



Cardinal Griffin Catholic College

Policy on Community Cohesion

Reference: CGCCPOL054

Statement of Intent and purpose

The purpose of this policy is to ensure that the college not only complies with legislation, but that all who work and learn in the college understand and can demonstrate their commitment to the community. This includes the college community (encompassing members of the wider community involved in and/or facilitating the college's activities), the community within which the college is located, the UK community and the global community. This is clearly identified in the college aims.

Main Every Child Matters Outcomes

- Staying safe, enjoying and achieving, making a positive contribution

Preventing Extremism

We define extremism as:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

We believe that:

There is no place for extremist views of any kind in our college, whether from internal sources – students, staff or governors, or external sources - college community, external agencies or individuals. Our students see our college as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a college we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.



Therefore we ensure that:

We provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

Promotion of British Values

Since November 2014 all maintained schools have had a duty to promote fundamental British Values. In line with our commitment to that:

- We will encourage all pupils to regard people of all faiths, races and cultures with respect and tolerance,
- We will enable students to develop their self-knowledge, self-esteem and self-confidence,
- We will enable students to distinguish right from wrong and to respect the civil and criminal law of England,
- We will encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the college and to society more widely,
- We will enable students to acquire a broad general knowledge of and respect for public institutions and services in England,
- We will further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures,
- We will encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

As a result we expect that our students will have:

- An understanding of how citizens can influence decision-making through the democratic process,
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety,
- An understanding that there is a separation of power between the executive and The judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence,



- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law,
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour, and
- An understanding of the importance of identifying and combatting discrimination.

Who was Consulted in Formulating the Policy?

In formulating the policy, governors, staff, pupils, students, parents and representatives of community groups, including the local Catholic parish churches, were involved in auditing the school's current approach to promoting community cohesion. Staff and governors studied relevant guidance (see resources listed below), including making contact with other schools through the Schools' Linking Network, with a view to enhancing productive links with schools in different contexts both in the United Kingdom and abroad.

Vision

As with all school policies, this policy should be read in conjunction with the School Mission Statement. The principles underpinning the policy are the same as those that inform the Mission Statement. That is:

- Love of our neighbour
- Reconciliation
- Respect and value of the individual
- Recognition of human potential for good

This policy has relevance to all other statutory policies.

Roles and Responsibilities of the Headteacher, other Staff and Governors

The Headteacher will ensure that:

- All staff understand their responsibility to promote community cohesion relevant training is organised for staff and governors the curriculum, both during and beyond the school day, maximises opportunities to promote understanding, engagement and positive action pupils have equality of access the ethos and curriculum of the school prepare them to make a positive contribution in a richly diverse society,
- Extremism of any kind is tackled appropriately in line with the behaviour policy for pupils and the staff code of conduct / disciplinary policy for staff,
- The governing body is advised about what is in place and what is planned,
- The governing body has opportunities to use its knowledge of the local, national and global community in the process of planning, monitoring and evaluation,



- Opportunities for meaningful and continuous interaction between pupils and the community beyond the school are recognised and nurtured,
- The school fosters an awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality,
- Barriers to access, participation, progression, attainment and achievement are minimised/ removed.

Teaching and Support Staff will:

- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping,
- Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups,
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures,
- Promote attitudes and values that will challenge prejudice, discriminatory behaviour, assumptions and stereotyping,
- Respond quickly and effectively to any incidents of prejudice, bullying and harassment,
- Strengthen individual and collective skills to deal positively and confidently with change,
- Provide opportunities for pupils to identify and develop shared interests among members of different social groups,
- Emphasise the interconnectedness and interdependence of society members at local, regional, national and global levels, with particular focus on the universality of the Catholic Church.

Pupils, Parents and Carers will be consulted regularly on the effectiveness of all aspects of the policy. They will be involved in monitoring the implementation of the policy and invited to suggest ways to enhance it. They will be expected to promote positive attitudes to diversity and to promote the college in the community.

The Governing Body will:

- Ensure that the school complies with the legal duty to promote community cohesion,
- Endeavour to reflect the community served by the school in its composition,
- Promote the integration of community cohesion with other national priorities such as the Every Child Matters Outcomes, personalised learning, narrowing the gap and extended services,
- Play an active role in planning, monitoring implementation and evaluating the impact of the community cohesion strategy.



Arrangements for Monitoring and Evaluation

The Governing Body will review evidence presented by staff in reports and gathered by governors on visits and seek to validate the judgements suggested in the SEF.

Appropriate evidence could include:

- Membership profile of governing body,
- Pupil profile compared to community profile,
- Analysis of the local social problems that impact negatively on the school, and of who else is working with the school to address them,
- Analysis of attainment, attendance and exclusion by gender, ethnicity, SEN, children who speak English as an additional language, child carers, looked after children,
- Analysis of bullying data and the effectiveness of responses to bullying,
- Statements of values, principles and aims in the prospectus,
- Availability of key documentation in community languages,
- Signage in community languages,
- Reports by staff and governors involved in auditing statutory policies such as equal opportunities, pupil discipline, admissions,
- Reports of exchange visits and evaluations by pupils, parents and carers,
- Analysis of surveys of staff, pupils, parents and carers, such as asking pupils' views on how well they get on with different groups within the school and local community,
- Analysis of parental engagement in school activities,
- Participation rates by different groups in extended services and reports on impact,
- Press reports of pupil/community interaction,
- School assembly themes,
- Summaries of lesson observation, scrutiny of teachers' planning and pupils' work,
- School development plan,
- Curriculum plans,
- Complaints and compliments from the local community.