

HELSEBY HIGH SCHOOL

POLICY ON COMMUNITY COHESION

Helsby High School is committed to being a fully accessible and inclusive school, welcoming and respecting the diversity of its students, staff, community and visitors to the school.

Legal Duties

Helsby High School welcomes duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.

The school accepts that under the Education and Inspections Act 2006 its duty is to promote community cohesion.

School Aims

Achieving Success

Encouraging high aspiration and a love of learning
Maximising progress and potential
Providing rewarding learning experiences
Offering diverse opportunities
Recognising and celebrating all achievement
Preparing for independence and future challenges

Valuing Others

Contributing to a safe school environment
Showing tolerance, respect and fairness
Listening to and respecting others' views
Appreciating and embracing diversity
Being an active member of our school and local community
Co-operating with others

Rationale

In fulfilling the legal obligations referred to above, the school is guided by the following principles:

1 Development of Pupils Confidence and Self-Esteem

The school is always seeking to strengthen and develop its links to the wider community in order to provide opportunities for pupils to develop their confidence and self-esteem.

2 All learners are of equal value

The School sees all learners as of equal value.

3 Recognition and respect of diversity

Treating people equally does not necessarily involve treating them all the same. Helsby High School's policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

4 The fostering of positive attitudes and relationships, and a shared sense of cohesion and belonging

The School intends that its policies, procedures and activities should promote:

- Positive attitudes
- Positive interaction, good relations and dialogue
- Mutual respect and good relations

5 Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, e.g. in recruitment and promotion, and in continuing professional development.

6 The reduction and removal of inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, Helsby High School takes opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

7 Wide consultation

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones.

8 Society as a whole should benefit

The school intends that its policies and activities should benefit society as a whole, locally, nationally and globally, by fostering greater social cohesion, and greater participation in public life.

The Curriculum

Each curriculum subject or area will be kept under review in order to ensure that teaching and learning reflect the Community Cohesion policy.

Ethos and Organisation

The school will ensure that it applies the principles listed above to the full range of the school's policies and practices, including those concerned with:

- Learners' progress, attainment and assessment
- Learners' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working in the wider community

Addressing prejudice and prejudice-related bullying

Helsby High School is opposed to all forms of prejudice which restrict the fulfilment of the legal duties referred to above:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, e.g. anti-Semitism and Islamophobia and those that are directed against travellers, refugees and people seeking asylum.
- Prejudices reflecting sexism and homophobia
- Helsby High School acknowledges its obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with

Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented

The Head Teacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support: and for taking appropriate action in cases of unlawful discrimination.

The Head teacher may delegate to a senior member of staff the day-to-day responsibility for co-ordinating the implementation of the policy.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classrooms
- Deal with any prejudice-related incidents that may occur
- Identify and challenge bias and stereotyping in the curriculum
- Support all pupils for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work

Religious Observance

Helsby High School respects the religious practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice.

Staff Development and Training

The School ensures that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of Policy

Breaches of Policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and governing body.

Monitoring and Evaluation

Helsby High School collects, studies and uses quantitative and qualitative data relating to the implementation of this policy, and makes adjustments as appropriate. This information is used to develop the school's development and action plans.