

Community Cohesion Policy

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Review: 01/10/2017

SLT Liaison: J Skurr

Wardle Academy Policy



1. WHOLE SCHOOL POLICY ON THE PROMOTION OF COMMUNITY COHESION

Named member of staff who has specific responsibility for promoting Community Cohesion

Academic Year	Member of staff
2016-2017	Mathew Hemmings

Whole school training outlining the role of professionals in the promotion of Community Cohesion:

Who attended (e.g all teaching staff and welfare/ support staff, Governors, volunteers)	Date	Training Delivered by:
All teaching staff	November 2016	Jon Skurr Mathew Hemmings

2. CONTEXT

Education Act 2002, Section 78:

‘The curriculum for maintained schools should promote spiritual, moral, cultural, mental and physical developments of young people in school, preparing students for opportunity, responsibility and experiences for later life.’

Race Relation Amendment Act 2000:

‘Schools have a duty to eliminate unlawful racial discrimination and to promote the equality of opportunity and good relations between different groups.’

The Education and Inspection Act 2002 Section 21(4)

Section 38 of the Education and Inspections Act 2006 states that ‘Schools have a responsibility to:

- Promote the well-being of all students at the school
- In the case of a school in England, promote community cohesion’

The Education and Inspection Act 2006

A new section 21(5) of the Education Act 2002 introduces a duty on the governing bodies of maintained schools to promote community cohesion: ‘From September 2007, schools will be under a new duty to promote community cohesion.’

This policy also takes into account the Children’s Act of 2004 and the Equality Act 2010, which replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and the Sex Discrimination Act.

3. WHAT IS COMMUNITY COHESION?

Wardle Academy consider community cohesion as working together to assist in creating a society where there is a common vision and sense of belonging by all communities. A society in which the diversity for people’s backgrounds and socio-economic circumstances are appreciated and valued. Likewise, the aim is to establish an environment which offers similar life opportunities for all pupils in order to promote strong and positive relationships. Further Wardle Academy intends to equip pupils with ability to appreciate difference amongst all people within society a skill that will benefit students in the school, the work place and the wider community.

4. PURPOSE OF A COMMUNITY COHESION POLICY

An effective whole school community cohesion policy is one which provides clear direction to staff and

others about expected codes of behaviour in dealing with varying cultural differences. An effective policy also makes explicit the schools commitment to the development of good practice and sound procedures. This ensures that concerns that challenge the identity of pupils within the school community are handled sensitively and professionally.

5. INTRODUCTION

Wardle Academy fully recognizes the contribution it can make to establish an equality based community in order to support all pupils within the school.

There are three main steps can be taken:

- a) Prevention: To create a positive school atmosphere, embracing and understanding difference and equality amongst students. Teaching and pastoral support are instrumental in establishing such an environment.
- b) Protection: By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to events that may challenge an equality based school environment.
- c) Support: To pupils who may have encountered an experience that challenges their individual rights. This policy applies to all staff, volunteers and external visitors in school.

6. SCHOOL COMMITMENT

Wardle Academy recognizes that high self-esteem. Confidence, peer support and clear lines of communication with trusted adults help all students to develop in themselves the personal and social skills necessary for them to become positive citizens within the school and wider community.

Wardle Academy will therefore:

- a) Establish and maintain an ethos where children feel secure and respected regardless of their ethnicity, sexuality, gender, age, nationality, faith, etc. (See further school policies on Inclusion)
- b) Make students aware that there are adults in school who they can approach if they are concerned about incidents that might contradict the school ethos outlining equality for all. Students will be notified in school of these people by means of the RESPECT curriculum, assemblies and email.
- c) Plan curriculum activities and opportunities for RESPECT will equip pupils with the skills they need to challenge events that may see unjust. (See RESPECT Curriculum for further information)
- d) Through curriculum material students will be supported to develop realistic attitudes to the responsibilities of adult life, particularly with regards to the Equalities Act 2010 and how this legal document outlines the civil rights that all citizens are entitled to within the UK. (See RESPECT Curriculum for further information)
- e) Ensure that every effort is made to establish effective working relationships with parents and colleagues in order to share the ethos and values of Wardle Academy.
- f) To pursue accreditation of school awards that aim to benefit and enrich the lives of pupils within the school community. (See: The Eco School status, Healthy School status, the framework aiming to assist the school to gain UNICEF Rights Respecting School status)

7. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of students have a responsibility to safeguard and promote the welfare of children. Thus, staff at Wardle Academy aim to effectively establish a safe and equality based learning environment as follows:

- a) Have high standard of teaching, learning and curriculum provision that supports high standards of attainment, promotes shared values and builds pupils understanding of diversity.
- b) Encourage pupils to recognise similarities and appreciate different cultures, religions or beliefs, ethnicities, sexualities and socio-economic backgrounds.
- c) Holding high expectations for success, with all students expected and encouraged by teachers and parents to achieve their potential.

- d) Establish opportunities across the curriculum to promote shared values and help students to value difference and to challenge prejudice, discrimination and stereotyping.
- e) Enrichen pupils' understanding of community and diversity through fieldwork, off timetable days, visits, for example to places of worship and guest speakers from different communities and agencies.
- f) Have assemblies that encompass the ethos and messages of the school through the inclusion of key social and historical events that demonstrate morality.
- g) To challenge any examples of behaviours that may damage the school shared vision of "equality for all."
- h) To sanction pupils who display views that fundamentally undermine the rights of people based on their gender, race, sexuality, faith, age, etc.

8. PROCEDURES

- a) Members of staff will log any incidents and information will be shared with FTs/HOD/HOY and Pastoral Managers where appropriate.
- b) Pupils/parents will be spoken to. Both parties-the victim and the perpetrators.
- c) A decision as to what action would be the most effective in consultation with pupils/parents of both parties. (Responses need to be sensitive given the nature of the incident)
- d) Appropriate action will be taken. Sanctions such as, detentions, mediation, restorative justice etc
- e) Where the incident relates to racism, a racist incident sheet must be completed and set to the Local Authority.
- f) Where the incident is homophobic or transphobic then an incident sheet must be completed and sent to the Local Authority.
- g) Inform subject teachers/support staff where necessary of concerns and instruct to monitor, reseat, remove-reset temporarily or permanently.
- h) Pupils and parents are to be informed throughout all stages of school action.
- i) Monitoring future interaction between victim and perpetrator by regular inform contact with the victim.
- j) If in the event that issues are unresolved between the victim and the perpetrator then HOY, Pastoral Managers will follow the four stages of response in dealing with bullying set out in the Wardle Academy Anti-Bullying Policy.

9. TRAINING AND SUPPORT

- a) All staff will receive training which aims to explain to them the professional responsibilities that they hold with regards to the promotion of Community Cohesion.
- b) Pastoral managers and Heads of Year will liaise with each other and share any extra support they receive through external training providers that may further support the promotion of Community Cohesion at Wardle Academy.
- c) NQTs will receive additional in house training as part of their induction/NQT training and internal communication via email as appropriate.
- d) A culture will exist in school whereby all staff are encouraged to promote Community Cohesion whether it be through the classroom or within social spaces.

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