



Community Cohesion Policy

1 Introduction

1.1 The curriculum of Arbor Academy Trust aims to promote the spiritual, moral, cultural, mental and physical development of all pupils and prepare them for the opportunities, responsibilities and experiences of later life.

2 Aims and objectives

2.1 By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally.

2.2 We appreciate and value the diversity of people's backgrounds and circumstances.

2.3 We aim to provide similar life opportunities for all and where possible make reasonable adjustments

2.4 We promote tolerance and respect of all regardless of disability, special educational needs, race, religion and belief, gender, pregnancy/maternity, sexual orientation and gender reassignment

3 Community from the Arbor Academy Trust Perspective

3.1 For the Arbor Academy Trust, the term 'community' has a number of dimensions including:

- The school community – the pupils, their families and the school's staff;
- The community of Britain - all schools are by definition part of this community
- The global community – formed by EU and international links.

4 How the Arbor Academy Trust contributes towards community cohesion

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4.1 It is unlawful to discriminate directly or indirectly in recruitment or employment because of any of the nine "**protected characteristics**" in the Equality Act 2010. These are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.2 We consider ourselves responsible alongside parents/careers for equipping all pupils to live and thrive alongside people from many different backgrounds. The Trust's contribution can be grouped under three headings.

4.3 Teaching, Learning and the curriculum

- To teach pupils to understand others
- To promote common values and to value diversity
- To promote awareness of human rights and of the responsibility to uphold and defend them
- To promote tolerance and respect of all groups including those with the protected characteristics. (Ref to Equality Act 2010)

4.4 Equality and Excellence

- To ensure equal opportunities for all to succeed at the highest level possible
- To remove barriers so that all groups can access learning and wider activities

4.5 Engagement and Ethos

- To provide a means for children, young people and their families to interact with people from different backgrounds
- To build positive relations, including links with different schools and communities locally, across the country and internationally.

5 Examples of Community Cohesion within the Arbor Academy Trust

5.1 We are committed to building tolerance and respect (of all protected characteristics) in the Arbor Academy Trust. Our trust has a varied and relevant curriculum that develops pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities e.g. all children will go on school visits, visit a range of Places of Worship and/or experience workshops from a variety of cultures

5.2 We have a well-resourced Religious Education syllabus based on the local RE Agreed Syllabus. This develops knowledge, attitude and skills, in many of the areas at the heart of our community, including visits and assemblies delivered by local religious leaders.

5.3 Lessons across the curriculum are planned to promote common values and help pupils to value differences as well as challenge prejudice and stereotyping by not discriminating, harassing or victimising someone

5.4 Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English. All teachers will be given a 'Language of the Month,' which is displayed in each classroom.

We have brought in an international perspective to our curriculum with particular regard to connecting classrooms through the British Council and partner schools in the Waltham Forest area.

6 Engagement and Ethos

6.1 We seek to broaden the ways that we work in partnership with other schools, locally, nationally and globally. We aim to develop this relationship through exchange visits or through the Internet. Sharing facilities also provides a means for pupils to interact for meaningful intercultural activities, such as sport and drama.

6.2 Good partnership activities with the local and wider community might include:

- Working together with community representatives
- Ensuring that the pupil voice is heard and able to effect change.
- Maintaining strong links and multi-agency working such as the youth support service, the police and social care and health professionals
- Engagement with parents via coffee mornings, 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, ICT and English for speakers of other languages classes

7 The Local Community

7.1 Our Curriculum takes into account how different communities may live within rural, suburban and urban areas, through visits and residential.

7.2 We ensure that children are aware of national and local events that affect people's lives.

7.3 We learn how different communities celebrate festivals within Britain, e.g. Eid-Al-Addha, Ramadan, Eid-Al-Fittr, Diwali, Chinese New Year, Christmas, Harvest, Passover.

8 The Global Community

8.1 Links are established locally and also internationally through;

- A professional story teller who works closely with a school in India
- By providing opportunities for children to raise funds to support local charities

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as well as annual events including Comic Relief, Children in Need and Sports Relief

- By providing opportunities for children to participate in projects with schools in the local area and Afghanistan through the British Council
- The geography curriculum which informs children of life styles around the world

8.2 Charity events are organised to support children around the world, Children learn why they are raising funds. E.g. Carol singing for Christmas, recycling clothes to support natural disasters.

9 The role of governors

9.1 The Local Governing Body is legally responsible for ensuring the promotion of social cohesions and the Executive Headteacher is responsible for ensuring that the duties are fulfilled within school.

9.2 On a regular basis our governors will consider:

- The trust' impact on the community i.e. is the school exacerbating divisions or challenging them and breaking them down
- How each school uses its own data around bullying and racist incidents to inform provision and school development
- Whether they serve the wider community and help bring pupils and parents together
- How representative the local governing body is of the local community and pupils backgrounds
- What each school can do to create an ethos of inclusion in which divisions and intolerance of others is unacceptable
- How each school actively promotes understanding and dialogue between different groups, do they work in partnership with community and faith leaders
- Any social problems which might impact adversely upon the school and how they have sought to engage key partners
- Whether they have accessed support and good practice from within the local authority to promote social cohesion and what additional support is available.

10 Monitoring and review

10.1 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.

Each school within the trust 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 behavior and discipline policies in place to deal with this.

The Trust admissions criterion emphasizes the importance of admission arrangements that promote community cohesion and social equity.

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Signed:

Date:

Date of review: February 2017