



Policy Title:	Community Cohesion Policy
Function:	For the promotion of Community Cohesion within the Academy and across the wider community.
Status:	Statutory
Audience:	Students, Parents, Councillors, Principal, Teachers, Support Staff, Local Authority
Ownership / Implementation:	The Principal and the Academy Council have overall responsibility for ensuring that this policy is implemented.
Issued for:	Board Approved
Implementation Date:	February 2012
Review period:	Annually
Date for Review:	October 2017

Introduction and Rationale

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006. This policy reflects the vision and core values of Bristol Metropolitan Academy.

Principle

Bristol Metropolitan Academy is a community academy which hosts a diverse cohort of students from a broad cross section of UK society. The background and heritage of its staff and students strive to be representative of the heterogeneous, multi-cultural and multi-faith community which it serves. Students are aged between 11 and 19; in years 7-11 most students exclusively attend the Academy full time. Students in Years 12-14 follow courses offered across the Cabot Learning Federation Post 16 provision.

Since its inception in 2009, the Academy has adopted the ethos, values, rights, responsibilities and attitudes enshrined in The Metropolitan Way. Our Academy aims to promote the spiritual, moral, cultural, mental and physical development of our learners and prepare them for the opportunities, responsibilities and experiences of later life. An essential aspect of this is the way in which we work to promote community cohesion. As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that all schools play a full part in promoting community cohesion. Our school is a thriving, cohesive community, and plays a vital part in building a more cohesive society.

Every school - 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. We promote a common sense of identity and support diversity, showing learners how different communities can be united by common experiences and values. It is our duty to address issues of 'how we live together' and 'dealing with difference' in a dynamic and proactive way.

Definitions

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 all¹; 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. Discrimination and prejudice can be experienced by other groups – including the disabled, Lesbian, Gay, Bisexual, and Transgender communities and different age and gender groups. Other strands of the equalities agenda – including gender, sexual orientation, disability and age – are interconnected with the aspiration to promote community cohesion. However, the main

focus of the duty is cohesion across different cultures, ethnic, religious or non-religious and socio-economic groups.

See also Equality Duty Policy.

Community from a school's perspective

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

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

In addition we work with other school communities. These include our partners in the Cabot Learning Federation and other schools and academies in Bristol and the South West, in particular those situated in East Central Bristol.

Accordingly our academy will contribute to community cohesion in the following areas:

- The whole-academy experience:

Community cohesion is a theme which will permeate the learning and working experiences of students and staff. We will strive for absolute consistency in our approach in lessons, social time and all aspects of the academy day to this end. We will 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. Aspects of life in modern Britain will be explored explicitly through assemblies and small group discussion throughout the course of the year.

- Curriculum:

Lessons across the curriculum will promote common values and help pupils to value differences and to challenge prejudice and stereotyping. Opportunities will be sought in areas such as humanities, PSHE and citizenship to discuss issues of identity and diversity and what it means 'to live together in the UK' and to model a cohesive language and ethos.

In addition there will be a programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.

There will be specific support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.

Learners will be involved 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.

Bristol Metropolitan Academy's ethos values each student, regardless of background and faith. Within subject areas, assemblies and the Academy's tutorial programme, we celebrate our diversity and our students' place in society.

- Equity and excellence

Equal opportunities for all to succeed at the highest level possible will be achieved by removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

The school tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

Incidents of prejudice, bullying and harassment will be carefully monitored and never ignored. Monitoring of whether pupils from particular groups are more likely to be excluded or disciplined than others will be accompanied by appropriate behaviour and discipline policies in place to deal with this.

- Engagement and Ethos:

The Academy will 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.

We will work in a range of different partnership with other learning organisations locally, nationally and internationally in order to promote mutual understanding. We are committed to building pupils' resilience to extremism, radicalisation and child sexual exploitation, through our ethos and values, internet safety policies and procedures, through PSHE and through engaging with PREVENT.

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 through curriculum evenings, parent and child courses and family liaison work.
- Provision of extended services, and in particular bringing parents together from different backgrounds through parenting and family support and community use of facilities.

Monitoring and Evaluation

The Academy will include implementation of this in whole-Academy improvement action planning where appropriate, led by the Inclusion Manager, monitored by the SLT and the Academy Council. In support of an equitable school experience for students at Bristol Metropolitan Academy, each member of the SLT will be a champion for a student group,



examining the school experience and achievement for that group over the course of the year. This will include monitoring trends in climate and behaviour data as well as achievement data. Senior Leaders have been assigned to the following areas: gender, ethnicity, disability, SEN, EAL, disadvantaged learners, Looked after children, LGBT students.