



The White Hills Park Trust
A Culture of Excellence

Community Cohesion Policy

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Although OFSTED is no longer required to report specifically on schools' community cohesion, the interrelationship between diversity, equality and unity of purpose continues to provide a powerful dynamic for raising achievement.

The starting point for The White Hills Park Trust's community cohesion policy is the following definition

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.

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Defining The White Hills Park Trust 'community'

The community of The White Hills Park Trust relates to

- a) the individual communities of each of the schools, *Alderman White School , Bramcote College and Bramcote 6th Form College*, including all the stakeholders of these schools: students and their families, teachers, support staff, governors, the pupils, staff and parents of our feeder primary schools, external providers, businesses and local residents making use of the schools in terms of facilities or courses.
- b) the composite community of the Trust schools which seeks to share similar values, standards and aspirations
- c) the local community which is rooted in the geographical location of each school
- d) the regional, national and international communities which provide a wider context for shared values and aspirations.
- e) the wider 'educational' community with its network of schools, colleges and universities.

We seek to promote community cohesion within each of the individual school communities and across the broader community of The White Hills Park Trust, aspiring to place our schools at the

centre of our communities, seeing them as an important hub for social cohesion within the wider community. Whether it is in the context of community language-learning (Alderman White), links with businesses, commercial organisations and community-groups (Alderman White, Bramcote College & Bramcote 6th Form College), our schools aspire to becoming major stakeholders in our community, providing an important platform for social integration.

A celebration of diversity as part of this shared vision of community is central to this policy with international and cultural links featuring prominently in each of the schools including links with partner schools in Germany and China (Alderman White, Bramcote College and BC6F) and a programme of international visits to Paris, Cologne, Madrid, Poland and Portugal involving students across the White Hills Park Trust in all key-stages.

As part of its community provision as a specialist language college, Alderman White opens its doors to the wider community by offering language classes in a wide range of languages including Arabic, French, German, Greek Italian, Japanese, Mandarin, Polish and Spanish. The school is pro-active in promoting the multi-cultural aspects of our diverse society – its work in supporting the Nottingham Chinese School and the availability of community language classes such as Urdu and Arabic for the local community as well as students in neighbouring schools are examples of multi-cultural engagement. Alderman White's status as a Confucius Classroom has provided a major platform for exploring a wider international dimension with Mandarin classes and cultural workshops taking place across the Trust as well as many primary schools in the area, allowing the whole community to recognize and celebrate different cultures beliefs and life-styles. This strand of the community cohesion policy plays a significant role in developing the self-esteem and self-belief of ethnic groups and increasing their aspirations.

Recognition of the specific language skills of EAL students is seen as important within the Trust schools and the Language College at Alderman White is instrumental in facilitating the accreditation of these skills. These students also receive additional specialist support from an EAL co-ordinator, enabling them to develop their skills in English so that they can access the wider curriculum and share the aspirations of all students in the Trust.

The recognition and appreciation of diversity are therefore seen as key elements of community cohesion. Ethnic and cultural diversity are celebrated within the wider context of British values. These values permeate the PSHE and Modern Studies curriculum as well

as assemblies, providing a broader context for social cohesion. Given the increasing number of students across the Trust with an international or ethnic background, the White Hills Park Trust seeks to recognize the contribution they make not only to British society but also to the international world. Alderman White, Bramcote College and Bramcote College Sixth-Form all encourage students to gain qualifications in languages acquired outside school: qualifications are available in a wide range of languages including Arabic, Chinese, French, German, Italian, Polish, Spanish, Turkish and Urdu. Alderman White has also provided examination support, teaching expertise and facilities for other schools in the area which find it difficult to offer accreditation in community-languages. In 2017/2018 students from a range of other schools including George Spencer Academy and The West Bridgford Academy took qualifications in Cantonese, Mandarin and Japanese and Italian.

The corner-stones of community-cohesion:

a) The Curriculum

Our schools bring together students of different abilities and backgrounds through a shared vision based on achievement for all. The curriculum should provide for a range of different learners with the development of both academic and vocational pathways. At KS4 different qualifications and courses reflect the needs of different groups of learners with the philosophy of 'success for all' underpinning the curriculum.

Many subjects on the curriculum offer the opportunity for students to explore both their own identity and British values in the context of their cultural background and beliefs. Such opportunities are provided by Citizenship, Modern Studies, RE and MFL as well as an extensive programme of assemblies and enrichment activities. Assemblies celebrate diversity and cultural awareness to create a rich and aspirational learning community for all. The strong ethos of the Trust is underpinned by the INSPIRE values (Integrity, Nurture, Success, Perseverance, Innovation, Responsibility, Engagement) which provides a unifying framework for all the activities of the Trust.

b) Governance

All stakeholders are encouraged to contribute to the governance of the school, reinforcing the principle of

community coherence. Senior students are given responsibilities which contribute to the efficient organisation of the school while providing an important vehicle for the student voice. Students and parents are regularly consulted with regard to school issues to ensure that the decision-making process involves a representative cross-section of our community. As major stakeholders in the school, parents are regularly asked their opinion on a range of issues for example, in the form of surveys or as part of a parents' forum. There are many opportunities for staff at all levels to impact on the decision-making process within school.

c) Equity and Excellence

With a focus on high levels of achievement for all students, regardless of ethnic and social-economic backgrounds, school-tracking systems are used to evaluate the progress of different groups and to tackle underperformance of any particular group.

To ensure community cohesion and maximize equity across the school, the progress of different ethnic and social groups are carefully monitored. Incidents relating to prejudice, bullying and harassment are logged and effectively addressed; exclusions are analysed with regard to identifying particular groups which are at greater risk of exclusion. There are initiatives in place to pre-empt exclusion through early identification of 'at risk' students. Several strands of the extended school programme target vulnerable groups of students by offering increased opportunities for self-fulfilment and development and therefore contributing to greater community cohesion.

There is an increased focus on Disadvantaged students to ensure that they have access to all aspects of school-life including enrichment. Regular reviews of student attainment in relation to their target-grades make particular reference to these focus-groups and result in additional support and intervention to ensure that all students achieve.

Students with Special Needs are afforded additional support so they can achieve an increased level of success and well-being. Wherever possible, students with individual needs should have an equal entitlement to enrichment activities including trips. Additional funding is available to Disadvantaged students to enable them to participate in the

full range of enrichment activities and visits. The inclusive nature of this provision recognises and values the diversity of our school-communities while promoting the universal vision of achievement for all.

d) Engagement and ethos

A rich variety of enrichment and extra-curricular activities is key to developing the sense of community which is at the heart of our schools. The extensive programme of extra-curricular-activities allows all students to make a contribution to the wider life of the Trust. The activities should promote team-work, a sense of common purpose as well as enterprise and leadership.

The Trust schools engage with the wider communities and are pro-active in supporting local, national and international charities, tackling issues relating to the wider world, developing empathy, team-work and enterprise in relation to fund-raising. Outside agencies and organisations provide students with a wider community perspective: eg. Local business leaders currently provide Year 10 students of all abilities with valuable interview experience and regularly attend events at Bramcote 6th Form College, providing an important interface between the education and the world of work. Links with universities both local and further afield are a platform for raising the aspirations of the whole school community. Regular visits to Nottingham and Nottingham Trent Universities as well as Oxford and Cambridge currently provide an important link between secondary and further education. The Sutton Scholars scheme focuses on engaging disadvantaged students with Further Education, several sports initiatives develop the confidence, self-esteem and leadership skills of more vulnerable students and a graduation scheme provides a unifying framework for recognising student engagement both inside and outside the classroom. The scheme encourages students to make a contribution to the life of the wider community.

Local members of the community are offered a wide range of courses and classes in the evenings and on Saturdays at Alderman White including opportunities for family-learning and there is a wide range of activities which are offered to all the local primary schools including dance-festivals, theatre productions and language classes.

Parental engagement also plays a vital role in community cohesion. Parental involvement is encouraged at every level and PTAs have been established in both schools and are now organising key events both within school and for the wider community. Community cohesion is also enhanced by the provision of parent-courses for stakeholders on key social issues such as student well-being and internet safety.