



University Academy Keighley

Community Cohesion Policy

'Inspiring Education in the Bradford District'

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1.0 Roles and Responsibilities

- 1.0 The Principal is responsible to the Governing Body for ensuring the implementation of the agreed policy and in advising them of appropriate amendments. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the Vice Principal.

2.0 Suggested Audience:

All teaching and learning support staff

3.0 University Academy Keighley Mission Statement

‘Inspiring Education in the Bradford District’

4.0 Introduction

- 4.1 There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006.
- 4.2 Our Academy aims to promote the spiritual, moral, cultural, social, mental and physical development of our learners and prepare them for the opportunities, responsibilities and experiences of later life.
- 4.3 The Academy recognises the diverse religious, ethnic and socio-economic make up of its community and will work in ways which promote community cohesion (See Appendix 1 for the socio-economic breakdown of the predecessor’s school’s community). As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that all academies play a full part in promoting community cohesion. Our Academy should be a thriving, cohesive community, but it also has a vital part to play in building a more cohesive society.
- 4.4 Every academy - whatever its intake and wherever it is located - is responsible for educating children and young people who will live and work in a country which is diverse in terms of culture, faith, ethnicity and social backgrounds.
- 4.5 The Academy will promote a common sense of identity and support diversity, showing learners how different communities can be united by common experiences and values.
- 4.6 The Academy will address issues of ‘how we live together’ and ‘dealing with difference’ however controversial and difficult they might sometimes seem.

5.0 Definitions

- 5.1 By community cohesion, we mean 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, religions 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 learning establishments and in the wider community.

6.0 Community from an Academy's prospectus

6.1 For our Academy, the term 'community' has a number of dimensions including:

- the Academy community – the learners we serve, their families and the Academy's staff;
- the community within which the Academy is located – the Academy in its geographical community and the people who live or work in that area,
- the community of Britain - all academies are by definition part of this community;
- The global community – formed by the EU and through international links.

6.2 In addition we work with other school/ academy communities – for example, the networks formed by schools of the same or different faiths or similar specialisms.

7.0 Our Academy will contribute to community cohesion in the following areas

7.1 Teaching, learning and curriculum – to teach learners to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

7.2 We need to ensure that learning across the curriculum will promote common values and help students to value differences and to challenge prejudice and stereotyping – for example, opportunities in citizenship classes for students to discuss issues of identity and diversity and what it means 'to live together in the UK'.

7.3 A programme of curriculum based activities whereby students' understanding of community and diversity is enriched through visits and meetings with members of different communities.

7.4 Support for students for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.

7.5 Involvement of learners in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

7.6 Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

- 7.7 To use the school tracking systems to enable us to evaluate the progress of different groups to be evaluated and to tackle underperformance by any particular group.
- 7.8 To monitor incidents of prejudice, bullying and harassment. Monitoring of whether students from particular groups are more likely to be excluded or disciplined than others should be accompanied by appropriate behaviour and discipline policies in place to deal with this.
- 7.9 Engagement and ethos – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.
- 7.0 To work in a range of different partnerships with other learning organisations locally, nationally and internationally in order to promote mutual understanding.
- 7.10 To work in partnership activities with the local and wider community including:
- working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with learners, ensuring that the learner voice is heard and able to effect change;
 - maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals;
 - engagement with parents/carers through curriculum evenings, parent/carer and child courses and family liaison work; and
 - provision of extended services, and in particular bringing parents/carers together from different backgrounds through parenting and family support and community use of facilities.

8.0 Review

- 8.1 The Vice Principal will work with all staff to ensure this policy is fully implemented. The Vice Principal will also monitor and review the development of this important policy and make a written report to the Governing Body on an annual basis.

9.0 Approval by the Governing Body and Review Date

- 9.1 This policy has been formally approved and adopted by the Governing Body at a formally convened meeting

Policy approved: _____
(Chair of Governing Body)

Date: _____

Date of Policy review: _____

10.0 Appendix 1: Socio – Economic Breakdown of Greenhead High School’s Community

- Few students live in the relatively affluent area around the school site. Greenhead High School serves an area with high levels of social deprivation. Our own analysis using the Acorn profiling system indicates that 85% of students come to us from poor quality overcrowded housing, areas of many single-parent families, very low family income and very little experience of education beyond the minimum (generally 90th percentile nationally). Unemployment and debt is high. Opportunities locally for leisure and employment for young people are limited.
- Some 34% of students qualify for free school meals (11/08).
- The LA School Data File uses a scale of 1-100 (100 being the most deprived) to indicate levels of multiple deprivation amongst Greenhead students by postcode. 74% of students fall within the 90th decile nationally in respect of crime, education, employment, health, income and living environment. Even in comparison with the rest of Bradford, a deprived area itself, Greenhead students feature in the worst quartile in the multiple index. Particularly, they do poorly in respect of education, health and income.
- The ethnic balance of the school is changing as student numbers have fallen. 20% of our Year 7 are White British, a figure which has fallen from 31% three years ago. School-wide the balance is 21% white origin, 75% Pakistani or Bengali Asian origin. We are beginning to see broader ethnic mixes in school including Chinese, East Europeans and ‘Black African’.
- The ‘Learning for Life, Achievement for All’ mission statement underpins the schools approach to genuinely comprehensive learning and we believe that we succeed in serving the varied needs of learners in the multi-cultural town of Keighley. The primary schools from which our students come are predominantly mono-cultural and, therefore, many of the students from the different ethnic backgrounds first mix at Greenhead.
- The school are part of the Specialist Schools Achievement Programme.
- The school co-operates with a local Catholic school, Holy Family, in the provision a joint post-16 curriculum under the banner of ‘The Associated Sixth Form’. The ASF was established in 2000 in order to allow increased choice for students on the introduction of Curriculum 2000. A 2004 OFSTED area review of post-16 provision reached very positive conclusions. All courses are available to post-16 students from both schools and almost all are joint taught. The ASF is now able to offer almost 30 level 3 courses as well as a good range of level 1 and 2 courses. The co-operation has beneficial community cohesion as well as educational impact.
- The school is a ‘National Challenge’ school.
- Greenhead is also an active member of the Three Valleys Partnership Confederation which allows further level 3 choice through a shared time block involving 5 schools and Park Lane College, Keighley. We also work together to provide one day per week of vocational experience for level 1/2 post-16 students. For a number of years we have run joint training for staff including a common Teacher Day annually.
- Whilst we are not a school with specific religious links, we maintain positive and regular contacts with the local church, St Mark’s, and local Muslim community organisations. The significant number of students from a Muslim background impacts on attendance at key religious holiday periods and at times of extended visits to Pakistan. It also affects the availability of some students to attend after-school classes if these clash with lessons at the mosque.