



The Clifton Centre

Community Cohesion Policy

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Approved by: Curriculum and Personnel Sub management committee

Approval date: 22nd January 2015

Reviewed: 18th January 2018

Next review: Spring term 2019

The Clifton Centre

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Introduction

The curriculum of our school should promote the spiritual, moral, social, cultural, mental and physical development of our students and of society and prepare our students for the opportunities, responsibilities and experiences of life in modern working Britain.

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 that promotes British Values, including Democracy, Individual Liberty, mutual respect and tolerance of different faiths and beliefs and the rule of the law.

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.

We have a responsibility to ensure that our students learn about an even wider cultural and community heritage, especially the wider community of the UK and the global community.

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.

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?

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.

Community from our school's perspective

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 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.

3. What do we need to consider in promoting community cohesion?

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

We will ensure that we provide:

An accredited curriculum for Citizenship and Preparation for Working Life up to GCSE level.

Lessons across the curriculum that promote common 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 Clifton Centre.

Equity and Excellence

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.

Our school will use tracking systems which enable us to evaluate the progress of different groups and to tackle underperformance by any particular group.

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.

Our school admissions criteria will emphasize the importance of admission arrangements that promote community cohesion and social equality.

Engagement and Ethos

We shall seek to broaden the ways that we work in partnership with other schools and other provisions. Sharing facilities also provides a means for students to interact, as do opportunities for meaningful intercultural activities such as sport. 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 the students, ensuring that the student voice is heard and able to effect change.

- 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/carer review days, our, parent involvement events and family liaison work.

The school community

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.
- Partnership and networking arrangements in place to share good practice.
- A School Council to take into account student views

The Clifton Centre

At the Clifton Centre, we have adopted the following values.

- **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.
- **Equality** Equal rights and benefits according to their contribution.
- **Solidarity**
- **Openness**
- **Honesty**
- **Social responsibility**
- **Caring for others**

The area in which the school is located

We will maintain strong links and multi-agency working practice developed between the school and other local agencies.

The UK community

- We will provide a curriculum for students to take into account how different communities may live.
- We will give students experiences through visits and off site experiences, engaging with differing areas and communities.
- We will ensure that students are aware of national and local events that affect people's lives.
- Students will learn about how different communities celebrate different festivals within Britain, e.g. Eid-Al-Addha, Ramadan, Eid-Al-Fitr, Diwali, Chinese New Year, Christmas, Harvest, Passover, Baisakhi
- We will prepare our students for active Citizenship in the school and community.

The global community

- We will ensure links are established locally, nationally and internationally.
- Our students will raise funds to support a range of projects locally, nationally and overseas.
- Our curriculum will inform students of lives of worldwide ways of living.
- We will set up charity events to support children around the world, allowing students to learn why they are raising funds e.g. Children in Need, Red Nose Day.

4. The Role of the Management Committee

Our management committee is legally responsible for ensuring the promotion of social cohesion and the Head of Centre and Executive Head are responsible for ensuring that the duties are fulfilled within school.

On a regular basis our management committee will consider:-

- The school's impact on the community i.e. is the school exacerbating divisions or challenging them and breaking them down?
- How our school uses its own data around bullying and racist incidents to inform provision and school development?
- Whether we serve the wider community and help bring students and parents together?
- How representative our management committee 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?

5. Monitoring Community Cohesion at The Clifton Centre

The school staff and our management committee will regularly review activity pertaining to the key headings above to ensure that this is further developed and refined.

Reviewed March 2017