Conyers School Community Cohesion Policy

Date: September 2023

Policy Review Cycle: Annually

Review Assigned to: Conyers Care Support & Guidance Committee

Introduction

Community Cohesion forms an important aspect of the school purpose.

Schools are central to breaking down barriers between young people and must help to create cohesive communities.

It is a duty of our Local Governing Body to ensure that this is occurring.
Community Cohesion links to our spiritual, moral, cultural, mental and physical development strand and also with our role in eliminating all unlawful discrimination and promotes equality of opportunity.

This policy applies to all aspects of Conyers School including our Extended Schools Programme.

Policy

Defining Community Cohesion

A cohesive community is one in which:-
● there is a common vision and sense of belonging by all communities
● where the diversity of people's background is appreciated and valued
● where strong and positive relationships exist and are developed.

Strategic Aims

1. To close the attainment and achievement gap: -

   ● This is achieved through the school's assessment arrangements, promoting equal opportunities and contributing to capacity building within the community.

2. To develop common values of citizenship based on dialogue, respect and acceptance of diversity. This is achieved through: -

   ● The curriculum. This will show an appreciation of cultural diversity and challenge prejudices, bias and stereotyping. The curriculum will provide students with opportunities to learn and become involved in the life of their communities
   ● Behaviour and Discipline policies. These develop mutual respect and an acceptance of diversity
   ● Staff and Governors have a knowledge and understanding and develop common values of citizenship.

3. To contribute to building good community relations and challenge all types of discrimination and in training staff and governors on responsibilities: -

   ● Ensuring all staff have the knowledge and understanding so to be able to promote good community relations and to challenge discrimination
   ● Promoting good community relations
   ● Developing partnerships

4. To remove barriers to access, participation, progression, attainment and achievement. This is achieved through: -

- Ensuring the admissions policy reflects the catchment area
- Monitoring the exclusion rates for different social and ethnic groups
- Ensuring all students can access the full curriculum and no groups are overrepresented in vocational groups
- Ensuring the staff profile represents diversity
- Ensuring the governing body reflects the community
- Ensuring equal access to education and training.
- Monitoring and evaluating participation rates on extra-curricular activities equality.

The relevance of interlocking communities

The school recognises that all members of the school belong to different, interlocking communities. These are: -

- The immediate school community
- The local community
- The UK community
- The global community

The school recognises that it belongs to different types of networks. These are: -

- The local family of schools
- Local faith organisations
- Networks based on shared priorities international communities

The school's contribution to community cohesion

The school will demonstrate:

- A strong shared commitment to community cohesion
- A clear understanding of community cohesion principles and standards
- That it has a clear understanding of the variety of communities to which it belongs
- Take positive actions and have an impact relating to this aspect.

This will be achieved by:

Ensuring sound teaching and learning and a purposeful curriculum through: -

- Teaching to understand an individual's emotional make up
- Promote common values that highlight diversity, equality, human rights and responsibilities
- Celebrate different cultures within the curriculum
- Ensure there is a citizenship education programme that includes a module on identity and diversity and living together in the United Kingdom
- Develop skills for participation and responsibility within the communities
- Question prejudice and propaganda
- Ensure students from different backgrounds work together
- Develop the need for students to help others less fortunate than themselves or

facing strife

Ensuring equality and excellence. Achieved through: -

- Providing equal opportunities to all students
- Analysing data on attainment and achievement by group
- Make every effort to remove barriers to access and participation in learning
- Deal with bullying and harassment connected with prejudice
- Monitor exclusion and behaviour policies to ensure that they do not discriminate
- Ensure our admissions policy promotes community cohesion and social equality

Engaging in and providing extended services. Achieved through: -

- Providing a core offer of extended services
- Always considering the needs of the community
- Involving the community as mentors etc and involving parents and groups from different backgrounds
- Providing extended services around family learning and English for speakers of other languages
- Providing ways for students to interact with students from different cultures
- Establishing links with community groups and organisations
- Ensuring that the student voice is heard and can affect change, particularly around promoting community cohesion
- Maintaining strong links with multi-agency work
- Providing information, advice and programmes for adults to meet the needs of different groups

Our Minimum Requirement

The School must:

1. Focus on the three key strands of faith, ethnicity and background of students (socio-economic)
2. Ensure that all staff have an understanding of our community, including an understanding of the three key strands
3. Ensure that there is an annual action plan which either stands alone or is integrated into the school action plan which focuses on community cohesion and the impact of the actions
4. Evaluate the impact of the policy annually and demonstrate impact on the three strands
5. Ensure that school leaders impact on building a cohesive community and evidence that they develop a strong common sense of values
6. Ensure that we prepare students to play a part in the wider national and international communities

Monitoring / Evaluation and Review

The school will assess, monitor and evaluate the impact of this policy on an annual basis. This will form part of the Equality and Diversity Action plan group.

The Care, Support and Guidance Committee of the Local Governing Body will discuss and monitor the Equality and Diversity Action Plan. The effectiveness of this policy will be reviewed annually by the group, the school, Executive Team and the Local Governing Body.

Roles and Responsibilities

The Local Governing Body

The Local Governing Body has the responsibility to ensure that the school complies with legislation and that this policy and its related procedures and strategies are implemented.

The Headteacher

The Headteacher is responsible for:-

- implementing this policy
- ensuring that all staff are aware of their responsibilities
- ensuring that appropriate training is given
- distributing the policy to stakeholders
- reporting to Governors at least annually
- reporting to parents
- for convening an Equality and Diversity Action Group to develop positive opportunities and support in regard to this policy and the associated policies (community cohesion, single equality, and equal opportunities policies).

Staff Responsibilities

All staff are expected: -

- to be aware of this policy
- to deal with incidents that may occur which are covered by this policy
- to include teaching strategies related to this policy in their teaching plans and schemes of work
- act as good role models for this policy and the associated policies
- help to prepare students to play a part in the local community and the wider national and international community

How it will be monitored:

Recording of incidents

By whom:
Headteacher
Review Date: Annually, November
Review Assigned to:
Executive Team
Conyers Local Governing Body's Care, Support and Guidance Committee