

Community Cohesion Policy



Chelsea Community Hospital School

DATE MAY 2023

THIS IS A COMMUNITY COHESION POLICY FOR CHELSEA COMMUNITY HOSPITAL SCHOOL WHICH HAS BEEN WRITTEN IN CONSULTATION WITH REPRESENTATIVES FROM THE WHOLE SCHOOL COMMUNITY INCLUDING STAFF, GOVERNORS, RESPECTIVE HEALTH TRUSTS, LOCAL

School Mission Statement

The Chelsea Community Hospital School aims to ensure that children and young people have their rights to education preserved as hospital school pupils, community pupils or home tuition pupils.

We aim to provide a broad and balanced curriculum, in line with the National Curriculum, taking into consideration each pupil's individual needs, and through this to extend the development of the whole child, spiritually, socially and intellectually.

We firmly believe that education is a partnership between school and home, and we actively seek parental involvement in the learning process.

SCHOOL BACKGROUND INFORMATION

- We are a Community Special School providing education for pupils and young people while they are in hospital.
- We also provide places for a number of pupils who cannot access mainstream school due to their medical conditions.
- Our school is based across five NHS hospital sites in central London as well as a site for community pupils, they are: The Chelsea and Westminster Hospital, The Royal Brompton Hospital, St. Mary's Hospital, The Collingham Child and Family Centre, Lavender Walk Adolescent Unit and The Bayswater Children's Center for our community pupils. We also work with children and young people in their home settings when necessary.
- We teach across all key stages in both primary and secondary.

TOTAL NO. OF PUPILS

Variable due to hospital admissions.

DISSEMINATION

Key information from this policy will be incorporated into the following documents where appropriate:

- School website
- Staff induction materials
- Governor induction materials

- Pupil documentation
- Newsletters
- Staff meetings
- Parent events
- On request from the school office

POLICY IMPLEMENTATION DATE

May 2023

POLICY REVIEW DATE

October 2027

NAME: _____

DATE: _____

Introduction

The philosophy of Chelsea Community Hospital School is to create an atmosphere in which each and every child and young person is valued. Our school community is enriched by its diversity and its sense of place here in the heart of London.

We are fully committed to ensuring equality of opportunity for all pupils, parents and carers, and school staff, irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We work hard to develop a culture of inclusion and diversity in which all those connected to the school feel positive about their identity and ability to participate fully in school life. This commitment extends to working towards community cohesion.

All our pupils face the additional challenge of living with a chronic or acute medical or mental health condition. We are committed to challenging the prejudice, negative attitudes and inequality that exists for many of the pupils we teach. We do this by promoting good practice where we see it together with providing advice and guidance where we can. We work hard to liaise and partner with our local community to ensure that our pupils can participate fully. In doing so, we aim to empower them to shape the world they live in. For pupils who attend CCHS we extend our community cohesion into the digital world specifically with our Well at School website www.wellatschool.org which provides pupils, parents/carers and schools everywhere with additional evidence based information, specifically designed to support the learning of pupils with a chronic or acute medical or mental health condition.

Legislation & Guidance

This policy has due regard to statutory guidance, including, but not limited to, the following:

1. Section 21(4) of the Education Act 2002 (as inserted by section 38 of the Education and Inspections Act 2006) states that:
 - ‘The governing body of a maintained school shall, in discharging their functions relating to the conduct of the school —
 - a) promote the well-being of pupils at the school, and
 - (b) in the case of a school in England, promote community cohesion.’
2. This duty came into effect on 1 September 2007. From 1 September 2008, Her Majesty's Chief Inspector (HMCI) has a duty under section 5 of the Education Act 2005 (as inserted by section 154 of the Education and Inspections Act 2006) to report on the contribution made by schools to community cohesion.

The Department for Children, Schools and Families (DCSF) has published *Guidance on the duty to promote community cohesion* to support schools in implementing the duty.

This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE ‘The Equality Act and schools’ 2014
- DfE ‘Promoting the education of looked after children’ 2014

Links with other school policies & documents

This policy is related to the following other school policies and documents:

- Special Educational Needs Policy
- Curriculum Policies
- PSHE Policy
- Equality Policy
- Anti-bullying Policy
- Safeguarding Policy
- Behaviour Support Policy
- Maternity Policy
- CPD Policy
- Pupil Premium Reports
- Primary Sports Premium Report

Data Protection

- The school will adopt secure controls on sensitive personal data, ensuring all data is accurate, secure and processed fairly and lawfully.
- The school will gain consent from the pupil and parents/carers before any sensitive personal data is processed.
- The school will respect all pupils' right to privacy and will not disclose a pupil's trans* status or sexual orientation to any other pupils, staff members or third parties.
- The school holds a Data Protection Policy containing further information addressing data protection.

Trans* is an umbrella term that refers to all of the identities within the gender identity spectrum.

Roles & Responsibilities

- The headteacher will implement this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- The headteacher will ensure regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- It is the responsibility of all staff to be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment/discrimination as the highest priority.
- The school will ensure that appropriate support is made available for pupils who require immediate interventions, parental assistance and personal counselling.

What is community cohesion?

By community cohesion, we mean working towards a society in which there is a common vision and a sense of belonging held by all communities; the diversity of people's backgrounds and circumstances is appreciated and valued; similar life opportunities are available to all; and strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Here at CCHS we use our relationships and the school curriculum to work towards our aim of promoting positive community cohesion. We want our school to be a thriving, cohesive community, but we also have a vital part to play in building a more cohesive society.

Our curriculum promotes the spiritual, moral, social, cultural, mental, and physical development of our pupils and prepares them for the opportunities, responsibilities, challenges, and experiences of later life.

Our pupils come from rich and diverse cultural backgrounds, we are an enriched school because of our place here, in central London. We believe our school's duty is to be part of the conversation on how we learn to understand each other and live together as a cohesive community. We do this by working with the local community, local authority, and our local services such as the Police, Youth Services, and local charities to ensure that our pupils are appropriately informed and kept safe.

How we support community cohesion

Teaching, learning and our curriculum

We aim to provide:

- Lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities for pupils to discuss issues of identity and diversity and what it means ‘to live together in the UK.’
- A programme of curriculum-based activities whereby pupils’ understanding of community and diversity is enriched through visits and meetings with members of different communities.
- Support for pupils for whom English is an additional language (EAL) to enable them to achieve their full potential.
- An effective voice and involvement of pupils in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.
- Opportunities for discussing issues of identity and diversity across the curriculum.
- An international dimension to our curriculum planning and delivery.

Examples from our school:

- Our school has a varied, and relevant curriculum, enriched by the visual and performing Arts. This helps to develop pupils’ understanding of community and diversity.
- Lessons across the curriculum promote common values and help pupils to appreciate differences and challenge prejudice and stereotyping.
- We work hard to ensure very good and outstanding progress for all pupils from all ethnic and socio-economic backgrounds, ensuring that pupils are treated with respect and supported to achieve their full potential.
- We have an active pupil voice through our weekly discussion groups that take place across the school sites. This gives our children and young people an active role in how

our school operates and how we develop. As a rich and diverse group of pupils from wide cultural and social backgrounds we are privileged in our ability to engage with many viewpoints and experiences. This informs our whole school ethos.

- We have a long history of actively participating in joint projects with schools around the world. We have linked with schools in many European countries, including Finland, Spain, Norway, Iceland, and Ireland. We have linked with, visited, and hosted a school in Gaza. We have coordinated projects through Comenius, Erasmus, eTwinning and HOPE. You can find out more on our website <https://www.cchs.org.uk/information/international>

Engagement and Ethos

Our history of actively seeking out and taking up opportunities to partner with schools and organisations here in London, across the UK, and the wider world has helped us develop our outward looking ethos. Most importantly though, is the diversity and richness of the pupils and families that make up our school community. This is what makes CCHS such a vibrant and inclusive school.

Here are some examples of what we do

- We maintain strong links and multi-agency working between the school and other local agencies, such as the youth support service, the Police and social care.
- We work as part of a multidisciplinary team with health and social care.
- We actively engage with parents and carers through support groups.
- We participate in community events arranged by local groups and organisations.
- We invite members of the local community into our school. This provides opportunities for both pupils and visitors to listen and learn from each other.
- We monitor incidents of prejudice, bullying and harassment and act on what we find.
- Inappropriate behaviour, exclusions, racist, bullying, drug related incidents and other stereotyping is monitored regularly and reported to governors.

The Role of Governors

Our Governing Body is legally responsible for ensuring the promotion of social cohesion and the Headteacher is responsible for ensuring that the duties are fulfilled within school. On a regular basis, our governors will consider:

- How our school uses its own data around bullying and racist incidents to inform provision and school development.
- Whether we serve the wider community and help bring pupils and parents together.

- How representative our governing body is of the local community and pupils' backgrounds.
- What our school can do to create an ethos of inclusion in which divisions and intolerance of others is unacceptable.
- How our school actively promotes understanding and dialogue between diverse groups.
- Whether we have accessed support and good practice from within the local authority to promote social cohesion and what additional support is available.

Prevent Duty

CCHS complies with the requirements of the Counter Terrorism and Security Act to have due regard for the need to prevent people being drawn into terrorism and will act in accordance with its Prevent duty.