



## THOMAS'S KENSINGTON COMMUNITY COHESION POLICY

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006.

### INTRODUCTION

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

Thomas's Kensington already considers this part of its 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 all schools play a full part in promoting community cohesion. Our school should be 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, ethnicity and social backgrounds. The staff and pupil populations reflect this diversity, allowing pupils to mix with those from different backgrounds. It is our duty of care to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

### What is 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; 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 a school's perspective

For schools, 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.

## PROMOTING COMMUNITY COHESION

### How does our school contribute towards community cohesion?

- All schools, whatever the mix of pupils they serve, are responsible for equipping those pupils to live and thrive alongside people from different backgrounds.
- An energetic PTA supports the life of Thomas's Kensington, raising substantial funds each year to enrich educational provision. Parents are very committed to helping the school in many capacities, most as volunteer helpers within school and out on trips.
- In a school with such a diverse population, we aim to support pupils from different ethnic and socioeconomic backgrounds. We aim to learn with, from and about each other.

*'The nature of the school's population – whether it serves pupils drawn predominantly from one or a small number of faiths, ethnic or socio-economic groups or from a broader cross-section of the population, or whether it selects by ability from across a wider area.'*

*'The location of the school – for instance whether it serves a rural or urban area and the level of ethnic, faith and socio-economic diversity in that area.'*

Thomas's Kensington needs to consider how different aspects of our work already supports integration and community harmony; we should take stock of what has worked well so far. We also need to consider where there may be scope to improve their existing work through a more explicit focus on the impact of their activities on community cohesion.

### What do Thomas's Kensington need to consider in promoting community cohesion?

We must consider our duty to promote well-being as some of the work and activities that support community cohesion can also contribute towards the Every Child Matters outcomes of 'making a positive contribution', 'enjoying and achieving' and 'achieving economic well-being'.

Broadly, our school's contribution to community cohesion can be grouped under the three following headings:

Teaching, learning and curriculum – to teach pupils 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.

Engagement and ethos – to 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.

Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

### Teaching, learning and curriculum

An effective school will have a high standard of teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and

diversity should be integrated across the curriculum.

We need to ensure that:

- lessons across the curriculum promote common values and help pupils learn to value differences and challenge prejudice and stereotyping – for example, there should be opportunities in citizenship classes for pupils to discuss issues of identity, diversity and what it means ‘to live together in the UK’.
- we incorporate a programme of curriculum based activities whereby pupils’ understanding of community and diversity is enriched through visits and meetings with members of different communities.
- we support pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
- pupils have an effective voice and are fully involved in the governance and organisation of the school in a way that teaches them to participate and make a difference not only in the school but in their local community and beyond.

### Equity and Excellence

We should continue to focus on securing high standards of attainment for all pupils from all ethnic backgrounds, 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 admissions criteria emphasize the importance of admission arrangements that promote community cohesion and social equity.

### Engagement and ethos

Thomas’s Kensington shall seek to broaden the ways that we work in partnership with other schools. We shall look both locally and further afield. 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, art, music and drama.

### Thomas’s Foundation

Thomas’s Kensington works closely with the Thomas’s Foundation (TF). This charity has four arms – The CAIRN Trust, Local Communities, Thomas’s Academy and a School Bursary Programme. This cooperation enables the pupils and teachers of Thomas’s Kensington to engage with children locally a globally across a wide range of activities creating further community cohesion and mutual respect.

**See also:**      [Code of Conduct, SMSC Policy](#)

This policy will be reviewed annually			
Created: June 2015	By:	Lucie Bebbington–Lewis, Community Co–ordinator	
Latest Review: May 2019	By:	Jill Masterson, Philippa Human, Joint Community Co–ordinators	Changes made

Next review: May 2020		Jill Masterson, Philippa Human, Joint Community Co-ordinators
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