



**DERBY CATHEDRAL SCHOOL  
COMMUNITY COHESION POLICY**

<b>POLICY STATUS</b>	<b>DATE</b>	<b>CHAIR OF COMMITTEE</b>	<b>MINUTE No</b>
Agreed by LGB			

Throughout this policy the term Parents refers to Parents/Carers

## Context

1. Section 21(4) of the Education Act 2002 (as inserted by section 38 of the Education and Inspections Act 2006) states that:

‘The governing body of a maintained school shall, in discharging their functions relating to the conduct of the school—

- (a) promote the well-being of pupils at the school, and
- (b) in the case of a school in England, promote community cohesion.’

2. This duty came into effect on 1 September 2007. From 1 September 2008, HMCI has a duty under section 5 of the Education Act 2005 (as inserted by section 154 of the Education and Inspections Act 2006) to report on the contribution made by schools to community cohesion.

The Department for Education (DfE) has published *Guidance on the duty to promote community cohesion* to support schools in implementing the duty – see DfE website.

## 1. Introduction

The curriculum and enrichment programme of Derby Cathedral School is designed in order to promote the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepare our pupils for the opportunities, responsibilities and experiences of later life.

We work to uphold our responsibility to promote community cohesion, with the aim of creating a thriving, cohesive community which will play its part in building a more cohesive society.

We recognise the importance of an even wider cultural and community heritage, especially the wider community of the UK and the global community

Derby Cathedral School is characterised by ethnic, cultural, faith and linguistic diversity and we wish to show that through our ethos, pastoral programme, curriculum and enrichment activities our school can promote a common sense of identity and support diversity, showing our pupils how different communities, of the UK and across international boundaries, can be united by common experiences and values.

We uphold the DfE guidance ‘**Learning together to be safe**’ and work in partnership with the local authority and the Police to ensure that our pupils are appropriately informed and protected.

## 2. What is 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.

## Community from our school's perspective

For our school, the term 'community' has a number of dimensions including:

- the school community – the pupils it serves, their families and the school's staff;
- the pastoral communities that lead our pupils to personal and academic success;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area;
- the church community, focused on the Cathedral and the wider Church of England.
- the community of Britain - all schools are by definition part of this community;
- The global community – formed by EU and international links.

In addition, schools themselves create communities – for example, the networks formed by schools in development groups

### 3. What do we need to consider in promoting community cohesion?

We need to consider what activities already take place within our school and what might be arranged in cooperation with other schools and our partnerships and links in the wider community.

#### a. Teaching, learning and curriculum

We need to ensure that we provide:

- lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in PSHCE classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'.
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.
- an effective voice and involvement of pupils in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.
- support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
- opportunities for discussing issues of identity and diversity across the curriculum
- aspirant display work which celebrates and draws attention to the diverse cultures and experience of our students

*Examples from our school include:*

- Our Citizenship Passport which affords opportunities for students to contribute to society and develop skills valued by the wider community.
- Our school has a varied and relevant curriculum that develops pupils' understanding of community and diversity. This is enriched through visits to our school/by our pupils, meetings with members of different communities
- We have a well-resourced Religious Education syllabus based on the local RE Agreed Syllabus for Derby City which develops knowledge, attitude and skills in many of the areas at the heart of effective community cohesion.

- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping e.g. SMSC lessons within PSHCE
- A House based pastoral programme which promotes international links.
- A varied programme of school visits affording students the opportunity to experience different cultures.
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible across the curriculum.
- We use our pastoral programme including Thought For The Week and assemblies in order to provide students with opportunities to learn about lives and issues beyond their immediate contact

## **b. Equity and Excellence**

Derby Cathedral School has a commitment to securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to achieve their full potential.

The School tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

Derby Cathedral School will monitor incidents of prejudice, bullying and harassment. Monitoring of whether pupils from particular groups are more likely to be excluded or disciplined than others should be accompanied by appropriate behaviour and discipline policies in place to deal with this.

Derby Cathedral School admissions criteria emphasises the importance of admission arrangements that promote community cohesion and social equity.

*Examples from Derby Cathedral School include:*

- A focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status, for example, student leadership programmes, tracking and closing the gap between groups; intervention strategies put in place to counter underachievement; Aim Higher programmes; PLC programmes; the Rewards initiatives.
- Developing the personalised progress of work.
- The development of more able children within the school
- Effective procedures to support children with special educational needs
- Equal opportunities and race equality policies are in place
- Developing programmes of work for new arrivals
- Effective approaches in place to deal with incidents of prejudice, bullying and harassment e.g. monitoring reports to governors termly; clear school procedures
- Admission arrangements that promote community cohesion and social equality.
- Monitoring our school behaviour policies so that no groups suffer prejudice. Ensure that inappropriate behaviour, exclusions, racist, bullying and drug related incidents other stereotyping is monitored termly and reported to governors'
- Ensuring that students from socially deprived backgrounds have access to high quality learning and extra-curricular experiences

### **c.Engagement and Ethos**

We work in partnership with a large variety of other schools, offering student's opportunities to mix with students from other cultures, classes and backgrounds. Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and drama. Good partnership activities with the local and wider community include:

- Working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the pupils, ensuring that the pupil voice is heard and able to effect change.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals.
- Engagement with parents through PTA, Tutor Days, Parents' Evenings, Options Evenings, Celebration Evenings, New Intake Evenings, E-Safety events, parent and child courses and family liaison work.
- Provision of extended services, and in particular bringing parents together from different backgrounds through parenting and family support and community use of facilities for activities that take place out of school hours, including adult and family learning..

### **d. The school community**

- A school ethos established with clear aims, objectives and rules that underpin everyday practice e.g. no bullying, teasing or racist comments
- Partnership arrangements in place to share good practice.
- School council to take into account pupil views.
- Regular participation in Citizenship initiatives and awards.

### **e.The area in which the school is located**

- We aim to have strong links with our local Police Community Liaison Officer
- Working with community representatives, for example bringing community representatives into school to work with pupils, to attend Charity and Fund Raising Events.
- Strong links and multi-agency working practice developed between the school and other local agencies,
- Provision of extended services and community use of facilities for activities that take place in and out of school hours.
- Working with the local council through the Junior Leadership Team's offsite meetings

### **f. The UK community**

- Curriculum in place for children to take into account how different communities may live e.g. rural, suburban, urban through visits to other areas and other schools
- Giving children experiences through visits and residential of differing areas and communities eg. Languages trip to Spain.
- Ensuring that children are aware of national and local events that affect people's lives
- Learning about how different communities celebrate different festivals within Britain

### **g. The global community**

- Links established locally and also international links through the House programme
- Children raise funds to support a range of needs as democratically selected via Houses.
- Geography curriculum informs children of lives of worldwide ways of living
- Charity events set up to support children around the world; children learn why they are raising funds e.g. Children in Need, Red Nose Day.

#### **4. The Role of Governors**

Our Governing Body is legally responsible for ensuring the promotion of social cohesions and the Headteacher is responsible for ensuring that the duties are fulfilled within school. On a regular basis our governors will consider:-

- The school's impact on the community.
- Monitoring of racial/sexual/homophobic incidents
- How our school uses its own data around bullying and racist incidents to inform provision and school development.
- How we serve the wider community and help bring pupils and parents together.
- How representative our governing body is of the local community and pupils backgrounds.
- What our school can do to create an ethos of inclusion in which divisions and intolerance of others is unacceptable.
- How our school actively promotes understanding and dialogue between different groups.
- Social problems which might impact adversely upon the school and how we have seek to engage key partners.
- Whether we have accessed support and good practice from within the local authority to promote social cohesion and what additional support is available.

#### **5. Monitoring Social Cohesion at Derby Cathedral School**

The school staff and governors will regularly review activity under the key headings above to ensure that this is further developed and refined. Evidence of social cohesion activity will be kept on file.

#### **Links with other school policies:**

- **Anti-Bullying**
- **SMSC**
- **Behaviour**
- **Inclusion**
- **Teaching and Learning**

