



Community Cohesion Policy

Agreed by/on behalf of LGB: 8th July 2015

Review: Summer 2018

Signature (Chair of Governors):

Community Cohesion

The Department for Education (DfE) definition is “...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”.

This policy aims to show how we at George Salter Academy will meet our duty to promote community cohesion.

1. Our Academy Vision

Our vision is to promote excellence for all of our students. We are committed to continuously improving all aspects of education for young people. What we offer at George Salter Academy will support the development of successful, moral, adaptable, autonomous, life-long learners.

This policy should be read in conjunction with our SMSC Policy.

2. Our Academy Aims

In order to prepare all of our students for living and working in a diverse and cohesive society, we will work with our students to:

- encourage the development of a secure sense of their own identity, both as individuals and as part of the local, national and global communities of which they are a part
- encourage open and positive attitudes towards diversity and the development of the skills, understanding and confidence to challenge prejudice, discrimination and stereotyping
- support the development of the skills, knowledge, understanding and motivation they need to become active citizens who recognise their rights and responsibilities
- ensure equality of opportunity, remove barriers to access and eliminate discrimination and harassment
- strive to ensure they receive a broad and balanced education and succeed in reaching their individual potential at the highest level possible
- provide opportunities for positive interaction and the building of relationships with people from a range of backgrounds, both in our local community and the wider society.

3. Policy into Practice

3.1 Teaching, Learning and Curriculum

We will:

- value diversity
- promote shared values
- promote awareness of human rights, how to apply and defend them
- develop skills of participation and responsible action
- integrate opportunities to discuss relevant issues across the curriculum
- monitor and assess the impact of teaching, learning and the curriculum.

We will achieve this in the following ways:

- a strong pastoral system with opportunities for student leadership. Numerous opportunities within PSHE and Tutor Time to work with charities and community projects
- all subject areas will be reviewed annually in line management meetings to ensure the curriculum promotes awareness of diversity, shared values, exploration of identity and human rights where appropriate. This will be monitored by the nominated Senior Leadership Team link
- teaching methods will, where appropriate, encourage discussion, questioning and reflection, collaborative learning etc. Staff will receive relevant training and support to ensure they feel confident in promoting discussions around sensitive issues.

3.2 Equality and Excellence

Data will be rigorously analysed to identify students at risk of underachieving and where appropriate, intervention strategies will be utilised. We will also follow the Staff Protocol, put in place to ensure all staff are aware of their responsibilities in promoting and adhering to our Academy ethos.

3.3 Student Voice

The Academy has a high level commitment to Student Voice. This expresses itself in student involvement in Governors' meetings, Academy Leadership Groups meetings and in many organisational processes (e.g. recruitment). The process of student democracy is well developed within our strong House Council Structures. The Academy also promotes student leadership in many ways (e.g. Sports Leaders, etc.)

3.4 Engagement and Extended Services

We develop links with other schools, including Feeder Primaries, which are curriculum based and encourage communication on a range of topics.

We maintain close relationships with Youth Service, the Police and the Health Service. We also maintain and strengthen our links with parents and hold regular Parents' Forums.

We develop opportunities for consulting and engaging with students, encouraging them to contribute to the evaluation and improvement of their Academy community, particularly engaging with the design of the new Academy plans and building works. We also consult regularly with our students, staff, parents and neighbours via our Community Meetings and Parents' Forums to engage with our stakeholders on Academy improvement.

3.4 Roles and Responsibilities

The Governors will ensure that:

- the Academy complies with its duty to promote community cohesion.

The Principal will ensure that:

- this policy is readily available and that Governors, staff, students and their parents are aware of it and are updated on its progress

- all staff understand their responsibilities and receive appropriate support and training if necessary
- this policy and its procedures are followed.

All staff will ensure that:

- they have read the policy and understand their responsibilities
- they promote equality of opportunity and positive attitudes to diversity in accordance with this policy and other relevant policies.

Vice Principal Inclusion will ensure that:

- practice in the Academy supports the aims and procedures outlined in this policy
- appropriate training is undertaken in order to support colleagues in carrying out their responsibilities
- staff, Governors, parents and students are kept up to date with relevant information
- monitoring and assessment of the impact of this policy takes place.

3.5 Monitoring and Assessment

Community cohesion forms part of the Quality Assurance Measures which are carried out continually by the Local Governing Body and Senior Leadership Team.

Review of this policy will generate points for action which will be incorporated into our Academy Development Plan as well as learning experiences offered to children and young people.