



Community Cohesion Policy

Community Cohesion

The DfE definition is: "... 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.

This policy aims to show how we at Sackville School will meet our duty to promote community cohesion.

Our school aims

In order to prepare all our students for living and working in a diverse and cohesive society we will work with our students to:

- encourage the development of a secure sense of their own identity, both as individuals and as part of the local, national and global communities of which they are a part;
- encourage open and positive attitudes towards diversity and the development of the skills, understanding and confidence to challenge prejudice, discrimination and stereotyping;
- support the development of the skills, knowledge, understanding and motivation they need to become active citizens who recognise their rights and responsibilities;
- ensure equality of opportunity, remove barriers to access and eliminate discrimination and harassment;
- strive to ensure they receive a broad and balanced education and succeed in reaching their individual potential at the highest level possible;
- provide opportunities for positive interaction and the building of relationships with people from a range of different backgrounds both in our local community and the wider society.

Our school context

East Grinstead is a medium-sized town surrounded by countryside but equidistant from London and Brighton. Students are drawn from 9 local primary schools plus students from Forest Row in East Sussex, Dormansland and Lingfield in Surrey and a large cohort from Edenbridge in Kent, which operates a selective system. There is a small but growing number of students from ethnic minorities, some of whom have English as an additional language. Although the town is largely 'middle-class', students come from the whole range of socio-economic backgrounds. There is a small turnover of students as parents move into or out of the area or change schools, but most pupils stay for at least five years.

Policy into practice

Teaching, learning and curriculum

We will:

- value diversity;
- promote shared values;
- promote awareness of human rights, how to apply and defend them;
- develop skills of participation and responsible action;
- integrate opportunities to discuss relevant issues across the curriculum;
- monitor and assess the impact of teaching, learning and the curriculum.

We will achieve this in the following ways:

Through our excellent pastoral system. Peer coaching and student voice are being used to break down barriers between year groups and are offering opportunities for student leadership (such as leading the plenary). Our tutor programme addresses community issues and year groups involve themselves in raising money for local charities.

All subject areas will be reviewed annually as part of our monitoring processes to ensure the curriculum promotes awareness of diversity, shared values, exploration of identity and human rights where appropriate and this will be monitored by Curriculum Team Leaders and the nominated Senior Leadership Team link. The PDC and B&V departments will also act as trail blazers in this area. In addition, the tutor activities that are undertaken weekly will reflect the aims of this policy, for example by focusing on human rights and associated issues.

Teaching methods will, where appropriate, encourage discussion, questioning and reflection, Philosophy for Children, collaborative learning etc. and this will be monitored through learning observations.

Our international school status and excellent international links provide students with the opportunities to exchange information and views with a range of national and global communities

Equity and excellence

In line with our Equal Opportunity Policy, data will be rigorously analysed to identify students at risk of underachieving and appropriate intervention strategies will be utilised. We will work collaboratively with our students during the annual faculty reviews to address barriers to achievement, and analyse the annual Kirkland Rowell surveys carried out to pinpoint areas for development as well as areas of strength. We will also survey and analyse student take up of enrichment activities to ensure that all groups of children are equitably represented to eliminate variations in experience for different groups.

Student Voice: The school has a high-level commitment to student voice. This expresses itself in student involvement in students planning and implementing learning walks and reporting their findings back to SLT, curriculum leaders and governors.

The process of student democracy is well developed and extends beyond the school to our promotion Omletts (an East Grinstead cluster SV group) and involvement in the county wide Youth Council. The school also promotes student leadership in many ways (e.g. senior students, sports leaders etc).

Engagement and Extended Services

We develop links with other schools (such as our feeder primaries, the WHISPS consortium and the Hazelwick Trust partnership and Millais Teaching Alliance) which are curriculum based and which encourage communication on a range of topics and allow us to share our engineering specialism. We maintain close relationships with the Youth Service, Police (PCSO) Health Service and many of these organisations contribute to our PDC curriculum. We also maintain and strengthen our links with parents by providing support classes.

We develop opportunities for consulting and engaging with students through our student voice structure, encouraging them to contribute to the evaluation and improvement of their school community. We regularly ask parents to comment upon the school and they are invited in to pass judgement on new school policies.

Roles and responsibilities

The governors will ensure that:

- the school complies with its duty to promote community cohesion.

The Headteacher will ensure that:

- this policy is readily available and that governors, staff, students and their parents know about it and are updated on its progress;
- all staff understand their responsibilities and receive appropriate support and training if necessary;
- this policy and its procedures are followed.
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All staff will ensure that:

- they have read the policy and understand their responsibilities;
- they promote equality of opportunity and positive attitudes to diversity in accordance with this policy and other relevant policies.

Deputy Head (Student Provision) will ensure that:

- practice in school supports the aims and procedures outlined in this policy;
- appropriate training is undertaken in order to support colleagues in carrying out their responsibilities;
- staff, governors, parents and students are kept up to date with relevant information;
- monitoring and assessment of the impact of this policy takes place.

Monitoring and assessment

- Subject leaders will monitor teaching, learning, resources and the curriculum in their subject area to ensure they meet the aims of this policy. This analysis will take place in Line Management meetings, following lesson observations and high profiles as well as scrutiny of work.