



Khalsa Secondary Academy

KHALSA SECONDARY ACADEMY POLICIES

Community Cohesion Policy (V4)

DATE APPROVED:	July 2013
DATE FOR REVIEW:	2015
APPROVED BY:	FULL GOVERNING BODY

Academic Year	Designated Staff Member	Designated Governor
2013 -2015	Rose Codling	Sarwan Jhattu

We are committed to maintaining a safe and positive environment that fosters an ethos of respect, honesty and helpfulness where students and staff of all faiths and none are valued and supported through the Academy's Sikh principles of Kirt Karna (Beyond the Academic); Nam Japna (Beyond the Individual) and Wand Chakna (Beyond Self).

Rationale

At Khalsa Secondary Academy we passionately believe that it is the duty of all schools to address issues of 'how we live together' and deal with differences however controversial and difficult they might sometimes seem. (The Diversity and Citizenship Curriculum Review, February 2007)

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006. Community cohesion lies at the heart of what makes a strong and safe community. It must be delivered locally through creating strong networks, based on principles of trust, and respect for local diversity, and nurturing a sense of belonging and confidence in local people. Effectively delivering community cohesion also tackles the fractures in society which may lead to conflict and ensures that the gains that communities bring are a source of strength to local areas.

Our Vision

Our vision recognises and celebrates the diversity within our catchment area and welcomes the contributions which different groups and individuals make to the community. Differences between groups of people can cause misunderstanding and friction. A key commitment of Khalsa Secondary Academy is to build and promote community cohesion within the school and wider community. Community cohesion incorporates and goes beyond the concept of race equality and social inclusion. A cohesive community is one where:

- there is a common vision and a sense of belonging for all communities
- the diversity of people's different backgrounds and circumstances are appreciated and positively valued
- those from different backgrounds have similar life opportunities
- Strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighborhoods.

Khalsa Secondary Academy is a Sikh faith school open to children of all faith and none. We acknowledge that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of all members of the school community, where everyone is equally valued and treats one another with care, kindness, respect and fairness. Pupils are provided with the opportunity to

experience, understand and celebrate diversity. We will work with Governors, staff, pupils, parents/carers and the wider community towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all pupils, employees, stakeholders and members of our local and global community should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

Our Values

Diversity is a strength; having many different groups, cultures, and faiths in our society makes us stronger. We should all work for greater respect and equality of opportunity between different groups, cultures, faiths and ages in our society. The different groups, cultures, faiths and ages in our society will benefit from meeting each other, listening to one another, and getting to understand each other more. We must all work to overcome disadvantage as it is a major barrier between communities, especially where it is experienced more by one group than another. Racism and prejudice undermine community cohesion and must be confronted.

Partnerships with parents, Governors and the wider community are essential to promote equality, diversity and community cohesion. The health, well-being and cohesion of our local community are important to us.

By valuing and championing diversity, we lead the way in good practice and set an example for others to join us. That is why we have developed this policy to ensure that we create an environment where everyone is respected and treated equally.

Aims and Objectives

Our Community Cohesion Policy will be reviewed on an annual basis.

- We will work with stakeholders to identify key developments and joint projects to ensure effective community cohesion is core to all the work of Khalsa Secondary Academy and thus support the development and regeneration of the wider community.
- We will ensure that through our partnership work we develop links and work alongside other schools and organizations from the local community, from the wider community and internationally to ensure children and young people have the opportunity to experience diverse cultural experience at first hand.
- The Governing Body will take positive steps to promote good community relations.
- We will work towards challenging any forms of prejudice towards groups and individuals.
- All teachers will be trained in promoting community cohesion through a diverse curriculum.
- We will assess the impact of our community cohesion programme to determine adverse or differential impact on groups or individuals.

How are we going to achieve this?

There are three distinct areas where our practice can contribute to Community Cohesion.

Teaching, Learning and the Curriculum

Promoting community cohesion through teaching, learning and the curriculum is clearly at the heart of Khalsa Secondary Academy's duty. The Guidance describes this as "helping children and young people to learn to understand others, to value diversity whilst also 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. Many

subjects, including Learning for Life, Citizenship, RE, History and Geography have direct relevance to promoting community cohesion.

Ethos of the School:

- Anti-bullying Policy
- Equal Opportunities Policy
- Inclusion Policy
- Behaviour Policy
- Peer projects i.e. 'Friends Against Bullying' (FAB)
- Volunteering & mentoring – Lead Learners, Volunteering Project
- Pupil Voice - Charities & Fundraising Forum
- Assemblies
- School Linking Project
- Extended Services Provision
- Personalised Learning Programmes - tailored to the needs of an individual child to ensure they are able to progress, participate and achieve their full potential

Access & Inclusion

SEN and Disability Access Policy

Admissions Policy

Evaluating progress/attainment of different groups

Tackling underperformance

Bullying, discrimination, racial incidents and behaviour monitoring

Pupils becoming active citizens

Healthy schools

Fair-trade school

Home/school agreement

Extended schools and services

Workforce Development

International Schools Programme

Special Events

Anti Bullying Week

Holocaust day

World Refugees week

Water Aid Fund Raising

Visits to places of worship

Creative Partnership Days

Cultural Awareness Activities - Cooking around the world/ Bollywood dancing– after school club

Spanish Trip

Visitors in school – assemblies, information gather trips, engagement of business leaders to enhance the curriculum and promote aspirations.

Equity and Excellence

We will strive to ensure that all pupils achieve their potential, irrespective of ethnic, socio-economic or other differences. This is already a clear focus for our school and is another important aspect of promoting community cohesion. We are committed to narrowing, and ultimately closing, the gap between the progress and attainment of children from different backgrounds and their peers.

Engagement and Extended Services

There are very strong links between developing Community Cohesion, the Every Child Matter Agenda and the Children and Young People's Plan particularly in the areas of parental involvement and safeguarding children. Children from deprived neighbourhoods, looked after children, disabled children, migrant children and unaccompanied asylum seeking children are more vulnerable to harm than others. Through the work of the Extended Services programme we will:

Support parents by:

- Providing an informal coffee morning during term time, with access to a Parents Support Adviser and EAL advice/help
- Having dedicated staff responsible for safeguarding and child protection matters, who work with parents to write Common Assessment Framework (CAF) Forms; attend Child Protection Plan and Core Group Meetings.
- Ensuring the needs of children with SEN or 'Looked After Children' are always championed through the SENCO;
- Providing a 'safe place to be' for children during and after the school;
- Promote adult learning when needed at the Academy.

Ensure the building and resources are available for use by the whole community by:

- Developing a lettings policy and opening hours which allow access by other community groups offering activities for our school community and the wider community at 'free' or reduced cost i.e. local Scout Groups etc.
- Encourage external services to use the facilities as a base for their statutory activities i.e. 'Fun & Fit Families'.

Ensure that children, young people and adults from Khalsa Secondary Academy and the wider community have access to 'lifelong learning' by:

- Providing in consultation with children and young people and in partnership with other service providers a wide variety of after school and holiday activities, for all children and young people from the local area.
- Providing in partnership with FE College's, and other adult learning organisations a programme of learning opportunities to enable parents and the wider community to gain L1 & 2 qualification in literacy and numeracy, ICT.
- Offering a variety of work placement opportunities i.e. classroom assistants, police officer

- Developing a volunteering programme for adults to work in school.

Further developing partnerships and links with:

- Local schools, community, voluntary and statutory organisations;
- Local business'
- Local Colleges
- Primary schools to support Yr6 transition, the Right to Read Project and the Big Write project to raise pupils aspirations through joint projects;
- Local youth workers
- The chaplaincy team
Local community forums
- Local Cluster – Extended Services Steering Group