



Community Cohesion

Date	Review Date	Coordinator	Nominated Governor
5 th April 2018	August 2019	Annette Turner	Keith Norman

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Race Relations Amendment Act 2000
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010

The following documentation is also related to this policy:

- Guidance on the duty to promote community cohesion (DCSF)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We understand community cohesion 'means 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'. (Guidance on the duty to promote community cohesion)

We believe it is our duty to promote community cohesion as we believe in contributing to a society in which there is a common vision and a sense of belonging by all communities.

We believe community cohesion takes place when everyone in a locality is working towards an equitable society. A society in which there is a common vision, a sense of belonging and in which all people have similar life chances.

We realise we have a key part to play in helping to create a society where the diversity of people's backgrounds and circumstances is appreciated and valued, where life opportunities are available to everyone, and where strong and positive relationships exist in everyone's place of work, in schools and in the wider community.



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We acknowledge that today's society is enriched by diversity. We want our children to experience, understand and celebrate diversity. We believe we work hard to provide an education for everyone by ensuring the culture and ethos of the school reflects the diversity of our school community. We want everyone in our school community to feel equally valued and where everyone treats each other with respect and fairness. We want every pupil to achieve as well as they can.

We realise that 'our community' extends beyond the immediate school community and the community in which the school is located, to the UK and global communities. We can extend 'our community' even further to include the alternative education providers within Southend and Essex and to the schools that are part of our professional learning community.

We believe we can help promote community cohesion through our approach to teaching, learning and the curriculum, equity and excellence, engagement and extended services.

We will promote community cohesion through the following areas:

- Prince's Trust Qualification
- Community Project Work
- Social Moral Spiritual and Cultural Development

We wish to work closely with the students to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

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We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Aim

- To promote community cohesion in order to contribute to a society in which there is a common vision and a sense of belonging by all communities.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- the duty with the Senior Leadership Team to promote community cohesion by involving the school personnel and the children;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the students in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body.
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;

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- ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and the Senior Leadership Team;
- provide resources to support this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- undertake an audit of our existing practice by:
 - considering the nature of our school population and the local community which we serve;
 - review the activities within the school, with other schools, with parents/carers, with the local and wider community and with our international partner schools.
- promote community cohesion through our approach to teaching, learning and the curriculum, equity and excellence, engagement and extended services;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy.

Our Approach to Promoting Community Cohesion

We believe we promote community cohesion through our approach to the following:

- **Teaching, learning and the curriculum** by striving for high standards of attainment, promoting common values and building pupils' understanding of the diversity that

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surrounds them. We want all lessons across the curriculum to promote common values and help pupils to value differences and challenge prejudice and stereotyping. We want to enrich pupils understanding of common diversity through educational visits and meeting with people from different communities.

- **Equity and excellence** by securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status. We have in place effective approaches to deal with incidents of prejudice, bullying and harassment.
- **Engagement and extended services** by providing the opportunities for our pupils to meet with and learn from children from different backgrounds. We encourage strong working links with multi-agencies such as family support workers, social care and health professionals and the police. We actively take part in a variety of local community activities.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- be aware of all other linked policies;
- promote SSMCD through the curriculum;
- organise a variety of fund raising events for local and national events;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- undertake appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys.

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Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook
- the school website
- the Staff Handbook
- meetings with parents/carers such as introductory, consultation events and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as end of term reports
- annual audit report Headteacher reports to the Governing Body
- information displays within the school

Training

All school personnel:

- have equal opportunities of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Teaching and Learning
 - Curriculum
 - Anti-Bullying
 - Anti-Bullying and Anti-Harassment at the Workplace
 - Admissions
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information

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- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Admissions
- Anti-Bullying
- Anti-Bullying and Anti-Harassment at the Workplace
- Curriculum
- Equality
- Inclusion
- Pupil Behaviour and Discipline
- Teaching and Learning

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

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Headteacher:	Annette Turner	Date:	8 th April 2018
Chair of Governing Body:	Jerry Glazier	Date:	23 rd May 2018

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