Community Cohesion Policy

Ref: S005

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Prospere Learning Trust is a Multi Academy Trust
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1. Introduction:

1.1. The Academic and Enrichment Curriculum of our school should promote the Personal, Spiritual, Physical, Social, Moral and Cultural development of our students and prepare them for the opportunities, responsibilities and experiences of later life. The Curriculum should develop learners who are confident, resilient and well-rounded citizens; they should understand the world's communities and are ready to discover their place in it. It should also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

1.2. We already consider this part of our role, and actively work in ways, which promote community cohesion. As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that our school plays a full part in promoting community cohesion. Our school should be a thriving, cohesive community, but it also has a vital part to play in building a more cohesive society.

1.3. Every school, whatever its intake and wherever it is located, is responsible for educating children and young people who will live and work in a global community, which is diverse in terms of culture, background, faith, language and ethnicity.

1.4. Whilst our school is characterised by a wide variety of ethnic, cultural, faith and linguistic diversity we still have a responsibility to ensure that our children learn about an even wider cultural and community heritage, especially the wider community of the UK and the global community.

1.5. We wish to show that through our ethos and curriculum our school can promote a common sense of identity and support diversity, showing our students how different communities can be united by common experiences and values.

1.6. 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. We also need to reflect upon and appropriately respond to counter terrorism guidance such as, the DfE guidance **Working together to safeguarding children 2019** and the Government **'Prevent Strategy'** and work in partnership with the Local Authority and the Police to ensure that our students are appropriately informed and protected.

2. What is community cohesion?

2.1. By community cohesion, as a school 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; a society where we all stand together 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.

3. Community from our school's perspective:

3.1. For our school, the term 'community' has a number of dimensions including:
- the school community – the students 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 by EU and international links.

4. What do we need to consider in promoting community cohesion?

4.1. We need to consider what activities already take place within our school and what might be arranged in cooperation with other schools and our partnerships and links in the wider community.

Teaching, Learning and the Curriculum:

4.2. We will ensure that we provide:
- Lessons across the academic curriculum that promote fundamental British values and help students to value difference and to challenge prejudice and stereotyping – for example, opportunities in classes for students to discuss issues of identity and diversity and what it means 'to live together peacefully in the UK'.
- Our enrichment curriculum should promote community cohesion through our community pledge, ELE (extended learning experience) Days, educational visits and extra-curricular clubs and give a range of opportunities for students to meet and work with members of different communities.
- Support for students for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
- An effective school council and involvement of students 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.
- Opportunities for discussing issues of identity and diversity across the academic, enrichment and pastoral curriculum.
- A Pastoral Curriculum that promotes equality, community cohesion and British Values throughout the year.
- Curriculum experiences that develop knowledge and understanding of the values of the Prospere Learning Trust.

Equity and Excellence:

4.3. Our school has a commitment to securing high standards of attainment for all students from all ethnic backgrounds and of different socio-economic statuses, ensuring that students are treated with respect and supported to achieve their full potential.

4.4. Our school will use tracking systems which enable us to evaluate the progress of different groups and to tackle underperformance by any particular group.

4.5. Our school will monitor incidents of prejudice, bullying and harassment. Monitoring of whether students from particular groups are more likely to be excluded or disciplined than others will be accompanied by appropriate behaviour and discipline policies in place to deal with this.

4.6. Our school admissions criteria will emphasise the importance of admission arrangements that promote community cohesion and social equity.

Engagement and Ethos:

4.7. We shall seek to broaden the ways that we work in partnership with other schools and the local community. We shall look either locally or further afield; the means of developing the relationship may be through educational visits and visitors in school. Sharing facilities with other schools and the local community also provides a means for students to interact, as do opportunities for meaningful intercultural activities such as sport and drama. Good partnership activities with the local and wider community might include:

- Working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with students, ensuring that student voice is heard and able to effect change.
- Collaborating and supporting other multi-academy trusts and schools within our own Trust.
- Collaborating with theatre groups to help promote diversity through the use of Forum Theatre for all year groups.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service, youth offending team, the police and social care and health professionals.
- Engagement with parents through our parent information events, parent support events, parent involvement events and family liaison work.
- Provision of extended services, and in particular bringing parents together from different backgrounds through parenting and family support and community use of facilities for activities that take place out of school hours.

The school community:

4.8. The school community will provide:

- A school ethos established with clear aims, objectives and rules that underpin everyday practice e.g. no bullying or racist comments including regular CPD for staff to support their understanding of effective community cohesion.
- Partnership arrangements in place to share good practice and offer students the opportunities to meet and learn from other students from different backgrounds.
- Opportunities for students to work with the local community to talk about living in different communities and using their skills to promote learning.
- A School Council to take into account student views.
- Regular participation in community initiatives through our community pledge

The school community:

4.9. As a learning trust, we have adopted the following core values within our school:

- **Self-help** - Encouraging all within the organisation to help each other, by working together to gain mutual benefits.
- **Self-responsibility** - To take responsibility for, and answer to, our actions.
- **Democracy** - To give our stakeholders a say in the way we run our school.
- **Equality** - Equal rights and benefits according to their contribution.
- **Equity** - Being fair and unbiased.
- **Solidarity** - Supporting each other and those in other co-operatives.

4.10. We ensure that our students become successful, creative and happy learners through adopting our qualities of success in every day school life. They are:
- **Responsibility**
- **Creativity**
- **Curiosity**
- **Optimism**
- **Reflection**
- **Motivation**
- **Practice**
- **Resilience**
- **Empathy**

4.11. As a school we will develop knowledge and understanding of these values and collaborate and support other organisations and in particular schools within our own Trust.

The area in which the school is located:

4.12. We are committed to our local community and we will:
- Maintain strong links with our local Police Community Liaison Officer.
- Champion our community pledge through maintaining excellent links with the local community and giving opportunities for students to work in the community as well as work with community members in school.
- Regularly raise awareness of key issues within our local community to support community cohesion.
- Regularly use a range of local community and city wide resources to help deliver our curriculum and maintain good links with their staff and project workers.
- Maintain strong links and multi-agency working practice developed between the school and other local agencies.
- Continue to engage with parents through our parent information events, parent support events, parent involvement events and family liaison work.
- Maintain our provision of extended services, in particular bringing parents together from different backgrounds through parenting and family support and community use of facilities for activities that take place out of school hours.

The UK community:

4.13. Our students will develop an understanding of the diverse communities across the UK:
- We will provide a curriculum for students to take into account how different communities may live through a dedicated Respect Curriculum across all year groups.

- We will give children experiences through educational visits engaging with differing areas and communities.
- We will ensure that children are aware of national and local events that affect people's lives through our community pledge and our Pastoral Curriculum.
- Children will learn about how different communities celebrate different festivals within Britain, e.g. Eid-Al-Addha, Ramadan, Eid-Al-Fittr, Diwali, Chinese New Year, Christmas, Harvest, Passover, Baisakhi
- We will prepare our students for active citizenship in the school and community.

The global community:

4.14. Our students will develop a good understanding of our wider global community:

- We will ensure links are established locally, nationally and internationally.
- Our students will continue to champion our community pledge to show kindness, raise awareness and raise funds to support a range of projects locally, nationally and globally.
- We will continue to dedicate time within the pastoral curriculum to run a wide range of charity events to support children in need around the world. For example, Help Refugees, Knife Crime and Food Banks.

5. <u>The Role of Governors:</u>

5.1. Our Governing Body has delegated responsibility from the CHS Learning Trust to ensure the effective promotion of social cohesion across the school. The Headteacher is responsible for ensuring that the duties are fulfilled effectively within school.

5.2. On a regular basis our governors will consider:

- The school's impact on the community i.e. is the school challenging divisions and breaking them down.
- How our school uses its own data around groups of students to inform provision and school development.
- Whether we serve the wider community and help bring students and parents together.
- How representative our governing body is of the local community and students' backgrounds.
- What our school can do to create an ethos of inclusion in which divisions and intolerance of others is unacceptable.
- How our school actively promotes understanding and dialogue between different groups, do we work in partnership with community and faith leaders.
- Any social problems which might impact adversely upon the school and how we have sought to engage key partners.
- Whether we have accessed support and good practice from within the local authority to promote social cohesion and what additional support is available.
- How the school upholds the values of our Multi Academy Trust.

6. <u>Monitoring Community Cohesion at Chorlton High School</u>

6.1. The school staff and governors will review to ensure that this is further developed and refined on a termly basis through lead Governor meetings and meetings of the Governing Body.