



Community Cohesion Policy

Ref: S005

Contents:

- 1. Introduction**
- 2. What is Community Cohesion?**
- 3. What do we need to consider in promoting Community Cohesion?**
- 4. The Role of Governors**
- 5. Monitoring Community Cohesion at Chorlton High School**

Document Control

Title	S005 Community Cohesion Policy
Date	June 2016
Supersedes	S005 CHS Community Cohesion policy adopted April 2014
Amendments	<ul style="list-style-type: none"> • Minor amendments
Related Policies/Guidance	C003 Collective Act of Worship Policy C006 Curriculum Policy S017 Safeguarding Policy <i>And the School Development Plan</i>
Review	2 years
Author	D. Prophet
Date consultation completed	3 rd May 2016 to 17 th May 2016
Date adopted by Governing Body	6 th June 2016

CHS Learning Trust (*previously: Chorlton High School*) is a Cooperative Multi Academy Trust
 Registered in England and Wales number 08321679
 Registered Office: Nell Lane, Chorlton, Manchester, M21 7SL

1. Introduction:

- 1.1. The curriculum of our school should promote the personal, social, physical, spiritual, moral and cultural development of our students and prepare them for the opportunities, responsibilities and experiences of later life. 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, 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 '**Learning together to be safe**' 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, 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.

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 co-operative community - other co-operative organisations and in particular other co-operative schools;
 - 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 curriculum:

- 4.2. We will ensure that we provide:
- Lessons across the 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 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.
 - An international dimension to our curriculum planning and delivery.
 - Curriculum experiences that develop knowledge and understanding of the values of the Co-operative Academy 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. We shall look either locally or further afield; 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 students, ensuring that student voice is heard and able to effect change.
 - Collaborating and supporting other co-operative organisations and in particular other co-operative schools.
 - 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, our PSA, 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.
 - Use of parents 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.

The co-operative community:

- 4.9. As a Co-operative Academy, we have adopted the following Co-operative 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. Consistent with the values of the founders of the Co-operative Movement, we believe in the ethical values of:

- **Openness**
- **Honesty**
- **Social responsibility**
- **Caring for others**

4.11. As a Co-operative Academy we will develop knowledge and understanding of these values and collaborate and support other co-operative organisations and in particular other co-operative schools.

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.
- Regularly use a range of local community and citywide resources to help deliver our curriculum and maintain good links with their staff and project workers.
- Work with community representatives, for example bringing community representatives into school to work with students.
- 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, our PSA, 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 children to take into account how different communities may live.
- We will give children experiences through visits and residential experiences engaging with differing areas and communities.
- We will ensure that children are aware of national and local events that affect people's lives.
- 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 children will raise funds to support a range of projects locally, nationally and overseas.
- Our curriculum will inform children of lives of worldwide ways of living.
- We will set up charity events to support children around the world, allowing children to learn why they are raising funds e.g. Children in Need, Red Nose Day.

5. The Role of Governors:

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. Monitoring Community Cohesion at Chorlton High School:

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