



# Community Cohesion Policy

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## **Statement of intent**

Community cohesion is about creating a school environment in which every member of the community has a common vision and a sense of belonging where their backgrounds and circumstances are appreciated and valued.

We define 'community cohesion' as working towards a society in which:

- There is a sense of belonging by all communities.
- The diversity of people's backgrounds and circumstances are appreciated and valued.
- Similar life opportunities are available to all.
- Strong and positive relationships exist, and continue to be developed in the workplace, school and wider community.
- Social mobility is encouraged and facilitated.

The school's contribution to community cohesion can be grouped under several headings, including the following:

- Teaching, learning and curriculum
- Equality and excellence
- Engagement and ethos

The school defines 'community' in a number of ways:

- School community – the pupils we serve, their families, and our staff members.
- Our local community – our geographical community, and the people who live and/or work in our area.
- The community of Britain – all schools, by definition, are part of it.
- The global community – formed by the European Union (EU) and international links.

All staff will be responsible for:

- Treating all members of the school community with respect and dignity at all times.
- Reporting any concerns, they, their colleagues or their pupils may have, in relation to this policy, to the SLT.

Pupils will be responsible for:

- Engaging with the curriculum and activities designed to promote community cohesion.
- Treating their peers and staff members with respect and dignity at all times.
- Reporting any concerns, they have in relation to this policy to a member of staff.






We expect all pupils to follow the 5Cs

-  Care
-  Courtesy
-  Commitment
-  Consideration
-  Cooperation

## **Strategic aims**

We aim to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

To ensure there is clear understanding of the British Values of:

-  Democracy
-  Tolerance of difference cultures and religions
-  Rule of Law
-  Mutual respect
-  Individual liberty

We will ensure:

- Lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in RSHE where pupils have the opportunity to discuss issues of identity and diversity and what it means ‘to live together in the UK’.
- A programme of curriculum-based activities whereby pupils’ understanding of community and diversity is enriched through visits and meetings with members of different communities.
- Support for pupils with English is an additional language (EAL), to enable them to achieve at the highest possible level in English.
- An effective voice and involvement of pupils 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.

## **Contributing to community cohesion**

The school will ensure that it equips pupils to live alongside people from many different backgrounds.

Through existing partnerships in the local and wider community, the school will support and promote community cohesion through its aims as outlined in the School Development Plan.

The school will ensure that:

- Staff members receive relevant training and governors are aware of their responsibilities.
- All staff members are able to promote community cohesion.
- Partnerships are able to develop.
- The Admissions Policy reflects the catchment area.
- All pupils can access the full curriculum.
- There is equal access to education and training.
- Pupils are heard and can effect change.

In line with our policies, the school will communicate and promote the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

The school will aim to build community cohesion by promoting equality of opportunity and inclusion for different groups of pupils within the school.

All pupils will be encouraged to actively engage with those from different backgrounds and circumstances to understand what they all hold in common.

Whilst ensuring pupils are prepared to live and thrive alongside people from many different backgrounds, the school will be sensitive to the wider local community and implement its policy and procedure for building community cohesion whilst considering the demographics of the community in which the school resides.

The school will consider the diversity associated with the location of the school and the nature of the its population, e.g. the religions, beliefs, ethnicities and socio-economic groups pupils and staff members belong to.

### School to school:

We shall seek to broaden the ways that we work in partnership with other schools, both within the Boleyn Trust and locally and further afield. The means of developing the relationship may be through exchange visits, mailing or the Internet. Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and art.

### School to parents and the community:

Good partnership activities with the local and wider community include:

- Working together with community representatives, for example through bringing community representatives into school to work with the pupils.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals.
- Engagement with parents through coffee mornings, curriculum evenings, parent workshops and family liaison work.
- Provision of extended services. In particular, bringing parents together from different backgrounds through parenting and family support, as well as community use of facilities for activities that take place out of school hours (including adult and family learning, child and health care and out of school clubs).

### **Protecting pupils from extremism and radicalisation**

The school will fulfil its obligation to teach a broad and balanced curriculum which promotes the spiritual, moral, social and cultural (SMSC) development of pupils.

The school will safeguard against biased or unbalanced teaching and the promotion of partisan political views.

In line with the British Values Policy, the school will build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

Under all circumstances, pupils will be protected from extremism and radicalisation through the Prevent Duty Policy

### **School Development Plan**

The school's priorities under this policy will remain in-line with the School Development Plan.

Action plans will be outlined in the School Development Plan, and the community cohesion leader is responsible for communicating and implementing the action plan.

### **Monitoring, reviewing, assessing impact**

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in securing positive relations between different groups and shared communities, and that it does not disadvantage any particular sections of the community.

This policy links to:

- Teaching and Learning policy
- Equality policy
- RSHE policy
- RE and collective worship policy