

## Community Cohesion & PREVENT Policy

This policy lays out the whole school approach to community cohesion shared by all of the staff at Newfield School. It is divided into the following sections:

Section 1 – Context

Section 2 – Introduction & Specific links between the RRSA and Community Cohesion

Section 3 – Principles of Community Cohesion

Section 4 – Promotion of British Values

Section 5 – Our duty to PREVENT people being drawn into terrorism

Section 6 – Promotion of Community Cohesion within school

Section 7 – Communication of the policy

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### 1. Context

1. Section 21(4) of the Education Act 2002 (as inserted by section 38 of the Education and Inspections Act 2006) states that:

‘The governing body of a maintained school shall, in discharging their functions relating to the conduct of the school—

- (a) promote the well-being of pupils at the school, and
- (b) in the case of a school in England, promote community cohesion.’

2. This duty came into effect on 1 September 2007. From 1 September 2008, HMCI has a duty under section 5 of the Education Act 2005 (as inserted by section 154 of the Education and Inspections Act 2006) to report on the contribution made by schools to community cohesion.

3. The Equality Act 2010 outlines a schools duty to: Eliminate unlawful discrimination, Advance equality of opportunity and Foster good relations.

4 – Guidance from the Department for Education, 2014 on ‘Promoting British Values’ outlines the requirement of schools to ‘Ensure young people leave school ready for life in modern Britain’

5 – The counter Terrorism and Security Act 2015 places a statutory duty on school to have ‘due regard to the need to prevent people from being drawn into terrorism’, outlined in PREVENT Strategy 2011, as contained within the Contest Strategy 2013.

### 2. Introduction

Newfield is well placed to develop Community Cohesion due to its diverse student population. This being derived from a large geographical area allows it to encompass a wide range of cultural and socio-economic backgrounds. Newfield already has close links with the families of its students, and a high staff to student ratio in comparison with mainstream schools, thus facilitating any efforts to reach the wider community beyond the student population.

'Promoting an inclusive ethos that values young people with disabilities' is set out as key in the guidance. This is, of course, by the very nature and values of Newfield School something that we constantly strive to achieve and improve.

The curriculum of our school should promote the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepare our pupils for the opportunities, responsibilities and experiences of later life.

We already consider this part of our role, and already work in ways which promote community cohesion. As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that our school plays a full part in promoting community cohesion. Our school is a thriving, cohesive community, but it also has a vital part to play 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, language and ethnicity.

Whilst our school is characterised by ethnic, cultural, faith and linguistic diversity (Pupils from ethnic minority backgrounds attending Newfield comprises approximately 49% of the school population. The home languages of the majority of these children are Punjabi, Gujerati, Urdu. We also have children whose home languages are Cantonese, Arabic, Polish and Albanian) - we still have a responsibility to ensure that our children learn about an even wider cultural and community heritage, especially the wider community of the UK and the global community.

We wish to show that through our ethos and curriculum our school can promote a common sense of identity and support diversity, showing our pupils how different communities can be united by common experiences and values.

We believe that it is the duty of our school to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem. We also need to work in partnership with the local authority and the Police to ensure that our pupils are appropriately informed and protected.

We understand how well placed we are to work with our pupils, their families and our staff to PREVENT them from becoming terrorists or supporting terrorism and to safeguard individuals and communities from radicalisation.

Specific links between the RRSA and Community Cohesion

Newfield School has achieved UNICEF UK's Rights Respecting Schools Level 2 Award. The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships, relationships between all adults and pupils, between adults and between pupils.

This community cohesion policy links directly to the following articles from the United Nations Conventions on the Rights of the Child:

Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 8: Governments should respect children's rights to a name, a nationality and family ties.

Article 14: Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on this matter.

Article 20: Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures.

Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

### 3. Principles of community cohesion

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 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.

#### Community from our school's perspective

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

- the school community – the pupils it serves, their families and the school's staff;

- the community within which the school is located – the school in its geographical community and the people who live or work in that area;
- the community of Britain - 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 schools in development groups

#### 4. Promotion of British Values

The government set out its definition of British values in the 2011 Prevent Strategy - values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Schools are expected to embed fundamental British values, actively promoting and if necessary challenging pupils, staff or parents expressing opinions contrary to fundamental British values.

Newfield promotes British values as part of the promotion of community cohesion as outlined within this policy.

Newfield ensures that:

- extremism does not form part of the curriculum or teaching and that students are encouraged to respect other people and no student is discriminated against contrary to the Equality Act 2010
- the spiritual, moral, social and cultural learning facilitates that the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs are taught, and encourages students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010
- the welfare, health and safety of pupils is strengthened by the relevant policies being drawn up and implemented effectively, with effective risk assessments in place to safeguard and promote students' welfare.

#### 5 Our duty to PREVENT people being drawn into terrorism

We take our role in protecting individuals and the country very seriously.

We have a named Single Point of Contact for PREVENT – Jenny Riley, Deputy Head for Pastoral & Well-being, who is WRAP trained.

We also have a senior leader who attends strategic MASH meetings – Brenda Allen, Deputy Lead Business Services, who is also WRAP trained.

As part of our safeguarding duties, in accordance with our statutory duty we:

- Train staff to recognise extremism and radicalisation
- Refer vulnerable people to channel – ie those at risk – go missing from home, etc
- Know who to contact if we have a concern
- Prohibit extremist speakers/events
- Manage access to extremist materials

## 6. Promotion of community cohesion within school

We need to consider what activities already take place within our school and what might be arranged in cooperation with other schools and our partnerships and links in the wider community. This is detailed below under the three strands – Teaching, learning & curriculum, Equity & excellence and Engagement & ethos.

### 6.1 Teaching, learning and curriculum

We need to ensure that we provide:

- lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in classes for pupils to discuss issues of identity and diversity and what it means ‘to live together in the UK’.
- a programme of curriculum based activities whereby pupils’ understanding of community and diversity is enriched through visits and meetings with members of different communities.
- support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
- an effective voice and involvement of pupils 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.
- opportunities for discussing issues of identity and diversity across the curriculum

Examples from our school include:

- Our school has a varied and relevant curriculum that develops pupils’ understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities e.g. Children may go on school visits each year as part of the

- curriculum to a range of places and/or experience workshops from a variety of cultures
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping e.g. PSHE and Citizenship curriculum and the use of the SEAL programme.
- Our school employs an HLTA who has responsibility for both working with children with EAL to enhance access to learning, providing linguistic support for families with EAL at meetings both within school and in the wider community and promoting cultural diversity through events throughout the year.
- School council and pupil voice projects to ensure all children have a chance to express themselves and take part in school development.
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.
- Outreach opportunities for all pupils, to enable them to work with peers in mainstream and/or participate in community life.
- The buddy system.

## 6.2 Equity and Excellence

Our school has a commitment to all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to achieve their full potential.

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

Our school will monitor incidents of prejudice, bullying and harassment.

Examples from our school include:

- A focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status e.g.: Tracking and closing the gap between groups.
- Developing the personalised progress of work by using information from Annual Reviews, Personalised Learning Plans, Personalised Timetables and Positive Support Plans.
- Effective procedures to support the wide variety of special educational needs of our children.
- An Equality duty policy is in place.
- All senior leaders and some governors have taken part in WRAP training and this is disseminated to staff during annual Safeguarding training and updates by the Head Teacher
- Monitoring our school behaviour policies so that no groups suffer prejudice. Ensure that inappropriate behaviour, racist, bullying and other stereotyping is monitored and reported to governors’.
- Developing a ‘wraparound’ system of education and care for all pupils, with joint annual education and social care reviews.
- Introducing Person Centred Planning into the curriculum.
- Having a deputy head teacher for pastoral and well-being, whose responsibility it is to

ensure that all aspects of each child's wellbeing is fully addressed within the school and wider community context.

- Developing 'Well-being plans' to ensure that we focus on the well-being of 'the whole child' within the context of family and community.
- Continuing with the programme of Professional Development and continuing to hold 'Well Being' training sessions to enhance the work life balance of all of our staff.

### 6.3 Engagement and Ethos

School to school: We seek to broaden the ways that we work in partnership with other schools. We have held the 'Inclusion Quality mark' since 2006. The Inclusion Quality Mark is an award that is given to schools who can demonstrate that they provide equal opportunities for all their pupils regardless of age, gender, ethnicity, background and attainment. It is about each individual being a valued member of the community and providing every child with a real sense of belonging. After a very rigorous assessment process, Newfield School was deemed to meet the requirements and was first awarded the Mark in 2006.

Successful applications were made again in 2009 and most recently in June 2012. In recognition of our achievements, in 2012 we were invited to apply for 'Flagship School' status, which we subsequently attained and have successfully re-newed annually since then (most recent June 2015). This will enable us to share our exemplary inclusive practice with other schools.

We look both locally and further field and the means of developing the relationship may be through exchange visits or more likely through the internet. Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and drama.

Our good partnership activities with the local and wider community include:

- We have an extensive outreach programme, with all children having sessions working in mainstream primary and secondary schools, and with mainstream pupils attending sessions in Newfield.
- We have a Link Schools, who share with us meaningful activities promoting interaction with others – e.g.: Newfield pupils as ambassadors for UNICEF via the RRSA initiative
- Working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the pupils, ensuring that the pupil voice is heard and able to effect change.
- Newfield sits on the BwD CoCO taskforce, which meets to promote community cohesion throughout schools in the borough by sharing best practise
- 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 coffee mornings, parent consultation weeks, parent and child courses and family liaison work. We are working towards achieving the 'Leading

Parent Partnership Award' for our good practise in engaging parents and offering parents and carers opportunities to extend their own learning.

- Provision of extended services, and in particular bringing parents together from different backgrounds through parenting and family support and community use of facilities for activities that take place out of school hours, including adult and family learning. Adult learning is known to promote Community Cohesion as it empowers people to gain employment and thus the economic growth of the community. It also directly impacts on Community Cohesion by providing opportunity for community members from different backgrounds to interact.

### 6.3.1 The school community

- A school ethos established with clear aims, objectives and rules that underpin everyday practice e.g. no bullying, teasing or racist comments.
- We have achieved level 2, the highest accolade, of UNICEF's 'Rights Respecting Schools Award – RRSA' which aims to demonstrate the work schools do to promote knowledge and understanding of children's rights across the world.
- Celebrating the diversity of our school population in events such as European Day of language and the community faith tree dedication.
- Partnership arrangements in place to share good practice and offer pupils the opportunities to meet and learn from other pupils from different backgrounds. e.g. Outreach links, pupils from other schools coming into school to work together on a joint projects or activities.
- The participation of pupils and staff in joint activities, visits and links with pupils and staff from our community link school, Avondale Primary School, Darwen.
- Parents group meetings to talk about living in different communities and using their skills to promote learning.
- School council to take into account pupil views e.g. monitor racism, bullying and playground behaviour.
- Adult learning - We offer classes to parents in Makaton, training in augmentative communication systems (PECS etc.) which is beneficial to promote inclusion of disabled members of the community.

### 6.3.2 The area in which the school is located

- Shared use of local facilities to provide a means for pupils to interact e.g.: Daisyfield swimming pool, DW Soccer dome, Audley gym, Local shops.
- We have links with our local Police Community Liaison Officer
- We regularly use the SEMA team and have built up good links with their staff and project workers
- Working with community representatives, for example bringing community representatives into school to work with pupils i.e. local imams and vicars visiting school
- Strong links and multi-agency working practice developed between the school and other local agencies including health and social care teams.
- Children raise funds to support a wide variety of local charities throughout each year e.g.:

- T.H.O.M.A.S. food collection at harvest time, etc
- Engagement with parents through coffee mornings, refreshments after special assemblies, curriculum evenings, parent and child courses,
- Provision of extended services and community use of facilities for activities by letting the school free of charge for use by projects that are beneficial to the community and promote Community Cohesion, such as events held at Newfield by the Complex Needs Team from Blackburn with Darwen.
- We further make use of our building to enhance what is on offer in the community by now enabling other professionals to hold clinics, such as the wheelchair clinic held here by the Physiotherapy department and consultants holding clinics here.

### 6.3.3 The UK community

Curriculum in place for children to take into account how different communities may live e.g. rural, suburban, urban through visits to other areas and other schools

Giving children experiences through visits to differing areas and communities.

Ensuring that children are aware of national and local events that affect people's lives

Learning about how different communities celebrate different festivals within Britain, e.g. Ramadan, Eid-Al-Fitr, Diwali, Chinese New Year, Christmas, Harvest, Passover.

### 6.3.4 The global community

Links established locally and also International Links

Geography within the curriculum informs children of lives of world wide ways of living

Charity events set up to support children around the world; children learn why they are raising funds e.g. Children in Need, Red Nose Day etc

Links with the 'Woman's Voice project' - raising money etc for education of children with SEN in third world countries.

## 6.4 The Role of Governors

Our Governing Body is legally responsible for ensuring the promotion of social cohesions and the Head Teacher is responsible for ensuring that the duties are fulfilled within school.

On a regular basis our governors will consider:-

- The school's impact on the community i.e. is the school exacerbating divisions or challenging them and breaking them down?
- How our school uses its own data around bullying and racist incidents to inform provision and school development?
- Whether we serve the wider community and help bring pupils and parents together?
- How representative our governing body is of the local community and pupils backgrounds?
- What our school can do to create an ethos of inclusion in which divisions and intolerance of others is unacceptable?

- How our school actively promotes understanding and dialogue between different groups, do we work in partnership with community and faith leaders?
- Any social problems which might impact adversely upon the school and how we have sought to engage key partners?
- Whether we have accessed support and good practice from within the local authority to promote social cohesion and what additional support is available?

## 6.5 Monitoring Social Cohesion at Newfield School

The school staff and governors will regularly review activity under the key headings above to ensure that this is further developed and refined. Evidence of social cohesion activity will be reported to governors.

## 6.6 Our network of partners in this area of school life includes:

The Police through the Community Liaison Officer  
 Channel and PREVENT Police teams – Channel Coordinator  
 MASH  
 LCSB  
 SEMA  
 Vicars of local Churches  
 The local Mosques  
 Blackburn with Darwen Interfaith Forum  
 Link Schools.  
 The BwD CoCo taskforce

## 7. Communication and Review of Newfield School Community Cohesion Policy

7.1 We will take active steps to communicate this Community Policy to all students, parents, staff, governors, partners, stakeholders, contractors and visitors to the School.

7.2 The Policy has been approved and adopted by the governing body of Newfield School.

7.3 The Governors will review the policy, alongside the Community Cohesion action plan, after one year of operation and triennially thereafter, or as required to ensure it remains compliant with legislation.

### Equality Duty

Newfield School complies with the general and specific duties of the Equality Act (2010). In accordance with the duty we publish information that demonstrates that we have due regard to the need to;

- Eliminate unlawful discrimination
- Advance equality of opportunity

- Foster good relations

These specific duties have been considered in relation to all our policies and procedures in school. Our objectives will be reported on and published as part of the Governance public documents available for inspection under the Freedom of Information Regulations and Data Protection duties and in the school newsletter to parents.

## Safeguarding

Newfield School is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority

Full copies of Policies and Procedures related to all aspects of Safeguarding, and the Complaints Policy, are available on request from Geoff Fitzpatrick, Head Teacher and Designated Senior Person for Safeguarding and Child Protection.