

SCALBY SCHOOL

Community Cohesion Policy

The Governing Body referred to in this document will be taken to mean the IEB, until such time as a new Governing Body is established.

HISTORY OF DOCUMENT

Issue No.	Author	Date Written	Approved by Governors	Comments
1	B. Evans/J. Morgan	September 2009	25.11.09	

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Context

1. 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.’

2. 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.

The Department for Children, Schools and Families (DCSF) has published Guidance on the duty to promote community cohesion to support schools in implementing the duty – see DCSF website.

1. Introduction

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

We already consider this part of our role, and already 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 is a thriving, cohesive community, but it also has a vital part to play in building a more cohesive society.

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 country which is diverse in terms of culture, faith, language and ethnicity.

Whilst our school has only a small amount of students exhibiting ethnic, cultural, faith and linguistic diversity (currently 32 students across all year groups) - 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

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 and protected.

2. 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 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 community.

Community from our school's perspective

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.

In addition, schools themselves create communities – for example, the networks formed by schools in development groups

3 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.

Teaching, learning and curriculum

We need to ensure that we provide:

- lessons across the curriculum that promote common values and help students to value differences and to challenge prejudice and stereotyping – for example, opportunities in ‘Life’ classes for students to discuss issues of identity and diversity and what it means ‘to live together in the UK’.
- a programme of curriculum based activities whereby students’ understanding of community and diversity is enriched through visits and meetings 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 voice 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 curriculum

Examples from our school include:

- Our school has a varied and relevant curriculum that develops students’ understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities e.g Visits to France (led by MFL), Italy, Switzerland and Holland (led by Geography), Belgium (to First World War battlefields led by History). We have an innovative syllabus to deliver RE, Citizenship and PSHE (incorporating the demands of 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. PSHE and Citizenship curriculum and the use of the SEAL programme e.g. We have weekly continent assemblies led by the SLT member heading that continent driven by an assembly programme dealing with current issues and linked to thoughts of the week that are followed up on Vertical Mentor Group (VMG) time.
- Support for students for whom English is an additional language to enable them to achieve at the highest possible level in English. e.g. We work with a year 7 whose first language is Polish.

Equity and Excellence

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.

The school tracking systems enable us to evaluate progress of different groups and to tackle underperformance by any particular group very quickly and very effectively.

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

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

Examples from our school include:

- A focus on securing high standards of attainment for all students from all ethnic backgrounds and of different socio-economic status e.g. We have categories in Praising Stars for Gifted and Talented, SEN (School Action, School action Plus and Statemented), Looked After, Ethnicity Students and KS2 Average Point Score 19 or under. We also work with the 'Aim Higher' initiative to focus on KS4 students from areas in our catchment with a high social deprivation index to motivate them to achieve and access higher education.
- Developing the personalised progress of work e.g. We use Individual Education Plans (IEP's) for School Action students, Personalised Education Plans (PEP's) for School Action Plus students, Teaching Assistants are actively involved in lesson planning and delivery and outcomes for lessons are always differentiated and linked to performance data.
- The development of gifted and talented children within the school as well as having effective procedures to support children with special educational needs.
- Equal opportunities and race equality policies are in place
- Effective approaches in place to deal with incidents of prejudice, bullying and harassment e.g. clear school procedures that follow county guidelines (see Student Discipline Policy and Racial Equality Policy)
- Admission arrangements that promote community cohesion and social equity e.g. we are part of a school collaborative (IAP) that meets regularly and discusses student issues and how best to manage students at risk of disengaging with their learning.
- Monitoring our school behavior policies so that no groups suffer prejudice. Ensure that inappropriate behaviour, exclusions, racist, bullying and drug related incidents other stereotyping is monitored termly and reported to governors.
- VMG's offer a very effective way to mentor students (particularly students coming in in year 7) and offer support from older students. Within VMG's we

offer positions of responsibility such as prime minister, foreign minister, home secretary and chancellor. These students will meet together as a cabinet but also across VMG's and across continents to discuss issues.

Engagement and Ethos

School to school: We shall seek to broaden the ways that we work in partnership with other schools. We shall look either locally or further field and the means of developing the relationship may be through exchange visits or more likely through the internet. 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 (SV) is heard and able to effect change. E.g. Student Voice is used extensively in school in a range of roles including: staff recruitment, tours and guides around school, Peer Mediators are researching issues including teaching and learning and impact of new technologies, SV principals and Vice Principals deliver presentations to parents and staff, Peer Educators deliver plenaries in lessons and SV meet weekly.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service (YOT), the police and social care and health professionals, IAP panel, coastal collaborative to develop new diplomas, Aim Higher, NYBEP.
- Engagement with parents through curriculum evenings, parent consultation evenings linked to Praising Stars and student performance, raising achievement evenings for English and Maths, the Parents Consultative Group that meets twice per half term and parenting contracts.
- 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, e.g. Sports clubs, music clubs, use of the music practice rooms, use of ICT facilities.

Examples from our school include:

The school community

- A school ethos established with clear aims, objectives and rules that underpin everyday practice encapsulated in our school ethos of Students First.
- Partnership arrangements in place to share good practice and offer students the opportunities to meet and learn from other students from different backgrounds. e.g. We are in the Outwood Family of Schools. This allows us to share good practice as professionals, arrange joint Student

Voice conferences, we work in the SSAP (Specialist Schools Achievement Programme) collaboratively with a number of other schools to raise achievement.

- Student Voice takes a very active role in school life as outlined above.
- The school is involved in developing an international dimension through the use of VMG's in continents and planned, effective use of VMG time to reflect on issues of the day and help monitor progress. This is supported by the use of continent assemblies with content built around themes of themes and thoughts of the week.

The area in which the school is located

- 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 e.g. local firefighters, RNLI members, the local MP Robert Goodwill visiting school, local old peoples homes, Dalby Forest visitors centre and the Stephen Joseph Theatre where we perform our school productions.
- Strong links and multi-agency working practice developed between the school and other local agencies e.g. IAP panel, Roscoe Street, PRU, 4Youth, YOT.
- Engagement with parents through curriculum evenings, a very well attended Parents Consultative Group (PCG), parents evenings 3 times per year based on Praising Stars.
- Provision of extended services and community use of facilities for activities that take place in and out of school hours eg.. including sports, breakfast club, 50 after-school clubs, homework club every evening in the LRC. We also engage members of the local community in harvest festival celebrations, old peoples' Christmas dinner for a local old peoples' home and an annual run in honour of Richard Lucas (an ex-science teacher at Scalby who tragically died) whose mother comes over to present the prizes. It's held for schools on the eastern coast involving over 200 students.

The UK community

- Curriculum in place for children to take into account how different communities may live e.g. rural, suburban, urban through visits to other areas and other schools in the family of schools.
- Ensuring that children are aware of national and local events that affect people's lives e.g. anniversaries such as Holocaust Memorial day, Remembrance Day, Children in Need fund raising
- Learning 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

The global community

- Links established locally and also International Links through the family of schools. We celebrate an international week to embrace and develop links with schools across 3 continents that have links to the Outwood Grange

Family of Schools.

- The VMG's are arranged in continents and we use this to broaden knowledge and awareness of the world we live in.
- Children raise funds to support charities that are chosen by the Students Voice but also individual VMG's.
- Geography and Life curriculum informs children of lives of world-wide ways of living.
- Charity events set up to support children around the world; children learn why they are raising funds e.g. Children in Need, Red Nose Day, Scarborough 10k Fun Run and other fund raising events through VMG's.

The Role of Governors

Our Governing Body is legally responsible for ensuring the promotion of social cohesions and the Principal is responsible for ensuring that the duties are fulfilled within school.

On a regular basis our governors will consider:-

- The school's impact on the community being drawn from a cross section of the local community.
- How our school uses its own data around bullying and racist incidents to inform provision and school development.
- Whether we serve the wider community and help bring students and parents together.
- 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.
- 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.

Monitoring Social Cohesion at Scalby School Technology College

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 kept on file.

Links with other school policies:

- **Equality and Diversity**
- **Race Relations**
- **Citizenship**
- **Anti-Bullying**
- **Inclusion**

Websites of interest

www.ofsted.org.uk

www.schoolsnetwork.org.uk

www.everychildmatters.gov.uk/ete/extendedschools

www.teachernet.gov.uk/extendedschools

Local Contact

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