



COMMUNITY COHESION POLICY

Date of Last Review: February 2016

Date of Next Review: February 2019

Responsibility: Mrs H. Suman

Advisory Body Signature:

Reference to community cohesion in previous OFSTED framework;

The curriculum for all maintained schools should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Schools have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups.

Reference to community cohesion in OFSTED framework;

*The most important purpose of teaching is to raise pupils' achievement. Inspectors consider the planning and implementation of learning activities across the whole of the school's curriculum, together with teachers' marking, assessment and feedback to pupils. They evaluate activities both within and outside the classroom. They also evaluate teachers' support and intervention strategies and the impact that teaching has on the promotion of pupils' **spiritual, moral, social and cultural development**. This judgement takes account of a range of evidence about behaviour and safety over an extended period. This evidence may contribute to inspectors' evaluation of how well the school promotes pupils' **spiritual, moral, social and cultural development**.*

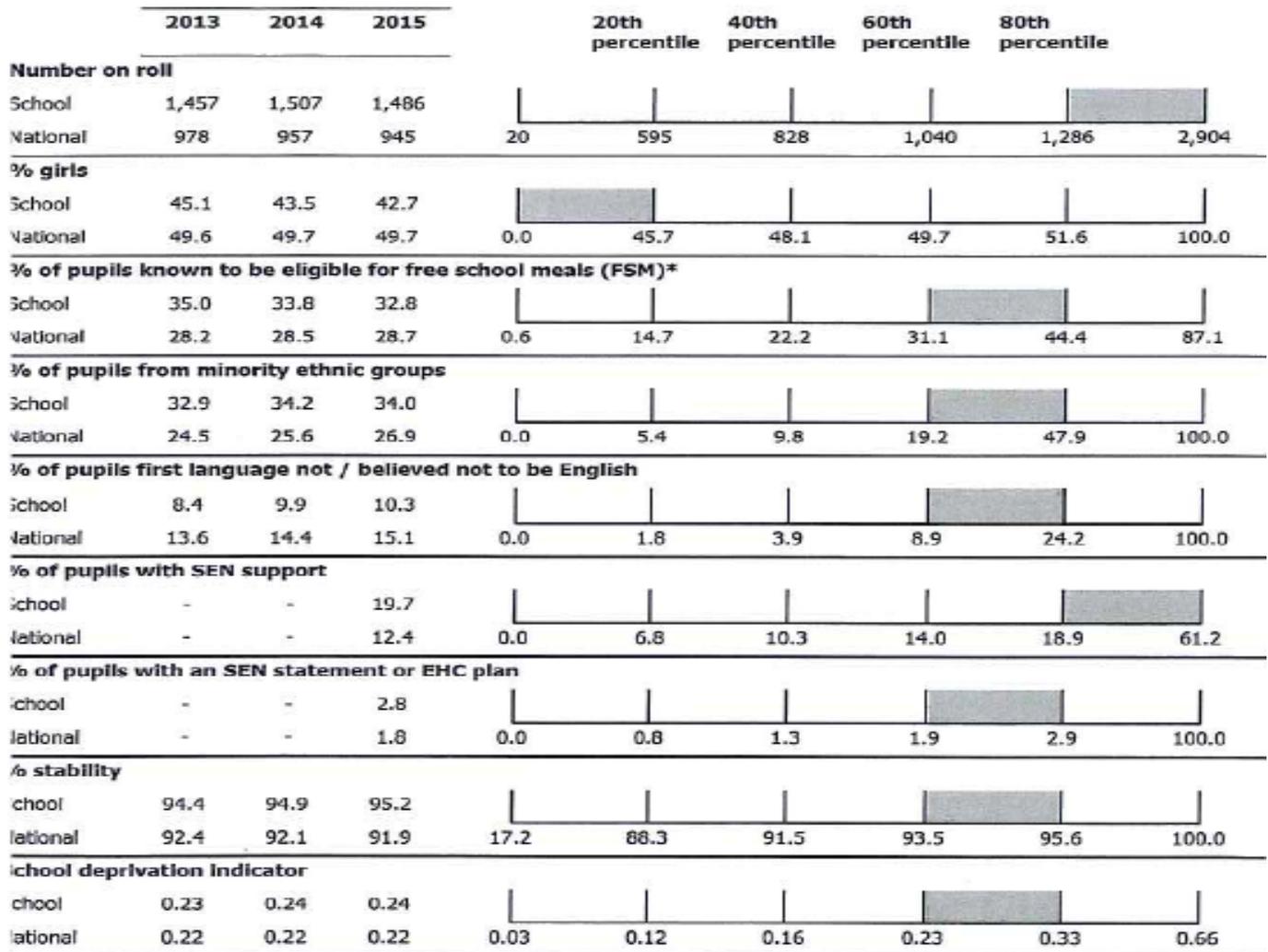
When evaluating the behaviour and safety of pupils at the school, inspectors will consider:

- pupils' behaviour towards, and respect for, other young people and adults, and their freedom from bullying, harassment, and discrimination (This may include cyber-bullying and prejudice-based bullying and language related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability as defined in the Equality Act 2010.)

Inspectors will consider the extent to which leaders and managers:

- provide a broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential and make progress in their learning, and promotes their good behaviour and safety and their spiritual, moral, social and cultural development
- engage parents in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development

Our schools context: taken from 2015 RAISE online data



The community we serve: urban, mixed faith, multi-cultural, outer London, % FSM

Our main challenges as a school:

The majority of Ravensbourne students are curious about the world around them and eager to engage with new experiences and ethical issues and are respectful of others feelings and values. As a school we need to ensure that all students are challenged to think more deeply about issues of importance to them now but also those issues that will matter to them in the future and to the wider community. In a busy curriculum we need to ensure that every student is given the tools and time to reflect on these issues and reassess their personal values in the light of experiences and develop a clear sense of self and principled values for life.

Most Ravensbourne students display a readiness to empathise and challenge limitations and discrimination placed on others in the community. They show a willingness to participate actively. The challenge is to continue to develop this attribute so all students understand the interdependence and diversity of an increasingly complex society and exercise responsibility in understanding fully the consequences of their actions. In turn, that can be turned in to positive action for the future.

Community Cohesion at TRS:

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. Community cohesion means a society in which similar life opportunities are available to all and in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

For The Ravensbourne 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 adjoining school community – the Primary and Secondary schools within the Trust; it's pupils, families and staff 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 community of Britain - all schools are by definition part of this community;
the global community – formed by EU and international links.

School Aims:

- To prepare all our pupils for living, studying and working in a diverse and cohesive society;
- promote discussion of a common sense of identity, and support diversity, showing students how different communities can be united by shared values and common;
- 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.

Roles and responsibilities:

The duty to promote community cohesion is explicitly placed on The Advisory Body of schools. Within each school, it is for The Advisory Body to discharge this function as part of its leadership and management role, leading the school and involving the pupils in the promotion of community cohesion.

The members of The Advisory Body will ensure that:

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

The Head Teacher will ensure that:

- this policy is readily available and that The Advisory Body, staff, pupils 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.

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.
- that efforts are made to develop projects with local agencies to promote cohesion within the surrounding area.
- they look for opportunities to share resources, facilities and learning between The E21C Trust and other local partner community groups.
- they enhance positive relationships between The Ravensbourne School and other local Primary School partners.

The Assistant Head Teacher/Lead teacher of ECM will ensure that:

- practice in school supports the aims and procedures outlined in this policy;
- they undertake appropriate training in order to support colleagues in carrying out their responsibilities;
- that staff, The Advisory Body, parents and pupils are kept up to date with relevant information;
- monitoring and assessment of the impact of this policy takes place.

Policy into practice:

Teaching, learning and curriculum – subject areas will be reviewed every three years to ensure that the curriculum promotes awareness of diversity, shared values, exploration of identity and human rights where appropriate and this will be monitored by heads of department. Subject areas will teach pupils to understand others, to promote common values and to value diversity. They will promote awareness of human rights and the responsibility to uphold and defend them, and to develop the skills of participation and responsible action. Our curriculum will promote common values and builds pupils’ understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.

For instance:

- Lessons across the curriculum will promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in philosophy and ethics 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 fieldwork, visits and meetings with members of different communities.
- Encouragement of international relationships between The Ravensbourne School and foreign partner schools; developed through international and language clubs, school exchanges and skype video discussions.
- Development of ECM theme days and assemblies to support an awareness of diversity and opportunities to reflect and explore their personal values and opportunities for active participation
- Support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
- Student Leadership programmes that provide an effective voice and involvement of pupils in the governance and organisation of the school in a way that teaches them to participate in making a difference in school and their local community.

Equity and excellence:

TRS will provide equal opportunities for all to succeed at the highest level possible, removing barriers in order to access and participate in learning and wider activities. This will eliminate variations in outcomes for different groups.

For instance:

- Ensure equal opportunities for all pupils across all Key Stages
- Remove barriers in order to access and participate in learning and wider activities, for example provide core skills to support literacy

- Provide a range of vocational learning experiences and a development of PLTS through activities such as Star Skills
- Collect and interrogate hard and soft data to identify areas of concern
- Work to eliminate variations in outcomes for different groups
- In line with our Equalities Policy, data will be rigorously analysed to identify pupils at risk of underachieving and appropriate intervention strategies will be utilised
- Working collaboratively with our pupils/students to form focus groups to address barriers to achievement

Engagement and Extended Services:

TRS will provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations. This will include working with different schools, both within and outside of the Trust, and communities locally, across the country and internationally.

For instance:

- Provide opportunities for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships
- link with different schools and different communities including E21C Trust Primary schools
- provide extended services to the community
- link with local organisations
- provide opportunities for pupils and their families to take part in activities and receive services which build positive interaction
- Develop links with other schools which are curriculum based and which encourage communication on a range of topics
- Develop opportunities for consulting and engaging with pupils, encouraging them to contribute to the evaluation and improvement of their school community
- Conduct intergenerational projects

Monitoring Equity and excellence:

TRS secures 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.

Progress can be evaluated by analysing assessment results to keep track of the relative performance of different groups and to tackle underperformance by any particular group. In line with existing duties, all schools should have effective approaches in place to deal with 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.

Monitoring:

- Student focus groups at KS3 & 4
- Raise On Line report
- Forms of ECM feedback

Examples of how TRS are implementing Community Cohesion:

- Links are built into SOW
- Students work together on joint projects
- Student leadership programmes that unite pupils across Key Stages
- Meaningful interaction is promoted, e.g. through sport or drama
- Sharing use of facilities
- Working with community representatives
- Mentoring in the school
- Pupil voice affects change
- Multi-agency working
- Working alongside Trust primary schools
- Charity work
- Engagement with parents through evening events, courses, liaison work
- Extended services
- Assemblies which promote shared understanding, including Remembrance/Holocaust Memorial Day
- Support for learners
- Theme Days
- Life skills promoted through activities such as Star Skills
- Newsletters home
- Promotion on website
- Opinion gathering surveys
- Out-of-hours activities and clubs
- Saturday clubs
- Breakfast clubs
- Premises letting
- Trips – local, national, international
- International links with foreign schools
- RE curriculum
- MFL TAs
- People and Planet
- Staff training
- Uniform
- WRL