

Community Cohesion Policy 2010

Signed.....
Headteacher

Signed.....
Chair of Governing Body

Date.....

To be reviewed December 2011

Community Cohesion

Section 1

1.1 Context

- I. Section 21(4) of the Education Act 2002 (as inserted by section 38 of the Education and Inspections Act 2006) states that:

‘The governing body of a maintained school shall, in discharging their functions relating to the conduct of the school -

- (a) promote the well-being of students at the school, and
- (b) in the case of a school in England, promote community cohesion.’

- II. This duty came into effect on 1 September 2007. From 1 September 2008, HMCI has a duty under section 5 of the Education Act 2005 (as inserted by section 154 of the Education and Inspections Act 2006) to report on the contribution made by schools to community cohesion.

1.2 Introduction

The curriculum of our school should promote the spiritual, moral, social, cultural, mental and physical development of our students and prepare our students for the opportunities, responsibilities and experiences of later life.

As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that our school promotes 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 which is diverse in terms of culture, faith, language and ethnicity.

Whilst our school has students from different ethnic, cultural, faith and linguistic groups, 96% of students are White English and we 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.

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.

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, the recent DCSF guidance ‘**Learning together to be safe**’ and work in partnership with the Local Authority and the Police to ensure that our students are appropriately informed about and protected from the potential dangers in society.

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1.3 What is community cohesion?

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 respected 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 community.

1.4 What do we need to consider in promoting community cohesion?

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.

Grove school promotes community cohesion at many different levels:

- A. Within school
- B. Within the local community
- C. Across the UK
- D. Globally

1.5 School Commitment

Community cohesion is part of the school culture and ethos and is demonstrated through:

- Our core values and vision
- Our commitment to the Every Child Matters agenda
- A curriculum which addresses diversity, equal opportunity, positive relationships and global citizenship

We are committed to the International Schools, Healthy Schools and Safer schools awards (See International Policy, Healthy Food policy, Health and Safety Policy)

Section 2

A. The School Community

(students, parents/carers, staff, governing body and other users)

2.1 Teaching Learning and Curriculum

We need to ensure that we provide:

- A varied and relevant curriculum that develops students' understanding of community and diversity that is enriched through fieldwork, visits and meetings with members of different communities e.g. students experience workshops from a variety of cultures.
- The Religious Education syllabus is based on the local RE Agreed Syllabus which develops knowledge, attitude and skills in many of the areas at the heart of effective community cohesion.
- Lessons across the curriculum that promote common values and help students to value differences and challenge prejudice and stereotyping e.g. PSHEE and Citizenship curriculum and the use of the SEAL programme and tutor group assemblies.
- Support for students for whom English is an additional language to enable them to achieve at the highest possible level in English. e.g. through the use of the Individual Learning Centre and Multicultural Team to support students initially.
- Students with an effective voice and involvement 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. This is achieved through regular meetings of the School Council and Joint Schools' Council.
- Opportunities for discussing issues of identity and diversity across the curriculum.
- An international dimension to our curriculum planning and delivery.

2.2 Equity and Excellence

Grove 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.

The school tracking systems enable us to evaluate the progress of individuals and different groups and to implement intervention strategies to tackle underperformance.

We have appropriate behaviour and discipline policies in place.

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

At Grove School we aim to:-

- Focus on securing high standards of attainment for all students from all ethnic backgrounds and of different socio-economic status. This is achieved by tracking and closing the gap between groups by the use of intervention strategies put in place to counter any underachievement.
- Develop the personalised progress of work e.g. an extensive range of vocational opportunities are available in the Key Stage 4 Curriculum
- Develop gifted and talented children within the school and have effective procedures to support children with special educational needs
- Ensure equal opportunities and race equality policies are in place
- Develop programmes of work for students within the Individual Learning Centre
- Have effective approaches in place to deal with incidents of prejudice, bullying and harassment e.g. monitoring reports to governors termly; clear school procedures
- Monitor our school behaviour records to ensure that no groups suffer prejudice.
- Ensure that inappropriate behaviour, exclusions, racist, bullying and drug related incidents and other stereotyping is monitored termly and reported to governors.

2.3 Engagement and Extended Services

Grove School seeks to broaden the ways that it works in partnership with other schools. We shall look either locally or further field and the means of developing the relationship. Sharing facilities 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 the students, ensuring that the student voice is heard and able to effect change.
- 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 tutor and report evenings, parent voice workshops, parent and community questionnaires..
- Provision of extended services, and in particular bringing parents together from different backgrounds through parenting and family support and

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community use of facilities for activities that take place out of school hours, including adult and family learning.

- We draw upon a number of local cultural organisations to provide speakers for assemblies or as stimulus to learning in the classroom,
- We offer a wide range of extra curricular activities.
- We have many links with the local community in varied ways (see section 3).
- We instil a sense of community through our School Council, Peer Mentors, Link Governors initiatives.
- We operate a whole school Good Citizens policy which also instils a sense of community.
- We have an active PTA who play their part in the community.
- Parents/carers are encouraged to contact school with any concerns.
- Students are asked to contribute to the Assembly programme through their tutor groups. This helps to instil a sense of community and recognise their contribution to the wider community.

Section 3

B. The Local Community

3.1 Teaching, Learning and Curriculum

- We raise awareness of the local community through curricular activity such as Work Experience, Young Enterprise scheme, vocational curriculum and citizenship activities.
- We work with local businesses to provide work placements for students both throughout the year and for Work Experience.
- We invite members of the local community into school e.g. through the work experience and mentoring programmes and with the Gideons who attend school annually to present year 7 students with Bibles.
- We promote active citizenship as part of the ethos of the school through student involvement in the community and our involvement in a variety of programmes and activities (see section 4.3).
- We work with several agencies to provide curricular support on community issues, e.g. Fire Service, Police Service, Walford College, Methodist Church, Health Services.

3.2 Equity and Excellence

- We are part of a Shropshire Virtual Learning Environment (VLE) which is promoting the Learning Platform. This will enable easy sharing and collaboration across the group
- Through our student voice initiative we have made a contribution to local initiatives and debate e.g. Joint Schools' Council Meetings on the Environment and Sports facilities.
- We are in partnership with 10 primary schools as part of our specialist status
- We are part of the North East Forum which supports collaborative provision for a range of learning programmes, e.g. Diploma, Foundation learning, Level 2 courses

3.3 Engagement and Extended Services

- In partnership with Keele University, Manchester Metropolitan University and the West Midlands Consortium, we are involved with running teaching training programmes.
- In partnership with Aim Higher we organise several events to promote motivation and desire to achieve amongst boys and girls and to encourage students' progression of learning into Higher Education.
- We link with our local church to arrange an annual joint carol service for the schools in the Market Drayton Area.

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- We run community classes through North Shropshire and Walford College
- We have a significant number of community lettings at our school.
- We host information sessions for the local community e.g. Internet Safety
- We invite past students to present awards.
- We link with Lakelands schools to provide SSCO work to support Physical Education in the Primary Schools.
- The running of JSLA and CSLA courses in school to provide students' involvement in the running of sporting activities in the local community.
- We have in place a comprehensive transition programme to help students settle into secondary and tertiary education.
- Shared use of local facilities to provide a means for students to interact e.g. Festival Drayton Centre for conferences and Art Exhibitions.
- We have strong links with our local Police Community Liaison Officer.
- Working with community representatives, for example bringing community representatives into school to work with students through Grove Connex.
- Strong links and multi-agency working practice developed between the school and other local agencies.
- Engagement with parents through tutor and report evenings, the PTA, Family Learning.
- University visits for students of Grove College.
- Provision of extended services and community use of facilities for activities that take place in and out of school hours e.g. including sports, adult and family learning, information and communications technology, and English classes for speakers of other languages e.g. school breakfast club, after-school clubs.

Section 4

C. The UK Community

4.1 Teaching and Learning and the Curriculum

- Through our educational visits programme we visit the Birks, theatres, carry out fieldwork in towns cities and rural locations, visit museums and galleries.
- Staff are encouraged to visit other schools to develop and share good practice.

4.2 Equity and Excellence

- Through our specialist status we run training courses and regularly host training events for teaching colleagues in other areas.
- Our students are involved in projects and events with students from other schools , such as Maths Masterclasses and Aim Higher Events.

4.3 Engaged and extended Services

- The educational visit programme promotes knowledge of and interaction with other parts of the country.
- We take part in events in other parts of the country e.g.: Sports Activities, Events at universities throughout the UK.
- Several departments have websites which both support students learning and promote the school.
- We use the website to promote our activities and links so that other schools and the wider community can see what we do.
- We have a Curriculum in place for students to take into account how different communities may live e.g. rural, suburban, urban through visits to other areas and other schools.
- We give students experiences through visits and residential of differing areas and communities e.g. the Birks and Intervention Programme weekends.
- We ensure that students are aware of national and local events that affect people's lives.
- Students learn about how different communities celebrate different festivals within Britain.
- We prepare our students for active citizenship in the school and community through sex and relationships education; drugs awareness; anti-bullying and cyber bullying campaigns; HIV awareness; the Poppy appeal and charity day events to support national focus days such as Children in Need, Comic Relief and Macmillan Coffee Morning.

Section 5

D. The Global Community

5.1 Teaching, Learning and Curriculum

- Within the Modern Foreign languages (MFL) curriculum students study at least one language (French, German, Spanish) up to an accredited level in Key Stage 4.
- Students in Key Stage 3 study 2 languages in years 8 and 9 and students have an option to study additional languages at GCSE or through our third session provision.
- An international dimension is evident in the curriculum of many subject areas such as RE, Music, Drama, Food, Maths, English, History and Geography.
- We have an International Focus month each year where the study of a continent is embedded in the curriculum for all subjects.
- We run workshops in international cultural aspects such as music, dance and Art.
- We run residential visits to France, Germany and South Africa– promoting ‘global citizenship’ and interacting with the local community.
- We run an annual event to promote European Day of Languages.
- ICT is enabling a global perspective to be more available to all and we communicate with students from other areas of the world by email within MFL.

5.2 Equity and Excellence

- All students have access to residential visits through an offer of financial support.
- We have in place a programme of special events which often celebrates different cultures and promotes tolerance e.g. Africa Month.
- Through curriculum activity all students have access to a global perspective to develop understanding

5.3 Engagement and extended services

- We have Third Session MFL accredited courses.
- We work with North Shropshire and Walford College to run evening classes in languages.
- We promote international visits and exchanges in the school.
- We have been awarded the full International Schools Award (2009-2012).
- Teachers have visited a variety of countries to broaden their educational experience.
- We teach MFL in all our 10 partner primary schools on a weekly basis.

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- We offer support to run workshops and international days and take assemblies in our partner primary schools to further enhance the international dimension in the community.
- Students raise funds to support a variety of charities; Children in Need, Comic Relief, Lepira and for Vukani School in South Africa.
- Students work in their tutor groups to provide shoe boxes for children in Romania.
- The Geography curriculum informs students of how others live in different parts of the world.

Section 6 **The Role of Governors**

The Governing Body at Grove School is legally responsible for ensuring the promotion of social cohesions and the Headteacher is responsible for ensuring that the duties are fulfilled within school.

On a regular basis our governors will consider:-

- The school's impact on and involvement with the community.
- How our school uses its own data around anti-social incidents 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.
- 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.

Section 7 **Monitoring Social Cohesion at Grove School**

The school staff and governors will regularly review activity under the key headings above to ensure that this is further developed and refined. Evidence of social cohesion activity will be reported to the governors via the Headteacher's termly report.

Section 8 **Links with other school policies:**

- Inclusion – Equal Opportunities
- Inclusion – Gender Equality
- Inclusion – Race Equality
- Curriculum
- Citizenship
- Smoking
- Work related Learning
- Inclusions
- Sex and Relationships Education
- Religious Education

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- Good Citizen
- International Policy
- DDA Policy

Section 9

Our network of partners in the community includes:

- The Police through the Community Liaison Officer
- Local Churches
- Grove Connex
- Market Drayton Health Centre
- Festival Drayton Centre
- Primary Schools
- Local Businesses
- Partner Schools abroad
- Parents
- SHY (Sexual Health for Youth)
- County Colleges – TCAT, Walford and North Shropshire
- Universities – Keele, Wolverhampton, MMU

This policy was approved by Governors in2010 and will be reviewed every three years.