



Community Cohesion Policy

Approved by Governors on 2 December 2021

Review Committee: Full Governors

Review: On change

CHRIST THE KING CATHOLIC HIGH SCHOOL



POLICY FOR COMMUNITY COHESION

Our Mission

“Love one another as I have loved you” (John, 15)

We believe that Jesus Christ and his Gospel Call – to love God and all people
– are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual.

We strive to develop a community in Christ which fully supports all in
achieving their potential – spiritually, academically and personally.

Rationale

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Good relations and mutual respect between all groups and especially those that may experience discrimination, harassment or bullying
- Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

By community cohesion,

- 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; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community³ .

Community from a school's perspective:

- the school community – the pupils 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 the United Kingdom - all schools are by definition part of this community;
- the global community – formed by EU and international links.

Statutory Duties

- We welcome our duty for the Governing body to ensure that community cohesion is promoted throughout the school.

Policy and legislation:

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 which introduces a duty on the governing bodies of maintained schools to promote community cohesion. The duty comes into force on 1 September 2007. As such Ofsted may now include schools' contributions to promoting community cohesion in their inspections. Other legislation relevant to community cohesion includes:

- Equality Act 2006; and
- Race Relations (Amendment) Act 2000

Action plans

- We recognise that the actions resulting from a policy are what make a difference.

- Annually we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles of Community Cohesion

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the definition of cohesion

Roles and responsibilities

- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
- The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- All staff are expected to:
 - promote an inclusive, collaborative and cohesive ethos in their classroom by taking steps to improve the wellbeing, development & progress of all students, and especially those whose circumstances place them at risk of exclusion or underachievement
 - act appropriately towards all children and young people, parents, carers and colleagues, whatever their socio-economic background, age, gender, disability, race, religion or belief
 - deal with any prejudice-related incidents that may occur
 - identify and challenge bias and stereotyping in the curriculum and address unlawful discrimination, bullying & stereotyping no matter who is the victim or the perpetrator
 - help children and young people to understand different views, perspectives, and experiences and develop positive relationships both within school and in the local community
 - listen to children and young people, consider their views and preferences, and involve them in decisions that affect them, including those related to their own learning
 - have high expectations of all children and young people, whatever their background and aptitudes, and find activities that will challenge and support them all
 - recognise the importance of the school in the life of the local community, and take responsibility for upholding its reputation and building trust and confidence in it

- keep up-to-date with appropriate legislation and good practice relevant to their work.

Information and resources

- We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and parents/carers.
- All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

- As a Catholic school collective worship, prayer and reflection play an important part in everyday life. Acceptance, understanding and the inclusion of all faiths is encouraged at all times.
- We respect the religious beliefs and practice of all staff, students and parents/carers, and comply with reasonable requests relating to religious observance and practice.
- We will seek to reflect the faith backgrounds of our whole school community in our ethos, curriculum and extra-curricular activities.

Staff development and training

- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

- Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

Monitoring and evaluation

- We collect and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; socio-economic status and gender.