

## **Settle College Community Cohesion Policy**

The DCSF definition for community cohesion is: *"... 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"*

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

1. the **College 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 College's facilities and services;
2. the **community within which the College is located** – the College 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;
3. the **UK community**
4. the **global community** – formed by EU and international links.

### **1. About the policy**

This policy aims to show how Settle College will meet our duty to promote community cohesion.

It was prepared by the Vice Principal and adopted by the Governors on 1<sup>st</sup> October 2009. It will be reviewed in October 2010.

Review of the policy will generate points for action which will be incorporated into our College Improvement Plan. The Community Cohesion Audit will also be updated termly. The audit contains key areas for development but also highlights what Settle College already does well. We believe our contribution to Community Cohesion is 'good' (based on SEF).

### **2. Our school context.**

#### **The nature of the College population and context:**

- Settle College is a small deeply rural comprehensive which draws its 560 students from a catchment area of over 250 square miles.
- The new staff induction programme deals with training on equality issues.
- The turnover of students and staff is low
- The population of disabled students and staff at the school (using the breadth of the DDA definition of disability:  
"A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities");

- There is one student currently on role that has an impairment that affects her ability to carry out day to day activities.
- A very low ethnic composition of staff and students (EAL less than 1%)
- Racist incidents at the College are low. A report is sent to the LA regularly throughout the year.
- EAL only 1%
- Recruitment, development and retention of staff is analysed against social identity factors such as disability, gender, sexual orientation, faith, age, ethnicity.
- Outcomes for students are analysed via half-termly progress reports for each Year group by gender, LAC, ethnicity, SEN and so on.
- Parents, students and staff are surveyed bi-annually.

Our main challenges as a school are ensuring that our students have a clear understanding of diversity and multi culturalism. Links with city schools has also been identified as an area for development.

### **3. Our Aims**

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

1. 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;
2. Encourage open and positive attitudes towards diversity and the development of the skills, understanding and confidence to challenge prejudice, discrimination and stereotyping;
3. Support the development of the skills, knowledge, understanding and motivation they need to become active citizens who recognise their rights and responsibilities;
4. Ensure equality of opportunity, remove barriers to access and eliminate discrimination and harassment;
5. Strive to ensure they receive a broad and balanced education and succeed in reaching their individual potential at the highest level possible;
6. 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.

### **4. Roles and responsibilities.**

The Governors will ensure that:

- the College complies with its duty to promote community cohesion;

The Principal will ensure that:

- this policy is readily available and that governors, staff, students and their parents know about it and are updated on its progress;
- all staff understand their responsibilities and receive appropriate support and training if necessary;
- this policy and its procedures are followed.

All staff will ensure that:

- they have read the policy and understand their responsibilities;
- they promote equality of opportunity and positive attitudes to diversity in accordance with this policy and other relevant policies.

The Vice Principal will ensure that:

- practice in school supports the aims and procedures outlined in this policy;
- colleagues are supported in carrying out their responsibilities;
- staff, governors, parents and students are kept up to date with relevant information;
- monitoring and assessment of the impact of this policy takes place
- the community cohesion audit is updated termly.

## **5. Policy into practice**

### Teaching, learning and curriculum

- All subject areas will be reviewed annually to ensure the curriculum promotes awareness of diversity, shared values, exploration of identity and human rights where appropriate and this will be monitored by Subject and Faculty Leaders.
- Teaching methods will, where appropriate, encourage discussion, questioning and reflection – Circle Time, Philosophy for Children, collaborative learning etc. and this will be monitored through lesson observations, SEF documents.
- Staff will receive relevant training and support to ensure they feel confident in promoting discussions around sensitive issues.
- Subject and Faculty leaders will monitor teaching, learning, resources and the curriculum in their subject area to ensure they meet the aims of this policy.

### Equity and excellence

- Please also refer to the Equality Policy.
- In line with our Equalities Policy, data will be rigorously analysed to identify students at risk of underachieving and appropriate intervention strategies will be utilised.
- We will work collaboratively with our students to address barriers to achievement.

#### Engagement and Extended Services

- We will continue to develop links with other schools both in the local area and abroad which encourage communication on a range of topics.
- We will continue to develop opportunities for consulting and engaging with students, encouraging them to contribute to the evaluation and improvement of their school community.
- We will work with the SSAT on a project looking at 21 C education, with our partner school in Sri Lanka.
- We will continue to support local schools with a variety of projects across a range of subjects.

#### **6. Monitoring and assessment**

A Community Cohesion audit was completed in May 2009. This audit looks at the key strands of Community Cohesion- the School Community, the Local Community and the Global Community. Key action points have been devised under the three areas. The audit will be updated by the Vice Principal on a termly basis and action points will be monitored through Extended Leadership Group meetings.

Please refer to audit in conjunction with this policy (attached as an appendix).

**How well does Settle College contribute to ‘Community Cohesion’?**  
**May 2009- Audit**

Definition- ‘working towards a society in which there is 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; a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community’.

For a school the term community has a number of dimensions:

- School community
- Local community
- UK community
- Global community

Key strands- Faith, Ethnicity and Culture, Socio-Economic Dimension

**College Background**

1. College Community compared to local and national community – 94.9% white British compared to national of 75.9%, a reflection of the local community
2. College deprivation indicator- 0.07 (2006), 0.07 (2008)
3. FSM - Increased from 1.9 (2006) to 3.3 (2008) - we believe that the College should have an average FSM update but there is a historic reluctant within Dale’s families to apply for FSM
4. EAL - 0.2 (2006), 0.4 (2008) - the increase is due to migrants from Eastern Europe
5. College community changes year by year – current Year 10 is boy heavy compared to previous two years. More FSM in Year 10 (5.4%) compared to previous years and more SEN (16.2%) compared to previous years.
6. Ethnicity - stayed the same over the past three years 1.3 (2006), 1.1 (2008)
7. Achievement of different students (equity of provision) – boys at Level 4 do less well (KS2-4 CVA), SA do slightly less well than SA+,

Aspect	Evidence	Actions for Improvement
School Community	<ul style="list-style-type: none"> <li>• Equality of opportunity- Equality Policy, racist incidents are recorded and dealt with, student progress, attendance and exclusions analysed by group, Inclusion Quality Mark achieved September 2008 (Leading school for closing the gap)</li> <li>• PSHCE programme for all year groups</li> <li>• Partner school in Sri Lanka, links with schools in Germany, France and Japan.</li> <li>• SSAT student voice project on links with Sri Lanka.</li> <li>• Sixth Form ‘Community placement’</li> <li>• Assembly themes reflect cultural diversity in the UK</li> <li>• Bullying analysis</li> <li>• Vertical tutor groups - students looking out for each other.</li> <li>• All students study a short course in GCSE RE starting in Year 9. The first half of Year 9 focuses on different cultures. Students cover different religions at KS3 in the Middle Schools.</li> <li>• L2L course in year 9 – focus on Team work, respecting each other, the 5Rs - resilience, responsibility, resourcefulness.....</li> <li>• Technology Enrichment Day summer term every year.</li> <li>• Study Support</li> <li>• Vulnerable students group - daily at lunchtimes</li> <li>• Community Fashion Event with Local Business (2008)</li> <li>• Stem Club (Year 9 - Science and Technology DCSF</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment days 09/10 with a focus on Global Citizenship, Multi-Cultural aspects. Enrichment days linked to the PLTs. Enrichment Days to provide more opportunities for students to interact with people from different backgrounds.</li> <li>• Sixth form RE day on different faiths.</li> <li>• Citizenship across the curriculum- up date audit and plan for citizenship days.</li> <li>• Students understanding of diversity</li> <li>• More opportunities for students to meet and work with people from different backgrounds.</li> <li>• College Council</li> <li>• Hard to reach parents – Inclusion Manager meeting with hard to reach parents at community centres rather than in school (started April 2009)</li> <li>• Student Voice for extra curricular clubs (May 2009)</li> <li>• Sixth Form Centre to be established with community access.</li> </ul>

Aspect	Evidence	Actions for Improvement
	<p>funded)</p> <ul style="list-style-type: none"> <li>• Principal is manager of Extended Schools Co-ordinator for the cluster of schools and the budget is managed through College</li> <li>• College minibus is available for use by schools and community</li> <li>• Holiday activities run at the College are open to children and young people from the wider community</li> <li>• Student Leadership - organisation of sponsored walk, guides for Open Days etc</li> </ul>	
Local Community	<ul style="list-style-type: none"> <li>• MFL Primary School Day (May 2009)</li> <li>• Art Primary Day (July 2009)</li> <li>• Technology links with Primary schools (positive evaluations)</li> <li>• Principal's membership of Cluster group (Primary and Middle School Heads) - Settle College a member of the Three Peaks Family of Schools (since 2006)</li> <li>• Three Peaks educational Partnership Plan (2008) - aim is to raise aspirations and create the greatest possible range of educational opportunity for students in North Craven.</li> <li>• Principal chair of the 14-19 Strategic Group, Vice Principal Vice Chair of the 14-19 Implementation Group</li> <li>• Sharing teachers with the Middle School/Primary Schools</li> <li>• Joint music concerts with Middle and Primary schools</li> <li>• College Ambassadors (Sixth Form Students) Students help other students in the school or work on sustainability issues, help in library, voluntary work at nursing home</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist Status links with Middle Schools</li> <li>• Community and Family Learning courses as part of Extended Schools provision</li> <li>• Introduction of Student of the Month in September 2009 - raising aspirations and celebrating achievement.</li> <li>• Sixth Form Bacc.</li> </ul>

Aspect	Evidence	Actions for Improvement
	<p>(see spreadsheet of placements)</p> <ul style="list-style-type: none"> <li>• Sustainability Events – opportunities for students to participate in Green issues. Primary Day, Community Event (June 09).</li> <li>• Parents as Learner course for Year 9 Parents 2009 (positive evaluations)</li> <li>• ICT courses i.e. web design for the local community 2009</li> <li>• Year 11 students helping primary schools via Sports Leadership</li> <li>• Centenary Celebrations (2007)</li> <li>• Green Action Group (Year 9 students)</li> <li>• Raising aspirations in the local community - University Events in school, visits to university using Aim Higher Funding, Visiting speakers, pictures of past students and what they have gone on to do, raising aspirations at curriculum evenings with parents, celebrating student achievements- Awards Evenings, press releases,</li> <li>• ‘Understanding teenage emotions’ courses - positive evaluations.</li> <li>• College links - NEET courses</li> <li>• College open for community - badminton, tennis, dance, opera, singing, Youth Club</li> <li>• Links with local business</li> <li>• 1<sup>st</sup> tier half-termly meetings - Police, Social Care, etc</li> <li>• Joint in service training with Middle School (January 2009 - literacy, January 2008 boys)</li> <li>• KS3 liaison meetings with Middle School (3 meetings per</li> </ul>	

Aspect	Evidence	Actions for Improvement
	<p>year for every subject)</p> <ul style="list-style-type: none"> <li>• PTA - fundraising events</li> <li>• Community hire of College mini bus</li> <li>• Links with Rotary Club (presentation by students 2008)</li> <li>• Links with Green Settle and Settle Chamber of Commerce</li> <li>• Ram Jam - community musical event at Victoria Hall</li> <li>• College hosts Duke of Edinburgh Award and students do 'Service' element in local community.</li> <li>• Y9 PSE - Community project (May 2009)</li> <li>• Police in school over lunchtimes</li> <li>• Freda's Community Nursery on College site- providing WEX placements</li> <li>• Managing Change Day - yearly- primary schools</li> <li>• Community Sports Leaders working in local Primary Schools.</li> <li>• Students involved in creating animals for the Malham Safari (community event) every year.</li> <li>• 17 Year 12 students studying for an Equality and Diversity qualification run by Craven College</li> <li>• Year 10/11 students helping with Primary Orienteering event</li> </ul>	
UK/Global Community	<ul style="list-style-type: none"> <li>• Links with partner school in Sri Lanka, Japan, Germany and France- joint projects in PSE, Science, English i.e. join bog environmental project.</li> <li>• Dance Rock Challenge (90 students involved March</li> </ul>	<ul style="list-style-type: none"> <li>• SSAT students voice project</li> <li>• Enrichment Days with a focus on diversity, faith and ethnicity</li> <li>• GASLIGHT project set up</li> </ul>

Aspect	Evidence	Actions for Improvement
	<p>2009)</p> <ul style="list-style-type: none"> <li>• Battlefields trip open to all years</li> <li>• AS Level Citizenship</li> <li>• Whole school sponsored walk (April 2009)</li> <li>• Amnesty Group</li> <li>• Knitting hats for Africa- group of Year 10 students (December 2008)</li> <li>• Y9 Global citizenship project with Y9s in Sri Lanka</li> <li>• Joint Sri Lanka Dance and Cricket Tour</li> <li>• Lessons from the Holocaust</li> <li>• Education Europe- exchange students in the Sixth Form</li> <li>• WEX abroad i.e. Germany</li> </ul>	<ul style="list-style-type: none"> <li>• Re-establish Amnesty Group</li> <li>• Fair Trade Status application 09/10</li> </ul>

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May 2009