

# THOMAS ESTLEY COMMUNITY COLLEGE

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## Community Cohesion Policy 2018

Reviewed by	Summary of changes	Date
Cathy Cornelius		March 2018

## What is Community Cohesion?

*"Community Cohesion means 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 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 work place, in schools and in the wider community."* (Alan Johnson)

This definition of Community Cohesion matches very closely with the College mission statement outlined in the College prospectus. It also matches the College's commitments of being a Community College and the concept of every child matters, underpinned by a sense of belonging, equality and achievement for all. In addition, our curriculum promotes the spiritual, moral, cultural, mental and physical development of the College community.

Our curriculum, positive ethos and extended opportunities promote active citizens and prepare students for the opportunities, responsibilities and experiences of successfully participating in a global society.

Progress is evaluated by analysing 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 students.

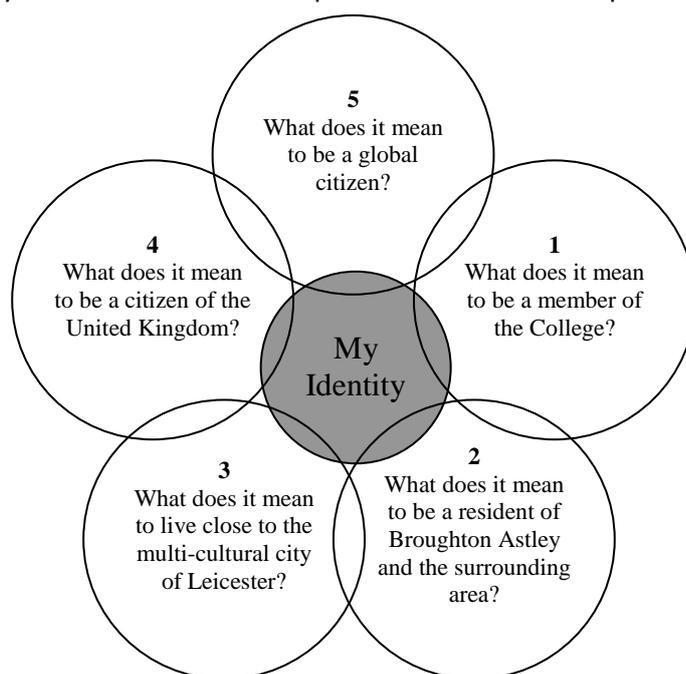
All members of the College are expected to work together to eliminate discrimination and to promote equality of opportunity and good relations between people of different groups.

Thomas Estley has effective approaches in place to deal with incidents of prejudice, discrimination, bullying and harassment.

The College Admissions Code emphasises the importance of admission arrangements that promote community cohesion and social equity. Thomas Estley Admissions Code ensures social equity of access.

By "Community" the College not only means the College or Broughton Astley but also the wider community. To this end the College is forging links, partnerships and networks with other schools, providing extended services and has extended our international links with other schools.

This is supported by successful relationships built on mutual respect with parents and the local community.



Broughton Astley and surrounding areas are predominately inhabited by a white British population and therefore not typical of other areas of the United Kingdom.

As a College we:

- Celebrate ethnic, cultural and religious diversity
- Demonstrate inclusive opportunities for different socio economic groups
- Ensure everyone is valued and valuing of others
- Provide equal opportunities
- Establish positive relationships

A strong sense of social inclusion ensures that discrimination and prejudice are not tolerated. A key duty of the College is to promote community cohesion across different cultures, ethnic, religious or non-religious and socio-economic groups.

### **The Role of the College in Promoting Community Cohesion**

We aim to achieve this by:

- Equality of opportunity
- Social inclusion for different groups
- Respect for diversity
- Shared values
- and by encouraging students to actively engage with others (e.g. from different ethnic or socio economic backgrounds)

The College's contribution to Community Cohesion can be grouped under the three following headings;

*Learning, Teaching 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 (to develop our students in becoming the global citizens of the future).

*Equity and Excellence* - to ensure equal opportunities for all to succeed at the highest level possible, by removing barriers to access and participation to learning. Promote opportunities to participate in Extended Services. Strive to eliminate any variation in outcomes for all.

*Engagement and Extended Services* - to provide reasonable means for young people, to interact with others from different age groups backgrounds and celebrate their identify and differences.

All students have opportunities to actively participate and contribute in a positive manner. They are encouraged to make their views heard and influence change. A wide variety of opportunities are covered in the attached provision map.

### **Equality Monitoring**

Thomas Estley Community College's commitment to equality and diversity means that this policy, via an Equality Impact Assessment, has been screened in relation to the use of gender-neutral language, recognition of the needs of disabled people, promotion of the positive duty in relation to race, age, disability and avoidance of stereotypes.

Based on the Equality Impact Assessment findings, this policy is judged to be of low impact against the equality strands of Race, Gender, Religion, Disability Sexual Orientation and Age. A copy of the Equality Impact Assessment of this policy is available from the Principal's PA.

This Policy is available in alternative formats on request. If you think we can improve the fairness of this Policy, please contact the individual who has responsibility for its update.

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Initial Equality Impact Assessment

Name/s of policy, procedure, or practice:	Community Cohesion
Date of impact assessment:	10/04/2018
Is this a proposed or existing policy, procedure or practice?	Existing
Is this model LA policy, procedure or practice for local adoption?	<del>Yes</del> / In Part / No / <del>Don't Know</del>
What are the overall aim/s or purpose of the policy, procedure or practice?	Help young people to understand others/value diversity Remove barriers to learning (ensure equal opportunity) All age groups, backgrounds, cultures work together and deliberate their own identity and their differences
Who is intended to benefit from the policy, procedure or practice?	All students

Equality Strand	Does the policy/ procedure/provision (including access to facilities) or proposed plan have an adverse or positive impact on people from these key equality groups?	If adverse impact, are there any changes or reasonable adjustments which could be made to the policy/procedure/ provision or proposals which would minimise any adverse impact identified? Please describe.	Areas for review/actions taken (with timescales and name of person responsible)
Race	No		
Gender	No		
Religion/Belief	No		
Disability	No		
Sexual Orientation	No		
Age	No		
Social Inclusion	No		
Community Cohesion	No		

Based on the impact assessment findings, and the reasonable adjustments in place, this policy is judged to be of **high/medium/low** impact against the above equality strands. (Delete as appropriate).

Initial Assessment undertaken by: .....(Signed)

Copies circulated to P Bates for impact assessment file to include any actions in appropriate plans.

If high or medium judgement made, the monitoring sub-committee must consult appropriate equality group to gather appropriate monitoring data/consult on redrafting/consult on additional appropriate reasonable adjustments.