

**John Colet School**

**Community Cohesion Policy**

Date policy was agreed	June 2010
Date policy was reviewed	
Date reviewed by Governor Advisor	June 2010
Date reviewed by Parents	
Date reviewed by the Governors	
Governors body responsible for the review	Curriculum Committee
Senior Leadership Team Member accountable for writing and reviewing the policy	Mr C Measures

Consultants: BCC Model policy used for guidance, Institute of Community Cohesion for guidance, School Governor (Liz Lawrence), Mrs. C. McLintock (Headteacher)

**Monitoring and Reviewing**

This policy will be formally reviewed every 3 years.

Ongoing monitoring of actions and impacts/outcomes will be as follows :

- Regular, usually fortnightly, meetings between SLT member accountable and the Headteacher.
- Report to the governors through the curriculum committee meetings held termly. This will include an update on main activities carried out and their impacts, planned developments for the next period, briefing for governors on changes in government policy or guidance, and matters requiring governors' input or governing body evaluation.
- An assigned governor will report back to the governing body annually, following a review with the SLT member responsible for community cohesion. This will include an assessment against relevant aspects of the school's SIP and SEF.

## **Introduction and background**

In line with the Education and Inspections Act 2006 schools have a duty to promote community cohesion. This is embedded in the vision for our school as a “safe, caring, mutually respectful, challenging and supportive community”.

In fulfilling this duty we recognise that accountabilities lie with various members of the school community. Firstly the governing body :

- Ensures that the school complies with community cohesion legislation and that the school’s community cohesion policy is maintained and evaluated on an ongoing basis and formally every 3 years.
- Ensures that strategies and actions to deliver the policy are implemented in a timely manner.
- Facilitates and promotes relationships in the school and wider community which will aid community cohesion.

Secondly, the Head teacher and Senior Management :

- Ensure that a named member of the senior leadership team is the lead for community cohesion.
- Coordinate the activities to fulfil the community cohesion policy and evaluate their effectiveness.
- Ensure that all students and other stakeholders are aware of and act in accordance with the school’s community cohesion policy

Thirdly, teaching and non-teaching staff

- Ensure that the curriculum promotes community cohesion within each subject area and within cross curriculum themes.
- Foster and promote a school and wider environment where there is a shared sense of belonging between those of different cultures, faiths, ethnicity and social background and which offers equal opportunity coupled with a respect for diversity.

## **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.

## **The Community and John Colet School**

For John Colet School the term 'community' has a number of dimensions including:

- the school community – the pupils at John Colet, their families and the school's teaching and non-teaching staff and the governing body;
- the community within which John Colet is located – primarily this is the school's catchment area and the people who live or work in that area. However, the contrasts that this community has with the diversity of Aylesbury as its nearest large town neighbour must also be considered. Of particular note is that fact that due to the selective system of secondary education in the area a significant percentage of Wendover and district young people who reside in the John Colet catchment area are educated outside what might otherwise be considered the local community.
- the community of Britain – as a multicultural nation.
- the global community – both as part of the EU and the wider world.

In addition we create other communities, for example as part of our Humanities College specialism by working in collaboration with other schools both in our area and as part of the specialist schools network.

## **Community Cohesion and John Colet Humanities College**

As a Humanities college we promote an ethos which is based on shared human values and by valuing highly the moral, the ethical and the spiritual. Our community cohesion work will be directed to ensuring that this ethos reflects the diversity of the national and global community as well as the profile of the school and local community.

Whilst a large part of our work will be to engage with our neighbours in the local community to support Wendover and the rest of our catchment area, we have a responsibility to ensure our students, their families and other residents learn about an even wider cultural and community heritage and how different communities can be united by common experiences and values.

We will use our Humanities focus to help address issues such as how we live together, dealing with difference, learning together to be safe and combating violent extremism as part of our work on community cohesion.

At an early stage we will research and reflect on the nature of our school's population, not only as an upper school in a selective system, but also the extent to which our students, staff, governors and local community are drawn from a wide or narrow range of ethnic, socio-economic, religious and age groups. The fact that we are already aware that our school population is relatively mono-cultural will impact on the strategy and activities undertaken to promote community cohesion.

## **Promoting Community Cohesion**

We will continue to consider how different aspects of our work already support respect for diversity, integration and community harmony. We will audit what has worked well so far and the impact this has had and whether existing activities can be even more effective by having a more explicit focus on community cohesion.

John Colet's contribution to community cohesion can be grouped under the following three headings :

- Learning and teaching
- Equity and excellence
- Engagement and extended services.

### **Learning and Teaching** ( Read in conjunction with the school's L&T policy )

As well as high achievement levels through excellent teaching and learning our curriculum provision will promote shared values and build our students' understanding of the diversity in our communities. This will lead them to appreciate different cultures, ethnicities and religions or beliefs.

In particular we will :

- Create opportunities across the curriculum to promote shared values and which challenge prejudice, discrimination and stereotyping and by doing so promote awareness of human rights and how to apply and defend them. This will be led by the curriculum in Humanities, R.E. and English supported by SEAL, Citizenship within the tutorial programme and the 6<sup>th</sup> form outside speaker programme. We will work to expand themes in these areas such as multiculturalism, sustainability and the rights and responsibilities each student has as a member of the global community so that they are echoed in other subjects. This will be backed by themed assemblies, outreach work with our liaison schools as well as headline events such as the celebration of diverse religious festivals, holocaust memorial and campaigns such as the eradication of Polio.
- Support learners who have English as a second language through special needs provision and additional support for their parents when communicating with school. We will promote multi-lingual skills as a tool to break down barriers and appreciate the values and cultures of other nations.
- Ensure that our learning materials, e.g. case studies, multimedia, assessment materials and groupwork reflect diversity in terms of age, gender, ethnicity, faith and sexual orientation and which emphasise the benefits of diverse communities. This echoes the statements made in the school's Equality and Diversity Policy. We will also seek out opportunities to use the experiences, beliefs and traditions of our non white British students to supplement our learning materials
- In lessons, through representative bodies and in extra curricular activities we will provide opportunities for students to develop skills of participation not only in their own learning but by having an active involvement in the organisation of the school and other cohesive projects. Examples include school council, tutor group representation and working parties on topics such as Fairtrade. Through this we aim to promote responsible action which will encourage our students to volunteer to participate in community based projects within the catchment area and beyond, such as parish plans, neighbourhood action group and volunteering. As part of our gifted and talented policy we will recognise and reward students who contribute to the community by their volunteering.

### **Equity and Excellence.** ( Read in conjunction with our Equality and Diversity Policy )

John Colet has a commitment to securing the highest standards of achievement for all students from all ethnic backgrounds, different socio-economic statuses, abilities and interests and we respect this diversity. We also ensure that staff understand and are trained in diversity and social equity issues.

Staff and governor recruitment will adhere to equal opportunities policies and should seek to reflect local and national diversity.

In particular we will :

- Use the school's and external tracking systems to identify variations in outcomes for different groups e.g. underachievement of white British boys at KS4 and put in place strategies to counter these.
- Monitor, record and deal effectively with incidents of prejudice, bullying and harassment. We will consult our students on these issues regularly using tools such as ECM perceptions and VLE based surveys and act on significant findings.
- Ensure that our school behaviour policies do not mean that any group suffers prejudice and ensure that behaviour likely to damage community cohesion is effectively addressed, using outside agencies for support as appropriate.
- Ensure that the school's admission procedures and its public reputation promote social equity and are fully inclusive and we gauge this through consultation with parents and prospective parents.
- Ensure that new arrivals are integrated into our ethos and feel part of the community.
- Remove barriers to access and participation in learning and extra curricular activities. For example that we provide a flexible and broad based curriculum; that trips and visits are accessible to students from all backgrounds; and that aspirations for further and higher education are fostered in students (and their parents) from families who have not traditionally followed this path.

### **Engagement and Extended Community**

John Colet seeks out ways to work in partnership with both other schools and the broader community including parents and other stakeholders. In particular we will :

- Build on the successful and effective links with our feeder schools in the local community to support transition and integration and to promote the John Colet community ethos before students and parents become full-time members of our community.
- Develop the ways we work with other schools not only in shared curriculum provision but by establishing links through global partnerships with international schools to provide learning opportunities and potential exchange visits.
- Raise our awareness of the EU and global community through trips and charitable events as well as highlighting global events in our lessons and assemblies.
- Consult more frequently with parents on how to make existing channels of communication and cooperation even more effective; e.g. parents' evenings, open days.
- Play an active and participating role in local community affairs and local community sponsored initiatives, e.g. Wendover Health Check, Rotary campaigns, Neighbourhood action groups and Fairtrade campaigns.
- Invite representatives from the community to present and work with students and set up opportunities for students to share experiences with the elderly to promote a better understanding of each others perspectives.
- Encourage and acknowledge students who take an active leadership, volunteering or caring role in the outside community.
- Continue to promote the use of on-site facilities for local community groups and provide extended services through after school clubs.

- Maintain strong links and multi-agency working with organisations such as the police through our community liaison officer, Wendover Youth Centre and Connexions.

### **Learning Outcomes**

By promoting community cohesion through these 3 strands our objective is to achieve a wide range of learning outcomes for our students. These include :

- Understanding the key features of different cultures, ethnicities and faiths. For our senior students this will include an ability to evaluate the most significant of these features.
- Appreciating the value of diversity whilst understanding that our local and national community have many shared values.
- Understanding the principles and importance of human rights but also the responsibilities each student has as a member of the community. Students will feel able to challenge prejudice and discrimination.
- By presenting a range of opportunities to participate in community based projects and campaigns our students will recognise the personal benefits, material and non material, of working for and with the community.
- Community cohesion learning will help to raise student achievement in directly linked curriculum areas such as Humanities and Citizenship.