

 <b>Kingsmead</b>	<b>POLICY TITLE:</b>	<b>Community Cohesion</b>
<b>Kingsmead Academy T/A Kingsmead School</b>		
<b>Committee/Person Responsible for Policy:</b>	Headteacher Curriculum, Learning & School Performance Sub committee	
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<b>Date of Last Review:</b>	Summer 2013	
<b>Next Review Due:</b>	Spring 2016	

For Kingsmead, the term ‘community’ has a number of dimensions including:

- **the school community** – the students, their parents, carers and families, the school’s staff and governing body 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 includes partner primary and secondary schools, local community and business partners, LA and outside agencies
- **the UK community** – national links and engagement with national initiatives and strategies
- **the global community** – formed by EU and international links

We accept the definition of community cohesion as meaning:

*‘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; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.’*

The main focus is cohesion across different cultures, ethnic, religious and socio-economic groupings and we support the four main strategic aims at national level which are:

- closing the attainment and achievement gap for groups within our communities
- developing common values of citizenship based on dialogue, mutual respect and acceptance of diversity
- contributing to building good community relations and challenge all types of discrimination and inequality
- removing the barriers to access, participation, progression, attainment and achievement

## **Teaching, learning and curriculum**

Kingsmead has a high standard of teaching, learning and curriculum provision that supports high standards of attainment, promotes shared values and fosters students' understanding, not only of their own mainly homogenous environment but also of the diversity within British society, recognising similarities and appreciating different cultures, religions or beliefs, ethnicities and socio-economic backgrounds.

Kingsmead's strong emphasis on international education and the global dimension, driven by the two specialist areas of languages and humanities is supported by our challenge day initiative, cross-curricular and cross-phase projects and embraced across the majority of curriculum areas.

There are opportunities across the curriculum to promote shared values and help students to value differences and to challenge prejudice, discrimination and stereotyping.

There are opportunities across the curriculum as well as in the new programmes of study for RE and PSHE.

Students' understanding of community and diversity is enriched through many local, national and international visits ranging from visits to local care homes to our links with Shireland Collegiate Academy and student exchanges with France, Germany and Zambia.

Kingsmead is committed to developing opportunities for students that foster community cohesion on a local, national and international level through face to face meetings with people of diverse backgrounds, ages and abilities.

In our fully inclusive school students have the opportunity to develop compassion and understanding towards those with additional needs and disabilities.

## **Equity and excellence**

Kingsmead is a fully inclusive school and aims to secure high standards of attainment for all its pupils. Progress is evaluated on department and whole school level. With RAISE online the school tracks the performance of all pupils to eliminate, where possible, variations in outcomes and examines the performance of groups including:

- Pupils with free school meal entitlement
- Statemented pupils
- Other pupils with AEN
- Pupils on the school's G & T register
- Pupils from ethnic minorities other than white British
- Pupils for whom English is not their first language
- Pupils in care or looked after

The school will work to remove identified barriers to access and participation in learning and extra-curricular activities. Within school, RAISE online will be used to provide an external view of the performance of groupings within the school community in support of our internal tracking procedures. Kingsmead is a fully inclusive school and its admission arrangements promote both community cohesion and social equity.

## **Engagement and extended services**

### **School to School**

Kingsmead promotes school to school community cohesion on a local, regional, national and international level. We share good practice, in particular through outreach work in our languages and humanities specialisms.

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Our students have the opportunity to meet and learn from other young people from different backgrounds, both within Britain through the Kingsmead-Shireland link and through our extensive programme of international visits and exchanges, including student exchanges with France, Germany and Zambia. Our achievement of the full ISA demonstrates our commitment to international partnerships.

### **School to parents and the community**

Good partnerships are promoted with parents and the local and wider community.

Regular parent consultations, open evenings and days, the School Society (Parent Teacher Association) and our governing body with representatives from both the local and wider community all contribute to community cohesion. Representatives from different local churches are invited to lead assemblies and we have links to the local business community through working with the EBP.

Student Voice is heard and able to effect change. It enables students to take responsibility and evaluate how well the school is building community cohesion.

Kingsmead has a commitment to multi-agency working between the school and other local agencies, such as social care and health professionals, the police, youth support service and Somerset Rural Youth Project. We are further committed to provide extended services for our community as detailed in our extended school development plan. Our SIP provides appropriate support and guidance for school development, including community cohesion which is placed within the broader context of community planning with the Children and Young People's Plan and the wider Sustainable Community Strategy.