



HERSCHEL GRAMMAR SCHOOL

Community Cohesion Policy

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***Date for revision:** Annually

Responsibility: Finance & Staffing
Committee

Approved by full Governing Body

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*subject to any relevant changes in legislation or other appropriate guidelines

Rationale

At Herschel Grammar School we believe in a society where diversity is valued and where strong and positive relationships exist and are developed.

Herschel Grammar School is a multicultural / multi faith school set in Slough which is a town with a very diverse socio – economic background. Pupils also come to Herschel from the surrounding, more affluent areas.

Although Slough itself has significant racial tension at times pupils and parents recognise that the school is a thriving, cohesive community and all stakeholders work together to ensure this is promoted. We recognise that we also have a part to play in building a more cohesive society.

While our school is characterised by ethnic, cultural, faith and linguistic diversity we recognise we still have a responsibility to ensure that our pupils learn about an even wider cultural and community heritage, especially the wider community of the UK and the global community.

Community Cohesion at Herschel Grammar School is defined as creating 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.

Aims

In order to prepare all our pupils for living and working in a diverse and cohesive society we will work with our pupils to:

- encourage the development of a secure sense of their own identity, both as individuals and as part of the local, national and global communities of which they are a part;
- encourage open and positive attitudes towards diversity and the development of the skills, understanding and confidence to challenge prejudice, discrimination and stereotyping;
- support the development of the skills, knowledge, understanding and motivation they need to become active citizens who recognise their rights and responsibilities;
- ensure equality of opportunity, remove barriers to access and eliminate discrimination and harassment;
- strive to ensure they receive a broad and balanced education and succeed in reaching their individual potential at the highest level possible;
- provide opportunities for positive interaction and the building of relationships with people from a range of different backgrounds both in our local community and the wider society.

Community from our School's Perspective

For Herschel Grammar School, the term 'community' has a number of dimensions including:

- the school community – the pupils we serve, their parents, and families, the school's staff and governing body, and community users of the school's facilities and services;
- the community within which our school is located – the school in its geographical community and the people who live or work in the area.
- the UK community
- the global community – formed by EU and international links.
- In addition, our school creates communities – for example, by networking and supporting similar or different schools, by working with schools that are part of the specialist schools network.

Responsibilities

We aim to build community cohesion by promoting equality of opportunity and inclusion for different groups of learners within a school. Alongside this focus on equalities and a strong respect for diversity, we also have a role in promoting shared values and encouraging our learners to actively engage with others to understand what they all hold in common. All staff are responsible for equipping all pupils to live and thrive alongside people from many different backgrounds.

Our schools' contribution to community cohesion can be grouped under the three following headings:

- Teaching and learning.
- Equity and excellence.
- Engagement and extended services.

We include a wide range of activities, some of which will take place within our own school, whilst others will take place between different schools or between schools, parents and local and wider communities.

Teaching and Learning

We aim to provide a high standard of teaching, learning and curriculum provision which supports high standards of attainment, promotes shared values and which builds learners' understanding of the diversity that surrounds them, appreciating different cultures, ethnicities, religions or beliefs.

Through our understanding of Community Cohesion we aim to provide:

- Opportunities across the curriculum to promote shared values and which challenge prejudice, discrimination and stereotyping and by doing so, promote awareness of human rights and how to apply and defend them.
- An annual evaluation of the contribution from each faculty to community cohesion (see subject SEF's)
- Support for learners for whom English is an additional language.
- Assemblies which promote shared understanding and engagement in the schools ethos and values.
- A robust PSHCE programme and enrichment opportunities (see PSHCE programme and PSHCE Policy)
- Opportunities for learners to develop the skills of participation and responsible action
- Annual Talent Show, Gym & Dane Show and Musical evenings

Equity and Excellence

We have a focus on securing high standards of attainment for all learners from all ethnic backgrounds, of different socio-economic status, abilities and interests, ensuring that learners are treated with respect and supported to achieve their full potential.

We aim 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.
- Eliminate variations in outcomes for different groups by rigorous analysis of data.
- Analysis of take up of enrichment activities to ensure that all groups of children are equitably represented to minimise variations in experience for different groups.
- Encourage pupil voice for all through Year Council and School Council.
- Evaluate community cohesion annually at School Council meetings.

Engagement and Extended Services

We provide some opportunities for our pupils to interact with people from different backgrounds and build positive relations: including links with different schools and communities and the provision of extended services with opportunities for learners, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

We have partnership arrangements which help us to engage, share good practice and offer our pupils some opportunities to meet and learn with young people from different backgrounds.

The School Community

We communicate with parents and involve them in the community of the school through:

- Newsletter and other general letters
- Targeted booklets
- Website / studywiz
- Regular opinion gathering questionnaires
- Parents' evenings and reports.

We are committed to the provision of **extended services** and promote the inclusion of the whole community through the following:

- Enrichment and extra-curricular opportunities
- After school sporting activities
- Volunteering through DoE Scheme
- Summer school
- Holiday and Saturday revision sessions
- Swift and easy referral to specialised support services
- LRC open from 8am until 5pm
- Financial support to allow vulnerable pupils to participate fully in extracurricular opportunities

The Community in which our school is located

We have partnerships with:

- Primary schools support in maths, Science and Technology
- Primary schools who come to us for Year 5 workshops and taster sessions in Technology
- Primary schools to ease the transition from year 6 into year 7
- Secondary schools AST support in Science and Technology
- Community police officers
- A range of local agencies – police, social care, health professionals

In addition:

- We lead and fund the HPTC
- We lead the Sixth form consortium
- Our premises are used by the community for a wide range of sporting activities, for weddings and other gatherings
- Pupils undertake local visits to support the curriculum
- Some of our Slough pupils represent young people on local bodies
- Our Sixth form undertake community service

Admission arrangements were altered in 2009 so that the school can better serve the community in which it is situated.

The UK community

We offer residential and day trips throughout the school year and during the annual Activities week to extend and deepen the school curriculum and offer life experiences beyond pupils' horizons.

We aim to ensure pupils are aware of and can respond to national and local events that affect peoples' lives.

The Global Community

Our awareness of the Global community is raised through specific charitable events. In addition we have established links with schools outside of the UK, which include hosting visits from pupils and teachers of overseas schools and colleges. We encourage pupils to travel and learn about other cultures through our regular overseas residential trips, including World Challenge and Travel Scholarships.

Monitoring and Evaluation

Provision is monitored and evaluated in a number of ways including:

- Annual evaluation of community cohesion at school council meetings
- Faculty and department SEF
- Analysis of extracurricular participation
- Monitoring of use of financial support
- Parent and pupil questionnaires
- Specialist schools audit
- PSHCE audit and pupil feedback in PSHCE evaluations