MULBERRY STEPNEY GREEN
MATHS, COMPUTING & SCIENCE COLLEGE

COMMUNITY COHESION POLICY

Ratified on: November 2025
Ratified by: Local Governing Body
Date of next review: November 2026

| November 2024 | No changes |
| November 2025 | No changes |

Introduction

The Community Cohesion Review Team, chaired by Ted Cantle, investigated the circumstances that surrounded the disturbances in Bradford, Oldham and Burnley in 2001. The report identified the role of schools as being central to breaking down barriers between young people and helping to create cohesive communities.

A Cohesive Community ....

- has a common sense of vision and belonging
- appreciates and values diversity
- provides similar life opportunities for all
- promotes strong and positive relationships between all

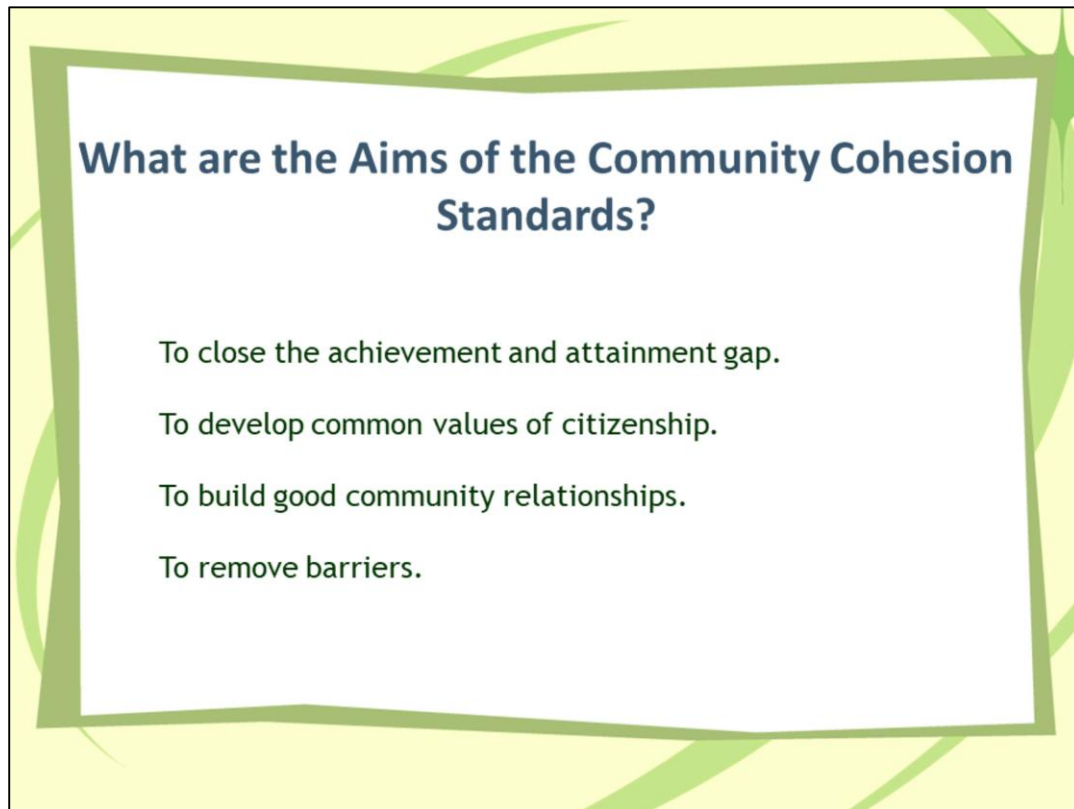## A Cohesive Community is one where:-

- There is a common vision and a sense of belonging for all communities.
- The diversity of people's different backgrounds and circumstances is appreciated and positively valued.
- Those from different backgrounds have similar life opportunities.
- Strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

Race Relations (Amendment) Act 2000

Places particular duties upon all public bodies, including schools, to promote race equality.

As above.

Plus:-

This document is set within that context and provides schools with advice on how best to promote community cohesion. It provides a framework for schools to promote community cohesion through tackling discrimination and promoting good race relations by breaking down barriers whilst also focusing on raising educational attainment standards.

What are the Aims of the Community Cohesion Standards?

To close the achievement and attainment gap.

To develop common values of citizenship.

To build good community relationships.

To remove barriers.

The community cohesion standards are framed by four strategic aims and their related objectives:-

1. Close the attainment and achievement gap.
2. Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.
3. Contribute to building good community relations and challenge

   all types of discrimination and inequality.
4. Remove barriers to access, participation, progression, attainment and achievement.
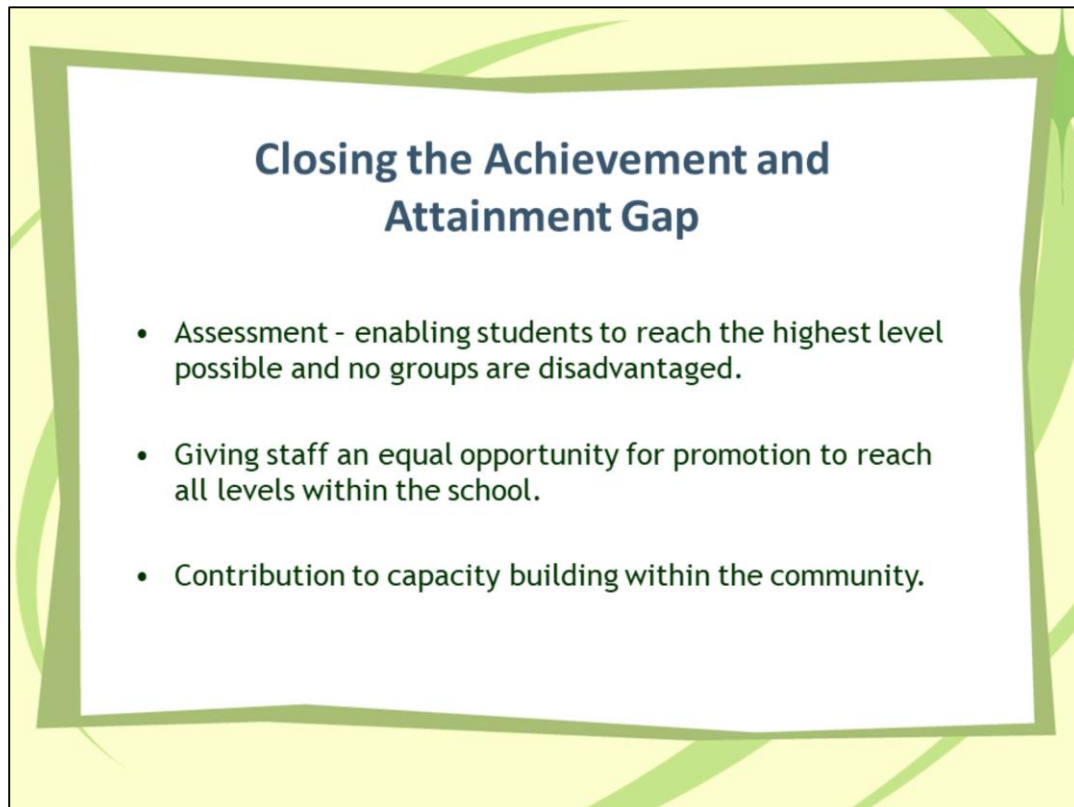
Closing the Achievement and Attainment Gap

Assessment arrangements enable all pupils to attain at the highest level possible and do not put any group of pupils at a substantial disadvantage.

All staff have an equal opportunity for promotion to all levels within the school.

The school contributes to capacity building within the community.

Developing Common Values of Citizenship

- Promote dialogue, mutual respect + acceptance of diversity.
- Curriculum content to:-
    - give appreciation of cultural diversity;
    - challenge prejudice, bias and stereotype; and
    - provide opportunities to learn about and become involved in community life.
- Behaviour + Discipline policies to reflect commitment to developing mutual respect and acceptance of diversity.
- Staff and governors to have knowledge and understanding to develop common values of citizenship.

Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.

Curriculum content contributes to an appreciation of cultural diversity, and challenges prejudice, bias and stereotype.

The mainstream curriculum provides pupils with opportunities to learn about and become involved in the life of their communities.

Behaviour and discipline policies and procedures reflect the commitment to developing mutual respect and acceptance of diversity.

All staff and governors have the knowledge and understanding to provide opportunities to develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.

Building Good Community Relationships and Challenging Discrimination + Inequality

- Training for staff and governors on their responsibilities within the legislation.

- Provide the knowledge + understanding to promote good community relations and challenge discrimination.

- Take positive steps to promote good community relations.

- Partnership arrangements are set up in line with school's equality policies.

Contribute to building good community relations and challenge all types of discrimination and equality.

The school works with the LEA and other providers to train its staff and governors on their responsibilities under relevant legislation.

All staff and governors have the knowledge and understanding to promote good community relations and challenge discrimination.

The school takes positive steps to promote good community relations.

Partnership arrangements are conducted in line with the school's equality policies.

Remove the barriers to access, participation, progression, attainment and achievement.

The criteria and terms of offering a place at school, or placement at college or work-based learning, reflects the local 'catchment area' to produce a mixed intake.

The school excludes the minimum number of pupils with no significant differences in exclusion rates between different social or ethnic groups.

All pupils have access to the full curriculum and no one group is over-represented in vocational routes or disapplied from the National Curriculum.

The staff profile represents the diversity of British Society.

The governing body reflects the communities is serves.

All pupils, parents and community members have equal access to education and training provision in the local area.