

HEALING
SCHOOL



A Science Academy

Healing School – A Science Academy

Community Cohesion Policy

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Consultations/Training	SLT, Learning Co-ordinators & Tutors, Senior Learning Resources Officer, Governors

POLICY STATEMENT

General Statement

Healing School is committed to supporting community cohesion by:

- Developing a common vision and sense of belonging by all communities
- Developing an appreciation of the diversity of people's backgrounds and circumstances
- Creating opportunities for all pupils to achieve their potential
- Building strong and positive relationships in the school and the wider community.

We recognise that this is of particular importance in a school which is predominantly mono-cultural preparing its learners for life and work in a multi-cultural society and world.

The term 'community' has a number of dimensions for school including:

- The school community – pupils, their parents, the staff and governing body and community users of the school's facilities and services
- The communities created by the networks we establish with schools, colleges, work-based learning providers and other partners
- The local community
- The regional community of N E Lincolnshire
- The national community
- The international community

Guidance on the duty

The duty to promote community cohesion came into force in England from September 2007. It builds on the existing legal duties on school governing bodies under the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex and Discrimination Act 1975 as amended by the Equality Act 2006, to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups. It also links to section 78 of the Education Act 2002 which states that the curriculum for all maintained schools should "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life".

Purpose

We help build community cohesion by:

- Providing and promoting equality of opportunity and inclusion for all learners irrespective of background in terms of gender, ability, culture, ethnicity, religious belief or socio-economic circumstances
- Promoting school values and encouraging learners to engage with others to understand what they all hold in common.

The school's contribution to community cohesion can be grouped under three headings:

- 1. Teaching and learning through the curriculum**
Helping pupils understand others, to value diversity, respect human rights and to develop the skills of participation and responsible action
- 2. Equity and excellence**
To ensure all pupils have equal opportunity to achieve their potential, eliminating variations in outcomes for different groups
- 3. Engagement and extended services**
To provide opportunities for pupils to interact with people from different backgrounds and cultures, to build links with different schools and communities and to provide extended services.

Procedures

Promoting community cohesion is already strongly embedded in our existing practice as detailed below:

Teaching, learning and curriculum

- We are an outstanding school with high standards of teaching and learning and have modified the curriculum provision to meet the needs of all pupils. We have very high expectations of our pupils and we set challenging targets for groups and individuals
- There are opportunities across the curriculum to promote shared values and help pupils' value differences and to challenge prejudice, discrimination and stereotyping. This is particularly evident in our RS (Religious Studies), PHSCE, English and assemblies
- An extensive programme of curriculum and extra-curricular activities enrich understanding of the community and diversity through enrichment, local and national visits, and opportunities to meet with members of different communities.

Equity and excellence

- We promote high standards of achievement for all. We set challenging targets for all our pupils, monitor their progress regularly and have robust and rapid strategies of intervention and support
- We make sure that there are no barriers to achievement and work to remove disparities in attainment between different groups
- We promote an inclusive, caring, supporting ethos and provide an outstanding and highly effective pastoral system
- We expect the highest standards of behaviour and have effective approaches in place to deal with incidents of prejudice, bullying and harassment.

Engagement and extended services

- We have very good links with other schools, both Primary and Secondary
- Providing extended services for family learning e.g. "Support Your Child's Learning"
- Ensuring that pupils have opportunities to express their views and are involved in decision making e.g. through the school council
- Maintaining strong links with multi-agency working between the school and other local agencies e.g. the police and social care.
- Relevant sign posting to parents/carers

- We engage parents/carers through a range of activities including parents, IEP reviews, paired shared maths programme
- Community access for example, use of our facilities by the local community for health and fitness.

Relationship with other school policies:

Admissions

SEN

Anti-bullying

Anti-racism

Most Able

Teaching & Learning

Spiritual, Moral, Social & Cultural

Reviewing/Monitoring

All Policies are reviewed on an annual basis by the School Governors.

Senior Member of Staff Responsible: Vice Principal

Governor Responsible: Chair of Personnel Committee

Learning Governors/Assistant Principal:

- PHSCE teaching materials, including “Identity and Diversity” strand
- Assembly themes
- Impact of pupil voice through the School Council
- Parental and pupil views – surveys
- AimHigher programme
- Extended School’s Programme

Area Leaders/Learning Co-ordinators:

- Schemes of work, including attainment targets and assessment approaches
- Teaching materials and displays
- Pupils’ behaviour and number of exclusions
- Assessment outcomes for “groups” of pupils
- Multi-agency partnerships.

SENDCO:

- IEP reviews.