions we aim to ensure equity of provision and the personalised learning approach ensures individual and appropriate expectations. We have a culture of accountability to ensure achievement for all.

Many of the children come from relatively advantaged backgrounds and it is therefore incumbent on us to ensure the children develop a sense of responsibility and an understanding of how others live during their time at Stanford. Within our school community however there are some who are also not as advantaged and we have developed systems with the aim of ensuring that these families too, do not feel isolated.

### **Outcomes**

Although very young our children have a well developed sense of justice and understanding of rights versus responsibilities as evidenced through School Council, PHSE sessions and charity involvement. Visitors to the school comment on the calm atmosphere and the ethos of mutual respect. Work on cultural and ethnic descriptive language in young children, developed with parents and local authority specialists, has given the children a sensitivity that impacts on all in the school. It is clear from parent questionnaires that the school is seen as a source of support for many aspects of their lives and is at the heart of the community.

KW  
October 2009

Governors agreed:  
Staff agreed: