



COMMUNITY COHESION POLICY

Revised: Autumn 2018

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DEFINITIONS

The following terms shall have the following meanings for the purposes of this document:

the School means Clifton All Saints Academy
EAL means English as an additional language

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006.

GUIDING PRINCIPLES

The curriculum of the School should promote the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepare our pupils for the opportunities, responsibilities and experiences of later life.

We see all learners as of equal value as outlined in our mission statement, whatever their ethnicity, culture, religious beliefs, gender or whether or not they are disabled.

Every school is responsible for educating children and young people who will live and work in a country which is diverse in terms of culture, faith, ethnicity and social backgrounds.

We recognise the need to make links with other schools and organisations in order to give our pupils the opportunity to mix with and learn with, from and about those from different backgrounds.

We wish to show that through our ethos and curriculum we can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

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 strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Community from a school's perspective include;

- the school community – the pupils 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.
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In addition, schools themselves create communities – for example, the networks formed by schools of the same or different faiths, or by schools that are part of the Values initiative or part of a local or cluster group.

THE SCHOOL AND COMMUNITY COHESION

We intend that our policies, procedures and activities do not discriminate and take into account differences in outlook and background amongst staff and pupils. We foster positive attitudes towards people, including those with disabilities. We promote mutual respect between staff and pupils, positive interaction including good relations and dialogue between groups and communities, fostering a shared cohesion and belonging.

- Teaching, learning and curriculum – to teach pupils 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.
- 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 and eliminating variations in outcomes for different groups.
- 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.

Teaching, learning and curriculum

An effective school will have a high standard of teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' 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 will be integrated across the curriculum.

The School aims to provide:

- Lessons across the curriculum that promote common values and help pupils to value differences.
- A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits by members of different communities.
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

Equity and excellence

We focus on securing high standards of attainment for all pupils including those with disabilities and those from all ethnic backgrounds, ensuring that pupils are treated with respect and supported to achieve their full potential.

The School's tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

We remain vigilant in our efforts to monitor incidents of prejudice, bullying and harassment.

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 afield and the means of developing the relationship is likely to be through the internet.

Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport.

School to parents and the community: Good partnership activities with the local and wider community might include:

- Maintaining strong links and multi-agency working between the School and other local agencies, such as the Police and social care and health professionals.
- Engagement with parents through curriculum evenings, open evenings and assemblies.
- Provision of extended services, and in particular bringing together people from different backgrounds through community use of facilities for activities that take place out of school hours.