



HEARTS ACADEMY TRUST

# Community Cohesion Policy

**Adopted by the Trust: January 2018**

**To be reviewed: January 2021**

HEARTS Academy Trust is committed to providing a happy, caring and safe learning environment for all within a values led context, where everyone feels valued and grows in confidence and independence.

We promote **HAPPINESS** through a creative, exciting and practical curriculum, which generates a love of, and interest in, learning and a resilience and hope which supports us through challenging times.

Great value is placed on pupils' self **ESTEEM** which is developed through a positive and motivated attitude to learning, a healthy lifestyle, good social skills, self-discipline and a positive self-image.

We promote the highest standards of **ACHIEVEMENT** in all areas of the curriculum and help all pupils to fulfil their potential regardless of gender, race or ability.

We foster **RESPECT and RESPONSIBILITY** for all by establishing good relations between the school, home and community. Pupils are taught respect for themselves, others and the environment. They are also taught to take full responsibility for their own choices and responsibility for themselves and their community.

We encourage **TRUTH** and honesty in all aspects of school life – relationships, work and the curriculum and learn to trust and accept others' individuality and uniqueness.

We develop **SPIRITUALITY and SERVICE** so that calm, quiet, reflective times which support deep thought are part of school life and beauty is appreciated. We promote a service culture that reflects our duty to support and show compassion to all members of the community and not just ourselves.



*Children at the HEART*

## Community Cohesion Policy

### Introduction

This policy is a statement of the aims, principles and approaches taken to contribute to Community Cohesion at HEARTS Academy Trust schools. Community cohesion is vital in any society in order to protect and safeguard the core values which we promote as a Trust. These values, when embedded in principle and practice develop peoples' ability to work together **happily**, constructively, **confidently** and with **respect** and **honesty** in order to continually improve our community at all levels, as well as prevent extremism and discord between ethnic and religious groups. Core values at Wickford Church of England are based on Christian values and the HEARTS schools embrace these.

### Aim of the policy

This policy explains the key part that HEARTS schools have to play in promoting community cohesion.

### Principles of community cohesion

Community cohesion is defined in the document "Duty to promote Community Cohesion –final guidance for schools" (F Mignioulou 14.8.07) as follows:

#### Community Cohesion is about working towards a society in which

- There is a common vision and sense of belonging by all communities.
- The diversity of peoples' backgrounds and circumstances is appreciated and valued.
- Similar life opportunities are available to all.
- Strong and positive relationships exist and continue to be developed in schools, in the workplace and in the wider community.

#### Community from a school's perspective

For schools, the term "community" has a number of different dimensions including

- The **school community**-the children and young people it serves, their parents, carers and families, the school's staff and Governance, and community users of the school's facilities and services.
- The **community within which the school is located** –the school in its geographical community and the people who live and work in that area. This applies not just to the immediate neighbourhood but also to the town or Local Authority within which a school is located; In addition to this is our own network of communities such as the local cluster of schools within our local areas and Trust.
- The **UK community** - all schools are by definition part of this community.
- The **global community** – formed by European and International links, promoted by an interesting and varied curriculum.
- The **church community** – all schools have links with local faith groups and these are represented at Trustee level and for some schools at Local Advisory Board level. At

Wickford Church of England School, the LAB meetings pay particular attention to the ethos of aims of the Christian faith.

### **Approaches taken at HEARTS Academy Trust**

Our schools, due to the nature of their location serve a predominantly white British population with a growing population of people from other backgrounds. It is therefore important to give pupils opportunities to learn with, from and about those from different backgrounds.

### **Teaching and Learning and the curriculum:**

Helping pupils to learn to understand others, to value diversity whilst promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

### **Equity and excellence**

To ensure equal opportunities for all to succeed at the highest possible levels, striving to remove barriers to access and participation in learning groups and wider activities and working to eliminate variations in outcomes for different groups.

### **Engagement and extended services**

To provide reasonable means for children, young people, their friends and families to interact with different people from different backgrounds and build positive relationships: including links with different schools and communities. This includes the provision of extended services with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

### **This is achieved by:**

#### **Teaching and learning and the curriculum**

- Teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them.
- Planning lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping.
- A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits, visitors and meetings with members of different communities e.g. our strong international partnerships with Tanzania, Kenya, Finland, Sweden, Italy, Portugal, Denmark, Germany and Poland.
- Providing support, when necessary, for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.
- Assessing the progress of all pupils, paying attention to the progress of vulnerable groups, ensuring any gap in progress is increasingly narrowed.

#### **Equity and excellence**

- A focus in securing high standards of attainment for all pupils irrespective of ethnic background or socio-economic status.
- Removal of barriers to access and participate in learning activities and eliminate variations in outcomes for different groups.

- Effective and robust policies and practices in place to deal with incidents of prejudice, bullying and harassment. Prevent training is widely

## **Engagement and extended services**

### *School to school*

- Creating partnership arrangements to share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds.
- Building links into existing schemes of work and grounded in the curriculum with pupils working together on a joint project or activity.

### *School to parents and community*

- Working with members of the community by encouraging them to visit schools to work with pupils.
- Achieving strong links and multi agency working between the schools and other local agencies such as CAMHS, police, health advisors, social care.
- Engagement with parents through e.g. open days, curriculum events, parent and child courses and other events.
- Provision of extended services and community use of facilities for activities that take place out of school hours, including adult and family learning.
- Engagement with the Local Advisory Board and Parent Fundraising groups through meetings and social events linked to the schools.

## **Monitoring and evaluation**

The Local Advisory Board with the support of the Head of School will monitor the application and impact of this policy and take appropriate steps to ensure that it is operating effectively.

The policy will be reviewed every three years by the Local Advisory Board and steps will be taken to improve and address issues arising from evaluation. These will be written into the school improvement plan, subject leader action plans or tackled immediately depending on its scale of importance.