Hornsea School & Language College

Community Cohesion Policy

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Promoting Community Cohesion Policy

Definition:

"…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."

Equality, Diversity and Community Cohesion (PREVENT):

Governors and staff at HSLC strive to provide an environment that is nurturing, supportive, safe and caring and a school ethos that is inclusive. The school aims to teach pupils to understand others, to value diversity and to promote and protect an individual's human rights. It is our responsibility to prepare our young people for life in a modern Britain in which the diversity of people's background and circumstances is appreciated and valued by all. Our aim is to develop a society in which strong positive relationships exist and similar life opportunities are available to all. Such a community based upon a common vision of mutual respect, tolerance and individual liberty promotes a sense of identity and belonging which is the strongest safeguard against terrorism.

Overview

There are three main areas under which this school makes its main contribution to Community Cohesion:

1. Teaching, learning and the curriculum – using opportunities across the curriculum, including Life Studies, to value diversity whilst also promoting shared values as well as preparing students for life in Modern Britain. This includes the promotion of SMSC (Social Moral Spiritual & Cultural) understanding and learning at HSLC.
2. Equity and excellence – ensuring equity and high standards for all and tackling underperformance by any particular group
3. Engagement and extended services – engaging with other schools, parents and the community, as well as local authorities and other partners in developing extended services.

Community cohesion is about working towards a society in which:

a. There is a common vision and sense of belonging by all communities
b. The diversity of people's backgrounds is appreciated and valued
c. Similar life opportunities are available to all
d. Strong and positive relationships exist and are developed in the workplace, schools and wider community.

The above concepts were developed by the Commission on Integration and Cohesion in its report 'Our Shared Future' which stated that community cohesion is promoted by individuals developing a 'sense of belonging' and this is defined by:

"Understanding their rights and responsibilities in relation to the place where they live Trusting that local institutions act fairly in arbitrating between different interests. 'Community' has a number of dimensions;

a. The school community – the pupils it serves, their families, the school's staff and governing body, and community use of the school's facilities and services
b. The community within which the school is located, including the city and local authority area
c. The UK community – all schools are by definition part of this community
d. The global community – formed by EU and international links."

School Statement:

At Hornsea School & Language College we build mutual respect through our school ethos, aims and values. We take positive steps to counter the effects of intolerance and harassment, and are continually working towards the central importance of making fair treatment visible and known to all communities. When we tackle inequalities we are aware of the need to present this as leading to fairer outcomes for all.

We are all aware of some significant barriers to building community cohesion such as mistrust, perceptions, lack of spaces for meaningful interaction and the time required to allow dialogue with positive outcomes.

The roles

The school is responsible for equipping students to live and thrive alongside people from many different backgrounds. We need to ensure that we:

1. Provide opportunities for interaction between pupils from different backgrounds
2. Consider how aspects of our work already supports integration and community harmony
3. Take stock of what has worked so far, for us and other schools and consider the scope for a more explicit focus on the impact of our activities on community cohesion

Main areas for action in promoting community cohesion

The school sets its ethos, aims and values at the centre of its main purpose, it works on fostering excellent and valued relationships between staff and governors, parents and their children and all agencies, community and local groups with whom it works.

1. Teaching, learning and the curriculum
To prepare our students for life in Modern Britain by teaching students to understand others, promoting common values, valuing diversity, promoting awareness of human rights and developing skills or participation and responsible action. Attending to disagreements and conflict situations with equity and fairness, with positive feedback to the parties involved and their parents.

These aspects will be promoted by all staff, throughout all subjects of the curriculum but especially through Religious Education, assemblies, Personal, Social, Health Education and Citizenship (delivered by our Life Studies curriculum), regular review of the policies, routines and systems for behaviour, conduct, rewards and sanctions.

2. Equity and Excellence
Providing equal opportunities for all to succeed, removing barriers to access and participation in learning activities and eliminating variations in outcomes for different groups.

The school will address these aspects by dealing with bullying and harassment and also by monitoring exclusion systems and behaviour policies to ensure that they do not discriminate against any groups.

By the systematic tracking of pupil's progress in academic subjects and emotional, social and behavioural development, we shall be able to monitor individuals and significant groups. Careful analysis of data and comparisons with other similar data nationwide will enhance and inform our understanding of aspects of success and areas for development for our school in the overall field of Community Cohesion. We will ensure that admissions to school codes, recruitment of staff and other staffing policies promote community cohesion and social equity.

3. Community Engagement

Providing the means for children, young people and their families to promote interaction with people from different backgrounds, including links with different schools and communities locally, across the country and internationally.

The school will meet these aspects through the planning of our curriculum, bring community representatives and visitors into our school, making visits to other communities, including trips and visits overseas so that students can experience and learn about different cultures at first hand, developing systems for listening to our 'Student Voice', working with parents and with other agencies. All of which can enhance the understanding for our pupils about diversity and the society in which we live now, thus developing the necessary skills in young people in order for them to become valued and valuable members of the future community in which they live.

Within our promotion of Community Cohesion, the awareness of PREVENT and an understanding of the risks is intended to address are both vital. Professionals within schools are expected to help to protect children from extremist and violent views in the same ways that they help to safeguard pupils from drugs, gang violence or alcohol.

For further information on PREVENT, please see the school's PREVENT policy which can be found via the school website https://www.hslc.co.uk/downloads/policies/prevent.pdf.