

The Hereford Academy Community Cohesion Policy

1. Rationale

- 1.1 At the Hereford Academy we strongly believe that it is the duty of all schools to address issues of 'how we live together' and dealing with difference' however controversial and difficult they might sometimes seem. (The Diversity and Citizenship Curriculum Review, February 2007)
- 1.2 There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006. Community cohesion lies at the heart of what makes a strong and safe community. It must be delivered locally through creating strong networks, based on principles of trust, and respect for local diversity, and nurturing a sense of belonging and confidence in local people. Effectively delivering community cohesion also tackles the fractures in society which may lead to conflict and ensures that the gains that communities bring are a source of strength to local areas.

2. Our Vision

- 2.1 Our vision recognises and celebrates the diversity within our catchment area and welcomes the contributions which different groups and individuals make to the community. Differences between groups of people can cause misunderstanding and friction. A key commitment of The Hereford Academy is to build and promote community cohesion within the school and wider community. Community cohesion incorporates and goes beyond the concept of race equality and social inclusion. A cohesive community is one where:
- there is a common vision and a sense of belonging for all communities
 - the diversity of people's different backgrounds and circumstances are appreciated and positively valued
 - those from different backgrounds have similar life opportunities
 - strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.
- 2.2 The Hereford Academy is a sponsored school open to children of all faith and none. We, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of all members of the school community, where everyone is equally valued and treats one another with care, kindness, respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity. We will work with Governors, staff, students, parents/carers and the wider community towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and

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belief. We believe that all students, employees, stakeholders and members of our local and global community should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

3. Our Values

- 3.1 Diversity is a strength; having many different groups, cultures, and faiths in our society makes us stronger. We should all work for greater respect and equality of opportunity between different groups, cultures, faiths and ages in our society. The different groups, cultures, faiths and ages in our society will benefit from meeting each other, listening to one another, and getting to understand each other more. We must all work to overcome disadvantage as it is a major barrier between communities, especially where it is experienced more by one group than another. Racism and prejudice undermine community cohesion and must be confronted.
- 3.2 Partnerships with parents, Governors and the wider community are essential to promote equality, diversity and community cohesion. The health, well-being and cohesion of our local community are important to us.
- 3.3 By valuing and championing diversity, we lead the way in good practice and set an example for others to join us. That is why we have developed this policy to ensure that we create an environment where everyone is respected and treated equally.

4. Aims & Objectives

- 4.1 Our Community Cohesion Policy will be reviewed on an annual basis.
- We will work with stakeholders to identify key developments and joint projects to ensure effective community cohesion is core to all the work of the Academy and thus support the development and regeneration of the wider community.
 - We will ensure that through our partnership work we develop links and work alongside other schools and organizations from the local community, from the wider community and Internationally to ensure children and young people have the opportunity to experience diverse cultural experience at first hand.
 - The Governing Body will take positive steps to promote good community relations.
 - We will work towards challenging any forms of prejudice towards groups and individuals.
 - All teachers will be trained in promoting community cohesion through a diverse curriculum.
 - We will assess the impact of our community cohesion programme to determine adverse or differential impact on groups or individuals.

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5. How we are going to achieve this?

5.1 There are three distinct areas where our practice can contribute to Community Cohesion.

Teaching, Learning and the Curriculum

Promoting community cohesion through teaching, learning and the curriculum is clearly at the heart of the Academy's duty. The Guidance describes this as "helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action" Many subjects, including Citizenship, RE, History and Geography have direct relevance to promoting community cohesion.

See community Teaching and Learning Curriculum Audit

5.2 Ethos of the School:

- Anti-bullying Policy
- Equal Opportunities and Race Relations Policy
- Inclusion Policy
- Behaviour Policy
- Peer projects i.e. M8's
- Pupil Voice - Charities & Fundraising Student Council/Youth Forum.
- Assemblies
- Extended Services Provision
- Personalised Learning Programmes - tailored to the needs of an individual child to ensure they are able to progress, participate and achieve their full potential
- Comenius Project

5.3

Access & Inclusion

SEN & Disability Access Policy

Admissions Policy

Evaluating progress/attainment of different groups

Tackling underperformance

Bullying, discrimination, racial incidents & behaviour monitoring- See policies

5.4

Pupils becoming active citizens

Healthy schools

Eco School

Family Partnership agreement

Extended schools & services

Workforce Development

International Schools Programme- comenius Project

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5.5 **Special Events**

Anti Bullying Week

Fund Raising- Heart for Africa, Polio, Haiti, Comic Relief

Visits to places of worship

Cultural Awareness Activities - Cooking Around the World/ Bollywood Dancing– After School Club

Extended Schools

Visitors in school – Assemblies, information gathering trips, engagement of business leaders to enhance the curriculum and promote aspirations.

Community Fun days termly and Carnival

5.6 **Equity and Excellence**

We will strive to ensure that all pupils achieve their potential, irrespective of ethnic, socio-economic or other differences. This is already a clear focus for our school and is another important aspect of promoting community cohesion. We are committed to narrowing, and ultimately closing, the gap between the progress and attainment of children from different backgrounds and their peers.

Engagement & Extended Services - there are very strong links between developing Community Cohesion, the Every Child Matters Agenda and the Children and Young People's Plan particularly in the areas of parental involvement and safeguarding children. Children from deprived neighbourhoods, looked after children, disabled children, migrant children and unaccompanied asylum seeking children are more vulnerable to harm than others. Through the work of the Extended Services programme we will:

Support parents by:

- Providing informal coffee mornings half termly, with access to a Parent/Family Support Worker;
- Employing 2 Family Support Workers to ensure swift and easy access to external services;
- Having a dedicated team responsible for safeguarding and child protection matters, who work with parents to write Common Assessment Framework(CAF) Forms; attend Child Protection Plan and Core Group Meetings.
- Ensuring the needs of children with SEN or 'Looked After Children' are always championed through the Head of Learning Support;
- Providing a 'safe place to be' for children during and after the school day and during the holidays;

Ensure the building and resources are available for use by the whole community by:

- developing a lettings policy and opening hours which allow access by other community groups offering activities for our school community and the wider community
- Opening all our after school and holiday activities to children and young people from the, HR2 and wider Area.
- Having a member of staff on the (SEAK) Extended Services Steering Group;
- Encourage external services to use the facilities as a base for their statutory activities e.g. Young Carers, CLD Youth Counselling Trust, Youth Service, PACT

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Ensure that children, young people and adults from the Academy and the wider community have access to 'lifelong learning' by:

- Providing in consultation with children & young people and in partnership with other service providers a wide variety of after school and holiday activities, for all children and young people from the HR2 postcode area
- Working in partnership with FE colleges, other adult learning providers and funding bodies, to develop a programme of learning opportunities available to parents and the wider community, both on site within the Community Learning Centre and within the local community.

Further developing partnerships and links with:

- Local schools, community, voluntary & statutory organisations;
- South Wye Regeneration Partnership and Children and Young People's Advisory Group
- St Martin's Hub Group
- Community Leaders Group
- Herefordshire Community Development Workers Forum
- Herefordshire Early Years and Extended Services (Projects such as Community Newspaper and Kiski Karnival)
- Living Well Project with HVA, PCT and St Martin's Primary School
- Newton Farm No. 14 Women's Project
- Hinton Community Centre
- South Wye Children's Centre's (Greencroft, Springfield and South Meadow)
- Herefordshire Youth Service (Projects such as SWYF, Holiday activities etc)

6. Monitoring & Evaluation

- The Vice Principal, Community – is responsible for monitoring and evaluating the effectiveness of our Community Cohesion work.
- The named Governor for monitoring and evaluating Extended Services is responsible for meeting with the Vice Principal –Community to monitor and evaluate community effectiveness of the Academy's community cohesion work...
- The Community Cohesion Policy will be reviewed annually.

February 2010

Date of next review March 2010