



COMMUNITY COHESION POLICY



THE
BRIAN CLARKE
CHURCH OF ENGLAND ACADEMY

Policy Approved by the Local Governing
Committee on

Dr Sean Curley - Chair

NEXT REVIEW SUMMER 2025

THE BRIAN CLARKE CHURCH OF ENGLAND ACADEMY
C/O THE BLUE COAT SCHOOL, EGERTON STREET,
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Contents

1. Policy Statement	3
2. Objectives of the policy.....	3
3. What is community cohesion?.....	3
4. Teaching, Learning and the Curriculum	3
5. Trust and School Policies.....	4
6. Partnership Working and Engagement	4
7. Monitoring the effectiveness of our approach to Community Cohesion	4

We want all our students to be everything they can be and everything they are meant to be – to be able to live life in all its fullness (John 10.10).

1. Policy Statement

Building **community** is central to our vision. The Brian Clarke Church of England Academy is a Church of England school that brings together young people of all faiths and none in a multi-cultural, multi-faith and multi-talented school community that is grounded in the school's central, welcoming Christian ethos, enriched by diversity and strengthened by our inclusive policies and priorities, which enable all young people to achieve.

This policy should be read in conjunction with the:

- Curriculum Policy
- SMSC Policy
- SRE Policy
- Citizenship and Wellbeing Policy
- Equality Policy
- Behaviour Policy
- Worship Policy
- Anti-Bullying Policy

2. Objectives of the policy

- To define what we understand by community cohesion at Brian Clarke
- To outline the key practices that promote community cohesion at Brian Clarke
- To document how we monitor the effectiveness of our approach

3. What is community cohesion?

Our working definition of community cohesion is that proposed by Ted Cattle in 2001:

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

The Brian Clarke Church of England academy endeavours to promote Community Cohesion through all elements of our practice.

4. Teaching, Learning and the Curriculum

At Brian Clarke, all our students enjoy a rich and ambitious curriculum that provides a platform for progression, aspiration and social mobility. There is no ceiling on students' experiences or aspirations. Expectations are the same for all and all routes lead to recognised qualifications.

The school curriculum and ethos directly address faith and shared values to build mutual understanding and respect. Throughout our academic and pastoral curriculums students learn to understand others, to value and celebrate diversity. Through Collective Worship, Assembly, Citizenship, RS and the Wellbeing curriculum we promote an awareness of human rights, how to apply and defend them; how to develop skills of participation and responsible action. Students get to understand that there is so much more that unites us as a society than divides us.

An extended school day, which builds in rich co-curricular provision, ensures structured opportunities outside of the classroom to work in wider groupings of students and to foster social cohesion and integration, alongside the personal qualities of creativity, resilience and leadership.

The approach to teaching and learning and common language around pedagogy also foster cohesion. Teachers have high expectations of all students irrespective of ethnic, socioeconomic, or other differences. Staff are committed to narrowing and closing any gaps in progress and attainment.

There is an emphasis on active and collaborative learning, the centrality of oracy and communication. Staff use school processes such as group work, seating plans and school teams to foster integration and cohesion ensuring students have the opportunity to work authentically together.

Pupil voice, staff voice and special events ensure all are represented and all voices effectively listened to,

5. Trust and School Policies

All school and Trust policies reflect our commitment to promoting community cohesion.

The Brian Clarke CE Admissions welcomes pupils of all faiths and none. The Admissions Policy promotes integration through its allocation of the 240 places. 60 places are reserved for children of Christian families, 60 for other main world faiths present in Oldham and the remaining 120 from geographical zones around Oldham

It is a multicultural school that serves all the communities of Oldham and is a microcosm of the town's rich diversity. The school brings together young people together to build a community where all are valued, respected, nurtured and challenged to become the best they can be and are meant to be.

6. Partnership Working and Engagement

The school's engagement with organisations (such as DofE), community and business partners and other schools further contributes to community cohesion. Calendared events and activities provide students with the opportunity to understand difference and contribute to cohesion. Examples include:

- Faith Day
- Visiting Speakers
- Black History Month
- Sport's Day
- Anti-Bullying Week
- Fundraising Events
- Celebration and Special Recognition Assemblies

The wider staff body and parents are kept informed and also actively participate in a number of these events which contributes to community cohesion more widely.

7. Monitoring the effectiveness of our approach to Community Cohesion

There are a wealth of qualitative and quantitative sources of information used to assess the effectiveness of the school's approach to community cohesion:

- Qualitative measures include information gathered through student, parent and staff voice. Through an understanding of students' enjoyment of school and feelings of safety and inclusion.
- Learning walks of school climate
- Participation in co and extra-curricular activities
- Quantitatively incidents of prejudice, bullying and harassment are monitored through the school's MIS
- Analysis of student progress
- Achieving the multi-cultural multi faith intake as per the Admissions Policy