

Community Cohesion Policy

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Policy Owner: Assistant Headteacher
(Quality, Planning and Review)

Governing Body Responsibility: Welfare Committee

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Kesteven and Grantham Girls' School

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1. Rationale

There is a duty for all schools to promote Community Cohesion under the Education and Inspections Act 2006. By 'Community Cohesion', we mean actively working and promoting a common vision and sense of belonging by all communities in which the diversity of people's backgrounds and circumstances is appreciated and valued; where similar life opportunities are available to all; and where strong positive relationships exist and continue to be developed both in school and in the wider local, UK and even global community.

2. Guiding principles

- I. We believe all learners are of equal value whether or not they are disabled, regardless of ethnicity, culture, religious affiliation, national origin or national status, and regardless of gender
- II. We recognise and respect diversity. Our policies, procedures and activities do not discriminate, but are differentiated - as appropriate - to take account of differences of life-experience, outlook and background, and the kinds of barriers and disadvantages which people may face
- III. We foster positive attitudes and relationships with those within and beyond the school community; and seek to promote a shared sense of cohesion and belonging.

We achieve this, by:

- promoting positive interaction, good relations and dialogue between groups and communities - regardless of ethnicity, culture, religious affiliation, national origin or national status, and act against any form of prejudice-related bullying
 - exhibiting positive attitudes towards disabled people, establishing good relations between the disabled and non-disabled, and taking affirmative action against any incident involving the harassment of disabled people
 - fostering mutual respect and good relations between all students and staff
 - reducing and removing inequalities and barriers that may already exist
- IV. We consult widely regarding the implementation of any policy or activity, as well as in the review of existing ones.
 - V. We intend that our policies and activities should benefit society as a whole - both locally and nationally – and support social cohesion and the participation of our students in public life.

3. How do we contribute towards community cohesion?

The KGGS Community Cohesion Policy was created in response to the Every Child Matters initiative of 2002 with its several outcomes including 'making a positive contribution', 'enjoy and achieve' and 'achieving economic well-being'. These have since been replaced with the single phrase 'help children achieve more'.

We actively pursue this single outcome, via:

I. Teaching & Learning and the Curriculum

- By offering a broad and balanced curriculum, featuring curricular content which celebrates diversity and teaches learners about prejudice and inequality.
- By actively promoting common values and developing skills of participation and responsible action throughout the curriculum, in drama and role play activities; and through RE, and the SMSC curriculum - including in PSHME. We supplement this understanding of community and diversity through visits and meetings with members of different communities. In addition, an effective school council ensures pupils help shape the organisation and life of the school and teaches them how to effect change and make a difference in school, their local community and beyond.

II. Engagement and Ethos

- By seeking ways that we work in partnership with other schools locally and internationally, through exchange visits and/ or via the internet.
- By forming positive partnerships with parents and the local and wider community through community representatives coming into school to work with pupils, maintaining strong links and multi-agency working between the school and other local agencies; liaising with the Early Help Workers, the police and social care and health professionals and engagement with parents through curriculum evenings, community use of facilities for activities that take place out of school hours, and family liaison work.

III. Equity and Excellence

- By ensuring equal opportunities and high standards of attainment for pupils from different ethnic and socio-economic backgrounds, ensuring that all pupils are treated with respect and supported to achieve their full potential and that any barriers are removed that might bar access or participation in learning and extracurricular activities.
- By monitoring incidents of prejudice, bullying and harassment, including keeping a central record of racial incidents and bullying that affect students or staff
- By utilising the school tracking system to evaluate progress of different groups and to tackle underperformance by any particular group.
- By implementing school admissions criteria that promotes community cohesion and social equity.

4. Actions we undertake

We recognise that the actions resulting from a policy are what make a difference. Accordingly, each year we draw up an action plan within the framework of the overall School Development Plan, setting out the specific actions and projects we shall undertake to implement the principles outlined above.

Regular and thorough reviews of the curricular-content in each faculty and subject and quality assurance of classroom practice ensure that Teaching & Learning across the school reflects these principles.

Furthermore, we seek to ensure that the diversity of people's backgrounds and circumstances are appreciated and valued as part of our day-to-day work in the following key aspects of school life:

- Assessment, Marking & Feedback
- Reviews of student attainment and progress
- Learners' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community.

5. Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The Senior Leadership Team have day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur
- Identify and challenge bias and stereotyping in the curriculum
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work.

6. Information and resources

We ensure that the underlying ethos of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

7. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

8. Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

9. Monitoring and evaluation

We collect study and use quantitative and qualitative data relating to the implementation of this policy; and make adjustments as appropriate.

In particular, we aim to collect, analyse and use data in relation to attainment and achievement, so that we can effectively monitor the progress of different groups of students: including those with Special Educational Needs & Disabilities, Black and Minority Ethnic students, our Most Able, those with English as Additional Language, disadvantaged students, and other students for whom we receive the Pupil Premium - to ensure that they are progressing at the same rate as other students in the school and students nationally.

10. Configuration History

Version:	Date:	Author	Contributors
1.0	January 2010	Assistant Headteacher (Quality Assurance)	
1.1	March 2010		
1.2	January 2011	Assistant Headteacher (Quality Assurance)	
1.3	January 2013	Assistant Headteacher (Quality Assurance)	
1.4	January 2015	Assistant Headteacher (Quality, Planning & Review)	
1.5	January 2017	Assistant Headteacher (Quality, Planning & Review)	
1.6	January 2019	Deputy Headteacher	
2.0	January 2021	Assistant Headteacher (Quality, Planning & Review)	

Audit trail of change

Version	Date	Reason for Change
1.0	January 2010	Policy Review
1.1	March 2010	Policy re-formatted
1.2	January 2011	Policy Review
1.3	January 2013	Policy Review
1.4	January 2015	Policy Review
1.5	January 2017	Policy Review
1.6	January 2019	Policy Review
2.0	January 2021	Policy Review

Authorisation

Name	Date	Signature
Mrs A Dorkes	February 2021	