



BURSCOUGH PRIORY SCIENCE COLLEGE



COMMUNITY COHESION POLICY

This policy aims to show how, at Burscough Priory Science College, we will meet our duty to promote Community Cohesion. Review of the policy will generate points for action, which will be incorporated into our School Development Plan.

SCHOOL CONTEXT

The school is a mixed 11-16 community comprehensive school of 720 students serving Burscough and the surrounding villages. Approximately 65% of the students come from Burscough, and the socio-economic background is varied, covering rural, semi-rural and urban locations. The school has a low index for deprivation and attracts students from a wide area. The number of FSMs is currently 6.8%. The average multiple deprivation index is B, with health D and crime A. Overall, the students come from wards with middle ranking levels of deprivation.

The school is a specialist Science College, designated in September 2004 and redesignated in September 2008. One of the main challenges the school faces when dealing with Community Cohesion is the fact that there is very little ethnic or cultural diversity in Burscough and its surrounding area, so there is currently little opportunity for face to face integration.

DEFINITION

This Policy takes the term 'Community Cohesion' to mean a vision, shared by all stakeholders, of a society to which everybody senses a strong feeling of belonging and in which every individual will have equal access to life opportunities. As the school serves a predominantly monocultural population, we will need to consider how to provide our students with the skills necessary to live with and deal with the differences of those from diverse backgrounds.

AIMS

In order to prepare all our students for living and working in a diverse and cohesive society, in the various ways listed in the 'Roles and Responsibilities' and 'Policy into Practice' sections of this policy, the school will:

- Encourage all students to develop 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.
Area(s) for development:
 - Seek further community links.
 - Continually reinforce messages of diversity, inclusion and global citizenship through wall displays, teaching materials etc.
 - Recognise and promote religious festivals from different belief systems.
- Encourage open and positive attitudes towards diversity and the development of the skills, understanding and confidence to challenge prejudice, discrimination and stereotyping.
Area(s) for development:
 - Continually reinforce messages of diversity, inclusion and global citizenship through wall displays, teaching materials etc.
 - Continue to educate students, staff and parents/carers on an ongoing basis.
 - Seek links with school(s) in a different community.
- Support the development of the skills, knowledge, understanding and motivation students need to become active citizens who recognise their rights and responsibilities.

Area(s) for development:

- Continually reinforce messages of diversity, inclusion and global citizenship through wall displays, teaching materials etc.
- ensure equality of opportunity, remove barriers to access and eliminate discrimination and harassment.
- Area(s) for development:
- Incorporate training on equality into the INSET programme.
- Strive to ensure that students receive a broad and balanced education and succeed in reaching their individual potential at the highest level possible.
Area(s) for development:
 - Continue to use data available to monitor and assess learning and use this to inform future curriculum.
- Provide opportunities for positive interaction and the building of relationships with people from a range of different backgrounds, both in our local community and in the wider society.
Area(s) for development:
 - Seek links with school(s) in a different community.

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.

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, including the Gender Equality Policy, the Race Equality Policy and the Disability Equality Statement.

The Senior Leadership Team and a governor 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;
- staff, governors, parents and students are kept up to date with relevant information;
- monitoring and assessment of the impact of this policy takes place.

POLICY INTO PRACTICE

(I) TEACHING, LEARNING AND CURRICULUM

All subject areas will be reviewed regularly to ensure that the curriculum promotes awareness of diversity, shared values, exploration of identity and human rights. Opportunities to promote the above will be incorporated into the curriculum at appropriate points and will be monitored by subject leaders. In order to enable all students to engage with the aims specified in the 'School Aims' section of this policy, they will have access to a wide variety of learning opportunities in different subject areas, as well as specific lessons focusing on the following topics during Life Studies lessons:

| KEY STAGE 3 | KEY STAGE 4 |
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| <p><u>YEAR 7</u></p> <ul style="list-style-type: none"> • Bullying • Family relationships • Assertive behaviour (non-aggression) • Parliament and government • Elections and voting <p><u>YEAR 8</u></p> <ul style="list-style-type: none"> • Rights, responsibilities and laws • Personal relationships • Society and change • Stereotypes, prejudice and discrimination • Racism • Politics (how to become involved) • Human rights <p><u>YEAR 9</u></p> <ul style="list-style-type: none"> • Parenthood • Attitudes to sex • Decision making • Self-assessment • Democracy • International relations • Parliament and government | <p><u>YEAR 10</u></p> <ul style="list-style-type: none"> • Conflict resolution • Racism • Forms of government • 'World Village' <p><u>YEAR 11</u></p> <ul style="list-style-type: none"> • Family life • Marriage, separation and divorce • Relationships • Teenage pregnancy and lone parenting • Sexual responsibility • Meaning of life • Sustainable development • Globalisation • Family and society |

In addition, below are some examples of the ways in which the intended outcomes will be measured and assessed across the curriculum:

- Evidence of valuing diversity will be found across the school in teaching materials, subject area wall displays, enforcement of the classroom rules and adherence to the behaviour policy.
- The promotion of shared values will be evident from lesson observations, wall displays and assemblies.
- Covertly within the day to day running of the school, the ethos will reflect awareness of human rights (as well as the topic being overtly taught in Life Studies).
- Skills of participation and responsible action will be developed and encouraged in all subject areas. Teaching methods will, where appropriate, encourage discussion, questioning and reflection, and will offer opportunities for collaborative learning. This will be monitored through planning documentation and lesson observations.
- Student voice questionnaires and Assessment for Learning opportunities will allow students input to discuss relevant issues across the curriculum.
- The input of teaching, learning and the curriculum will be monitored and assessed by subject leaders via lesson observations and the scrutiny of resources. The sharing of ideas will be encouraged within and across subject areas.

Staff will receive relevant training and support to ensure they feel confident in promoting discussions around sensitive issues.

(II) EQUITY AND EXCELLENCE

In line with our Disability Equality Statement and our Gender Equality and Race Equality Policies, data will be rigorously analysed to identify individual or groups of students at risk of underachieving and appropriate intervention strategies will be employed. Data such as internal and external examination and assessment results and Key Stage 4 Choices will be evaluated, taking into account ethnicity, gender, SEN records and disability.

Job application data will also be monitored in accordance with the above, to ensure equality of opportunity for all applicants. The best candidate for the post will be appointed in every case. Those responsible for recruiting new staff are trained to take full account of race equality legislation and other legal requirements.

A system for monitoring and dealing with racist incidents and reporting these to the Local Authority is embedded within the school. All staff are aware of the procedure to be followed in the event of a racist incident taking place. Records are used to inform policy, curriculum and behaviour management. Other forms of anti-social behaviour, including bullying, harassment and any discrimination will also be dealt with proactively and much work has been completed in this area over the last 18 months.

The school will remove barriers to enable access to learning and wider activities through student voice and the involvement of services such as Aim Higher, Re-Engage and Connexions.

High standards will be set for the attainment of all students, regardless of ethnicity, gender or disability. Internal assessment, Local Authority and Fischer Family Trust data and individual student reviews are to be used to set SMART targets for all students.

(III) ENGAGEMENT AND EXTENDED SERVICES

In order to educate students to make informed decisions, affecting their own lives and the lives of others in their community, we will continue to invite visitors into school to talk to our students. Visits during Life Studies lessons include:

- Police – drug awareness
- Police – vandalism
- Lancashire Safer Travel Unit – safety on buses
- School nurse – sex education

The police will also be invited to attend student council meetings to develop mutual understanding and to allow students the opportunity to develop communications and to make a valued contribution to the local community.

The school will develop curriculum based links with other schools to encourage communication on a range of topics and continue to link with schools in Europe in order for students to develop their understanding of other cultures. Currently on offer are: penpal/e-pal links with Europe; opportunities for students to participate in a French Exchange in Year 9, living as part of a French family and attending some lessons in a French school; and a visit to Paris in Year 8, enabling students to interact with French people and discover more about French culture. Further links will be sought following the decision to make Spanish the primary modern foreign language taught at Priory.

The Science Enrichment Coordinator will continue to provide activities for students and the local community as part of the specialist school initiative.

As part of the geography GCSE course, students visit, and will continue to visit, the Brookhouse area of Blackburn to study the cultural diversity of an area very different to their own.

The school also has, and will continue to develop, strong links with the local colleges and organisations such as the Army, who will come into school to support enterprise activities. In addition to this, the school works closely with local employers, who allow students to carry out work experience at their businesses and who will also help out with mock interview evenings at school. Young Enterprise also enables school to initialise relationships with local businesses by contacting them for their support on our behalf and the school will continue to build on both new and established relationships with local companies.

Further local community links are currently being sought by the Head of Life Studies and the staff involved in the development of the Science College.

MONITORING AND ASSESSMENT

The school's development/improvement planning process will be the main vehicle for implementing the policy.

In order to monitor the implementation of the policy and to assess the impact it will have on students, staff and the community:

- Community related events will be reported to students, parents/carers and the local community via school newsletters.
- The progress made in areas highlighted as being in need of development within the 'School Aims' section of this policy will be evaluated.
- Events and links relevant to the promotion of Community Cohesion will be included within each departmental Self Evaluation.
- End of topic assessments will be used in Life Studies to assess students' understanding. The results will be evaluated to inform future planning.
- The impact of the promotion of the three areas of Community Cohesion will be unmistakable through the ethos of the school.
- Evaluations will be produced annually and reviewed by the Leadership Group, nominated governor and the governors' Teaching and Curriculum Committee.

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