



Al-Hijrah School Community Cohesion Policy 2009/2010

Date agreed by Governing Body: _____

Signature of Chair of Governors: _____

Signature of Head Teacher: _____

Policy Active from: _____

Review: _____





Al-Hijrah School

Community Cohesion Policy

RATIONALE

The Governing Body Al-Hijrah School is committed to promoting community cohesion in every aspect of school life. As all children, young people and staff can benefit from meaningful interaction, we will consider how to give our pupils the opportunity to mix with and learn with, from and about those from different backgrounds, for example through links with other schools and community organisations.

CONTEXT

From September 2007 schools are under a statutory duty (Education and Inspections Act 2006) to promote community cohesion. Most schools already consider this as a fundamental part of their role and already work in ways that promote community cohesion. Similarly, many local authorities are working to promote community cohesion and should also regard this as an area to support schools.

AIMS AND GUIDING PRINCIPLES:

Al-Hijrah School aims to contribute towards community cohesion by adopting the following as its guiding principles:

- **Teaching, learning and curriculum** – 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.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning 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, families and staff to interact with people from different backgrounds and build positive relations: including links with different schools and communities and the provision of extended service 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.





ACTIVITIES

The following activities are underpinned by the guiding principles referred to above:

- A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits, for example to places of worship, and meetings with members of different communities.
- Support for pupils for whom English is an additional language (EAL), and specific support for their teaching staff, to remove barriers to provide effective learning, enabling the pupils to be integrated and achieve the highest possible level in English.
- Assemblies that involve members of the local and wider community and promote the engagement of learners and shared understanding, as well as a school's ethos and values.
- Encouragement for learners to value diversity and develop a better understanding of UK society, for example by challenging assumptions and creating an open climate to address sensitive and controversial issues.
- Analysis of assessment results to keep track of the relative performance of different groups and to tackle underperformance by any particular group or the reintegration of excluded or self-excluded pupils into school.
- Entering into partnership arrangements with schools that serve different communities in our city, county, region or the world.
- Working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the pupils or to support learning by leading assemblies.
- Local engagement through links with community groups and organisations, enabling them to play a role in the school and encouraging pupils to make a positive contribution in the local area.
- Ensuring that the pupil voice is heard and able to effect change: by involvement of pupils in the governance and organization of the school (e.g. through a school council)
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the youth/child support services, the police, different religious groups and social care and health professionals.
- Developing links with work local learning providers and local employers.
- Placements for pupils in voluntary community based activities.
- Engagement with parents through curriculum evenings, teaching and learning activities such as parent and child courses, and family liaison work, tailored to suit the needs and requirements of the school and parents.





ROLES AND RESPONSIBILITIES

- The Headteacher, the Leadership Team and the Governing Body will have the responsibility to ensure the implementation of the Community Cohesion Policy
- Subject Leaders (where applicable) will ensure that teaching and learning in the curriculum reflects the aims and guiding principles of this policy
- All parents will have the right to be consulted, informed and asked to participate in the life of the school
- All pupils will have the right to be consulted, informed and have the opportunity to participate in all school activities
- The Governing Body and the Headteacher will ensure that the school complies with all relevant legislation
- The Governing Body and Headteacher will ensure that the Community Cohesion Policy and related procedures and strategies are implemented
- The Headteacher will ensure that all staff are aware of their responsibilities under the Community Cohesion Policy

LEADERSHIP AND MANAGEMENT

- The Governing Body and the Leadership Team will set a clear ethos, which reflects the School's commitment to its Community Cohesion Policy
- The Leadership Team will ensure that all staff contributes to the development and review of the Community Cohesion Policy. The school will ensure the involvement of governors and parents in the development of the Community Cohesion Policy
- The Leadership Team will ensure that the policy is reviewed bi-annually and amended when necessary
- The School's Community Cohesion Policy will be communicated to parents and pupils via the website, newsletter, parents evening, assemblies, PSHE and displays around school.

MONITORING AND EVALUATION

The Governing Body, the Leadership Team and all staff will review the Community Cohesion Policy bi-annually to take account of any legal or demographic changes. Any changes and developments in community cohesion will be regularly communicated to pupils, staff, governors, parents and visitors by:

- Monitoring progress on community cohesion and communicating it to governors, parents and students through meetings and the school newsletter
- Communicating what will happen if the Community Cohesion Policy is contravened



BREACH OF THE COMMUNITY COHESION POLICY

We will ensure that all Governors, staff pupils and parents are fully aware of the content of the policy/scheme and their responsibilities under it. Any action that constitutes or could be deemed to constitute a breach of the policy/scheme will be viewed seriously, investigated fully and could lead to action taken against those responsible.

