

## COMMUNITY COHESION POLICY

Version 1.0

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Reviewer:	Chris Drugan
Governor Link:	Chair of People

# **COMMUNITY COHESION POLICY**

**East Barnet School, Chestnut Grove, East Barnet, EN4 8PU**

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## **A. Definition of Community Cohesion**

Community cohesion is reflected in 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 acknowledged, 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 school and the wider community. This aspiration of Community Cohesion is what must happen within East Barnet's School Community and those communities beyond the school that we come into contact with and can influence.

## **B. Statement of Principle**

1. There is a duty for East Barnet School to promote Community Cohesion under the Education and Inspections Act 2006.
2. East Barnet School is committed to building and promoting community cohesion within the school and the wider community.
3. The school recognises and celebrates the diversity within our immediate and wider community and welcomes the contributions which different groups and individuals make to the community.
4. East Barnet School aims, through its positive ethos, to equip all staff, students and key stakeholders with an understanding that will ensure we live and thrive alongside people from different backgrounds, cultures, religious beliefs and those with different needs.
5. We recognise and celebrate our school's diverse population and will continue to develop activities, life-skills and education to support students from different ethnic or socio-economic backgrounds, different genders, religious beliefs and cultural identities; to learn with, from and about each other as a major component of community cohesion.
6. We promote the Spiritual, Moral, Social and Cultural development (SMSC) of students. Along with the recognition of the Every Child Matters principal (ECM), these will inform strategic, educational and management developments of the school.

## **C. Requirements**

1. We will regularly review school practice, monitor and review the impact our work has on the school community and consider where there may be opportunities to further develop strategies to promote a sense of community both in and outside of the classroom.
2. Community Cohesion is an integral part of the school's approach to the SMSC development of its students, as is ECM, and is reflected in the following three key areas:

- a. **Teaching, learning and the curriculum** – to teach students to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- b. **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities.
- c. **Engagement and ethos** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and globally.

## **D. How we Promote Community Cohesion**

### **1. Teaching, learning and curriculum**

EBS has a high standard of teaching and curriculum provision that supports high standards of attainment, promotes common values and builds students' understanding of the diversity that surrounds them - recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity are embraced within the curriculum.

#### **We will ensure:**

- a. Lessons across the curriculum promote common values and help students recognise differences and challenge prejudice, discrimination and stereotyping, for example, opportunities in citizenship classes for students to discuss issues of identity and diversity and what it means 'to live together in the UK'.
- b. A programme of curriculum based activities, whereby students' understanding of community and diversity is enriched through visits and meetings with members of different communities.
- c. Support for students for whom English is an additional language (EAL), to enable them to achieve at the highest possible level in all subjects.
- d. Support for those members of the school community with disabilities, to ensure they have ready access to school facilities and curriculum opportunities.
- e. 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.
- f. Our teaching and curriculum provision supports high standards of attainment, promotes common values, and build students' understanding of the diversity that surrounds them.
- g. Assemblies promote the engagement of learners and a shared understanding of community, as well as the school's ethos and values, including elements of students' SMSC development, when appropriate.
- h. In all areas of the curriculum, learners are encouraged to value diversity and to develop a better understanding of society by challenging assumptions.

### **2. Equity and excellence**

We will continue to focus on securing high standards of achievement for all students from all ethnic and socio-economic backgrounds ensuring students are treated with respect and supported to fulfil their potential.

**We will ensure:**

- a. The school tracking systems enable us to evaluate progress of different groups and to tackle underperformance by any particular group.
- b. We will monitor, record and deal effectively with incidents of prejudice, bullying and harassment; monitor whether students from particular groups are more likely to be excluded or disciplined than others; and use this information to apply positive strategies to address discrimination.
- c. As a mixed, comprehensive, non-denominational school, that our admissions arrangements do not select students on the grounds of ability, gender, or religion, thus emphasising the importance of community cohesion and social equity.

### **3. Engagement and ethos**

We will continue to work with other schools and to evolve and develop opportunities with all stakeholders through positive partnership activities with the school, local and wider community.

- a. School to school:
  - i. We shall seek to broaden the ways that we work in partnership with other schools. We shall continue to develop professional and community based links with other local schools and, where possible, look further afield to developing the partnerships to strengthen community links.
  - ii. We will continue to share facilities providing a means for students to interact, along with promoting opportunities for meaningful intercultural activities through technology, sport and the arts.
- b. School stakeholders and the community:
  - i. The continuous development of the school's House System will promote a sense of community, raising awareness of and supporting the needs of others.
  - ii. Work together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the students.
  - iii. Links with community groups and organisations enable them to play a role in the school and encourage students to make a positive contribution in the local area.
  - iv. Ensure that the student voice is heard and able to effect change.
  - v. Maintain strong links and multi-agency working between the school and other local agencies, such as the youth service, the police and social care and health professionals.
  - vi. Engagement with parents through parenting programmes, curriculum evenings, parent and child courses, open lectures, the work of the PTA and family liaison work.
  - vii. Develop the provision of extended services and community use of school facilities for activities that take place out of school hours.

## **E. Monitoring and Review**

### **1. Role of the Governors**

The Governors will conduct a bi-annual review, usually in the summer term, of the school's existing practice in relation to community cohesion and determine what further action may be required.

## **2. The Role of Heads of Faculty and Heads of Year**

Heads of Faculty (HOFs) and Heads of Year (HOYs) will monitor the work of their respective areas, including developing initiatives to enrich the student experience, as well as tracking the performance and achievement of all students to ensure they fulfil and reach their potential through each key stage.

## **3. Role of the Headteacher and SLT**

The Headteacher, along with his Senior Leadership Team, will monitor the three key areas and report to the Governors appropriately on the progress and impact of the policy. The information from the bi-annual review will be highlighted in the school SEF and will feed into the next School Development Plan.