



# Kingsthorpe College

A Designated Specialist Sports College



## COMMUNITY COHESION POLICY

Date of Adoption:	Full Governors November 2009
Frequency of Review:	3 Yearly
Review Date due:	November 2012
File Name:	Community Cohesion Policy
Policy Number:	1 : 35

# Kingsthorpe College

## Equality, Diversity and Community Cohesion Policy

### Information and background

The curriculum for all maintained schools should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils for the opportunities, responsibilities and experiences of later life<sup>1</sup>.

Schools have a duty to eliminate unlawful discrimination and to promote equality of opportunity and good relations between people of different groups.<sup>2</sup>

The Community Cohesion Review Team chaired by Ted Cante investigated the circumstances that surrounded the disturbances in Bradford, Oldham and Burnley in 2001. The report<sup>3</sup> identified the role of schools as being central to breaking down barriers between young people and helping to create cohesive communities.

A set of Community Cohesion Standards and related objectives were developed as a result of the Cante Report and published in 2004. Since then, the Education and Inspections Act 2006 has introduced a duty on the governing bodies of maintained schools to promote community cohesion, with effect from September 2007. Guidance on the Duty to Promote Community Cohesion<sup>4</sup> was published in July 2007.

### How Can Schools Determine The Extent To Which They Promote Community Cohesion?

#### Definition of Community Cohesion

The Guidance on the Duty to Promote Community Cohesion defines community cohesion in the following terms:

- There is a common vision and a sense of belonging for all communities;
- the diversity of people's different backgrounds and circumstances is 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 local communities.

The guidance also cites the report of the Commission on Integration and Cohesion in providing a more detailed definition, outlining a cohesive community as one where: 'There is a clearly defined and widely shared sense of the contribution of different individuals and different communities to a future vision for a neighbourhood, city, region or country.'<sup>5</sup>

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<sup>1</sup> Education Act 2002

<sup>2</sup> Race Relations Amendment Act 2000

<sup>3</sup> Community Cohesion: A Report of the Independent Review Team, chaired by Ted Cante, 2001.

<sup>4</sup> Guidance on the Duty to Promote Community Cohesion - July 2007: DCSF

<sup>5</sup> Our Shared Future, the final report of the Commission on Integration and Cohesion, June 2007

## The Three Strands and the Four Dimensions

The DCSF Guidance on the Duty to Promote Community Cohesion identifies three strands against which schools can determine their contribution to community cohesion:

- **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; to develop the skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand within citizenship education.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible; to strive to remove barriers to access and participation in learning and wider activities; to work to eliminate variations in outcomes for different groups.
- **Engagement and extended services** – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations, including: to make links with different schools and communities; to provide extended services; to provide 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.

The guidance roots the three strands in the context of 4 dimensions:

- **the school community** – the children and young people it serves, their parents, carers and families, the school’s staff and governing body, and community users of the school’s facilities and services. It includes the measures adopted by the school to engage the ‘hard to reach’
- **the community within which the school is located** – the school in its geographical community and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located;
- **the UK community** – all schools are by definition part of this community;
- **the global community** – formed by EU and international links.

In addition, schools themselves create communities – for example, the networks formed by similar or different types of schools, by schools that are part of the specialist schools network, or by schools that work collaboratively in clusters or in other models of partnership

## Our vision

To create a fair and just College community that promotes social inclusion, community cohesion and equality, that respects diversity and which challenges and acts upon discrimination and inequality including bullying.

Our College provides education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the College reflects the diversity of ALL members of the College community, where everyone is equally valued and where everyone treats one another with respect and fairness. Students are provided with the opportunity to experience, understand and celebrate diversity.

Kingsthorpe College will not tolerate harassment of any kind.  
We are committed to combating ALL forms of discrimination.

We recognise that monitoring and evaluation of equality is essential to ensure that students are not being disadvantaged, and that monitoring leads to action planning.

We intend that our workforce reflects diversity at all levels of the organisation. We aim to be an inclusive employer that positively values the contribution of all employees. Through both our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

We will work towards eliminating all discrimination on the grounds of race, gender, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all students, employees and other stakeholders should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

We will be an equality champion and community leader in:

- promoting equality, for example by assessing the impact of our policies on different groups
- challenging and eradicating discrimination, for example, by acting quickly to deal with all bullying including that which is aimed at groups as well as individuals, such as racist bullying
- promoting community cohesion, for example, through our work as a Specialist Sports College
- giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider College community
- developing, implementing, monitoring and reporting equality work throughout the College community as part of our planning, school improvement, and school self evaluation processes
- developing and supporting a workforce that seeks to reflect at all levels the resident community of Northampton
- working in partnership and consulting with students, parents, staff, stakeholders and the wider community to develop good practice and lead the equality agenda within our community
- reviewing and auditing all our equality, diversity and cohesion activities

## **Our principles**

- To promote equality, diversity and cohesion within the local community. We believe that our College has to reflect all the communities and people it serves.
- Challenge discrimination on the grounds of gender, race, age, disability, sexuality (including sexual orientation), religion or belief.
- Our vision for equality and diversity goes beyond establishing processes to achieve change. We will monitor progress made towards meeting objectives to:
  - take adequate steps to prevent discrimination
  - take decisive action when discrimination occurs
  - take steps to promote equality, diversity and cohesion
- All our staff will consistently challenge all put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of: colour, culture, ethnicity, faith, religion, belief, national origin, national status, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependants and trade union membership
- We accept the findings of the Stephen Lawrence Inquiry Report, with particular respect to the Macpherson definition of 'institutional racism', which is:  
*'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people'*

- We recognise that the Macpherson definition of 'institutional discrimination' in relation to race can be equally applied to other equality strands.
- We acknowledge The Stephen Lawrence Enquiry definition of a racist incident is "any incident which is perceived to be racist by the victim or any other person".
- We also recognise that all students may experience harassment and bullying and, in tackling these issues in College, we use the same definition that such an incident is perceived to be harassment or bullying by the victim or another person, until proven otherwise.
- We will strive to be a 'listening school'. We listen to all our College community members including students, parents, staff, visitors, wider community members, stakeholders and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our students in particular to talk to us about bullying, where it happens, who is doing it, and what it involves.
- We are committed to being a learning organisation which recognises the contribution of all students, staff, parents and other partners and which is supportive, fair, just and free from discrimination
- We will continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the Citizenship Curriculum and in particular focusing on the 'rights of the child', the 'right to education' and the right to be safe.
- Our SEN policy demonstrates our commitments to Participation, Parent Partnership, Resource Allocation and Curriculum Access. Some of the outcomes of how these aspects are reflected in our College practice and the steps we need to take to develop them link directly to the disability dimensions of our Equality, Diversity and Cohesion Strategy.
- Involvement and engagement with students, staff, governors, parents and with the wider community will form part of our equality, diversity and cohesion strategy with clear objectives and timescales.
- Partnerships with parents, governors and the wider community are essential to promote equality, diversity and community cohesion. The College's engagement with partners is central to our overall strategy and forms a key part of our Equality, Diversity and Cohesion Strategy and College Improvement Plan.
- We encourage diversity and eliminate unfair treatment and discrimination through a full range of human resource policies and procedures in particular in the areas of recruitment, training and development and promotion.
- We ensure that members of staff have rights as employees to work in a supportive, safe and harassment free environment and that they have an individual and collective responsibility to value and respect each other's contributions.
- We promote an environment where standards of conduct are of the highest level and are committed to ensuring that no one is harassed, bullied or victimised.
- We will ensure that in planning, delivering and monitoring strategies and policies, equality and diversity issues are considered at the outset of that work and that we will consult with students, parents, staff, partners where appropriate and the wider community.