



National  
Autistic  
Society



Vanguard  
School

## COMMUNITY COHESION POLICY

Version	Date	Distribution
2.0	23 <sup>rd</sup> May 2019	NASAT Vanguard Project Group
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## 1. Introduction

Community cohesion is of particular importance for NAS Vanguard School being a school based on strong and mutually supportive relations, one which is preparing its learners for life and work in a multi-cultural society and global working environment.

The term 'community' has a number of dimensions for NAS Vanguard School, including:

- The school community – the young people it serves, their parents, the staff and governing body and community users of the school's facilities and services
- The communities created by the networks we establish with schools, colleges, work-based learning providers and other partners
- The autistic community
- The local community
- The online community
- The UK community
- The global community

## 2. Principles

NAS Vanguard School is committed to supporting community cohesion by:

- Developing a common vision and sense of belonging
- Developing an appreciation of the diversity of people's backgrounds and circumstances
- Creating opportunities for all learners to achieve their potential
- Building strong and positive relationships

## 3. Aims

The school's aim for community cohesion can be grouped under three headings:

- *Teaching and Learning*
  - Helping young people understand others, to value the diversity, respect human rights and to develop the skills of participation and responsible action.
- *Equity and Excellence*

- To ensure all learners have equal opportunities to achieve their potential (see Equality Policy)
- *Engagement and Extended Services*
  - To provide opportunities for learners to interact with people from different cultures and backgrounds, to build links with different schools and community groups.

#### 4. Procedures

Promoting community cohesion is already strongly embedded in our existing practice but we are committed to developing this aspect of our work further.

- Teaching and Learning will
  - Have high expectations of our learners and set challenging individual targets for achievement;
  - Provide opportunities across the curriculum to promote shared values and help students value differences and challenge prejudice, discrimination and stereotyping;
  - Provide access to a curriculum that reflects the major world faiths and communities;
  - Provide an extensive programme of curriculum and extracurricular activities to enrich learners' understanding of the community and diversity;
  - Provide a programme of assemblies and morning preparation which explore themes of community cohesion and include input from members of the local and wider community;
  - Place a strong emphasis upon PHSCE with life skills and sense of community being taught throughout all curriculum areas.
- Equality and Excellence requirements mean we will:
  - Set challenging individual targets for all learners and monitor progress regularly and have robust strategies of intervention and support;
  - Ensure there are no barriers to achievement and work to remove disparities in attainment between different groups;
  - Promote a caring, supportive and inclusive ethos and maintain a highly effective pastoral system;
  - Expect the highest standards of behaviour and have effective systems in place to deal with incidents of prejudice, bullying and harassment;

- Use resources used to support teaching aim to reflect the diverse population of the school.
- Engagement and Extended Services will:
  - Allow learners to have an input through pupil voice;
  - Ensure children have opportunities for community visits these can include visits to religious building or places, areas of historic or social interest;
  - All classes regularly take trips into the local community to learn about our surrounding community and to practice life skills;
  - Ensure children regularly use local amenities including sports clubs, swimming pools, riding open days to members of the public to raise awareness of the school and it's purpose. stables, adventure playgrounds, shops and parks;
  - Encourage participation in voluntary community based activities;
  - Engage parents through a range of activities including curriculum evenings consultation evenings, focus groups and targeted questionnaires;
  - Form strong links with external agencies, businesses, and HE;
  - Engage with local community groups;
  - Offer childcare, for example breakfast club, homework club;
  - Provide a varied menu of activities, a vast extra-curricular programme;
  - Offer swift and easy referral and good links with external agencies;
  - Offer parenting support and enable parents to receive information on topic areas and curriculum covered by the school so that they can continue to explore these areas with their children if they wish to do so;
  - Offer a wide range of community activities making full use of the school facilities;
  - Hosting a number of local secondary school pupils visiting and helping in classes on a termly basis;
  - hosting visiting professionals and academics from a range of different backgrounds and countries;
  - Invite into the school local and national groups such as sports groups, theatre groups and arts groups visit the school to perform and work with the pupils;
  - Enable pupil to have opportunities to take part in inter-school and community activities that gives them the chance to mix with others from different cultural, social, economic and racial backgrounds.

## 5. Monitoring and Evaluation

We will use the national standards for community cohesion to evaluate our work against the demands of this policy. The standards have four dimensions I-IV as follows:

I. Close the attainment and achievement 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.

II. 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.

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

The school works with the Local Education Authority 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.

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

The criteria and terms of offering a place at school, or placement at a college or work-based learning reflect the local 'catchment area' or produce a broad intake that is representative of

the community and that complies with legislation on equal opportunities and school admissions (including specific provisions for faith schools).

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 it serves.

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

## **6. Review**

This policy will be reviewed bi-annually by the Headteacher and Governors.