

# CONTENTS

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<b>Introduction</b>	<b>4</b>
<b>What are the Community Cohesion Standards?</b>	<b>4</b>
<b>Family, Community &amp; Partnership Guidelines</b>	<b>6</b>
<b>Pupil Guidelines</b>	<b>8</b>
<b>Staff Guidelines</b>	<b>11</b>

# Community Cohesion Standards for Schools

## Introduction

1. The Community Cohesion Review Team Chaired by Ted Cante investigated the circumstances that surrounded the disturbances in Bradford, Oldham and Burnley in 2001.<sup>1</sup> The report identified the role of schools as being central to breaking down barriers between young people and helping to create cohesive communities.
2. 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; and
  - strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.
3. The Race Relations (Amendment) Act 2000 places particular duties upon all public bodies, including schools, to promote race equality.
4. 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 levels.

## What are the Community Cohesion Standards?

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

<sup>1</sup> Community Cohesion: A Report of the Independent Review Team, chaired by Ted Cante, 2001.

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

## Community Cohesion Standards for Schools - Family, Community & Partnership Guidelines

	Access to School	Access to Learning	Access to Achievement
Key Objectives	<ul style="list-style-type: none"> <li>All partnership arrangements should be in line with the school's equality policies.</li> <li>All pupils, parents and community members should have equal access to education and training provision in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>The governing body reflects the communities it serves.</li> <li>The school/governing body takes positive steps to promote good community relations.</li> <li>The school contributes to capacity building in the community.</li> </ul>	<ul style="list-style-type: none"> <li>The school contributes to capacity building in the community.</li> </ul>
Audit	<ul style="list-style-type: none"> <li>Governors evaluate parental understanding and use of official information on admissions.</li> </ul>	<ul style="list-style-type: none"> <li>Governors monitor the use of school resources, including participation in after-school activities.</li> </ul>	
	<ul style="list-style-type: none"> <li>Governors work with relevant agencies and service providers to evaluate community awareness of education and training provision in the area.</li> </ul>	<ul style="list-style-type: none"> <li>Governors monitor parental participation in Governor's AGM, governing body and parent-teacher consultations, including the structure/organisation and provision of interpreters/translators.</li> </ul>	
	<ul style="list-style-type: none"> <li>Governors monitor whether agreements with service providers support the school's equality strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Governors conduct a survey of local community-based organisations providing supplementary forms of education.</li> </ul>	
	<ul style="list-style-type: none"> <li>Governors evaluate whether the physical environment of the school enables equal access for all members of the community.</li> </ul>	<ul style="list-style-type: none"> <li>Governors conduct a survey of the range of skills, knowledge and expertise in the catchment area.</li> </ul>	
	<ul style="list-style-type: none"> <li>Governors evaluate the effectiveness of the school's communication with parents and community.</li> </ul>		
Planning	<ul style="list-style-type: none"> <li>Governors have developed a strategy for consulting parents and community organisations on closing the attainment gap, increasing inclusion and reducing exclusions.</li> </ul>		
	<ul style="list-style-type: none"> <li>Governors have outlined clear protocols to ensure that agreements with service providers, including employment agencies supplying teachers, comply with the school's equal opportunities and anti-racist policies.</li> </ul>	<ul style="list-style-type: none"> <li>Governors have identified a range of strategies to encourage parental and community participation in the running of the school.</li> </ul>	
	<ul style="list-style-type: none"> <li>Governors have developed strategies enabling all parents and pupils to access high-quality guidance and advice on transition to secondary school.</li> </ul>	<ul style="list-style-type: none"> <li>Governors have identified local community-based organisations and agencies as possible service providers, e.g. mentors, after-school provision, etc.</li> </ul>	

	Access to School	Access to Learning	Access to Achievement
Planning	<ul style="list-style-type: none"> <li>Governors of secondary schools have developed strategies enabling all parents and pupils to access high-quality guidance and advice on education and training provision for 14 and 16+.</li> </ul>	<ul style="list-style-type: none"> <li>Governors have developed an action plan for recruitment of Governors from under-represented groups, including a timetable and targets.</li> </ul>	
		<ul style="list-style-type: none"> <li>Governors and SMT have drawn up a plan, including resource implications, for encouraging the development of activities specifically aimed at pupils with particular needs (refugees, Gypsy Travellers and underachieving ethnic groups, including white pupils).</li> </ul>	
		<ul style="list-style-type: none"> <li>Governors have established twinning arrangements with other schools and communities to promote inter-cultural learning.</li> </ul>	
		<ul style="list-style-type: none"> <li>Governors and SMT have drawn up a communication strategy for promoting positive race relations.</li> </ul>	
Action	<ul style="list-style-type: none"> <li>The school maintains regular consultation with parents, pupils and community organisations aimed at closing the attainment gap, increasing inclusion and reducing exclusion.</li> </ul>		
	<ul style="list-style-type: none"> <li>Service providers comply with the school's equality policies.</li> </ul>	<ul style="list-style-type: none"> <li>The governing body represent the local catchment area.</li> </ul>	
	<ul style="list-style-type: none"> <li>All parents and pupils have access to high-quality guidance and advice on transition to secondary school.</li> </ul>	<ul style="list-style-type: none"> <li>The governing body recruits from under-represented groups.</li> </ul>	
	<ul style="list-style-type: none"> <li>All parents and pupils have access to high-quality guidance and advice on education and training provision in the area for 14 and 16+.</li> </ul>	<ul style="list-style-type: none"> <li>Governors and SMT work with the school's family or federation of schools to provide resources for the community - breakfast clubs, after-school clubs, English language classes, community-language classes.</li> </ul>	
		<ul style="list-style-type: none"> <li>Governors and SMT work with the school's family or federation of schools to negotiate with local service providers to provide education and training opportunities for the community.</li> </ul>	
		<ul style="list-style-type: none"> <li>The school organises and participates in regular inter-cultural events aimed at promoting good community relations.</li> </ul>	
		<ul style="list-style-type: none"> <li>A member of SMT is responsible for home-school and community relations.</li> </ul>	
Review	<ul style="list-style-type: none"> <li>There is a clear and explicit review process, including a timetable for evaluating progress towards achieving the action plan.</li> </ul>		
	<ul style="list-style-type: none"> <li>The action plan is clearly reflected in the School Development Plan, School Self-Review and any Performance Management framework, with a senior member of staff responsible for leading the review process.</li> </ul>		
	<ul style="list-style-type: none"> <li>There are clear strategies and structures in place for effective consultation with and involvement by all pupils, families, and communities in the review process.</li> </ul>		

## Community Cohesion Standards for Schools - Pupil Guidelines

	Access to School	Access to Learning	Access to Achievement
Key Objectives	<ul style="list-style-type: none"> <li>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 mixed intake.</li> </ul>	<ul style="list-style-type: none"> <li>The school excludes a minimum number of pupils with no significant differences in exclusion rates between different social or ethnic groups.</li> <li>All pupils have access to the full curriculum and no one group is over-represented in vocational routes or 'disapplied' from the National Curriculum.</li> <li>Curriculum content contributes to an appreciation of cultural diversity, and challenges prejudice, bias and stereotyping.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment arrangements enable all pupils to attain at the highest level possible and do not put any group of pupils at a substantial disadvantage.</li> </ul>
Audit	<ul style="list-style-type: none"> <li>Monitor whether patterns of admission reflect the local catchment area (referring also to specific admissions criteria for VA, Foundation and Specialist schools).</li> <li>Monitor whether admissions criteria meet requirement of Disability Rights Act and LEA inclusion strategy.</li> <li>Monitor whether any selection by 'aptitude' or 'ability' produces a policy that disadvantages certain social groups in the local community, including disabled pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor patterns of participation in ability groups/sets, including movement across groups.</li> <li>Monitor inclusion on the SEN Register, stage in the Code of Practice, and level/type of support attracted by pupil.</li> <li>Monitor provision for EAL learners and assessment arrangements.</li> <li>Monitor participation in EIC strands, including outcomes (attendance, exclusion, attainment).</li> <li>Monitor patterns of permanent and fixed-term exclusion.</li> <li>Monitor patterns of 'disapplication from National Curriculum' and participation in Work Related Curriculum.</li> <li>Monitor participation in curriculum-related supplementary activities (booster classes, enhanced curriculum, etc).</li> <li>Monitor progression against previous attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor patterns of achievement and rate of progress by gender, ethnicity, SEN and FSM.</li> <li>Monitor patterns of entrance in GCSE-tiered examinations.</li> </ul>

	Access to School	Access to Learning	Access to Achievement
Planning	<ul style="list-style-type: none"> <li>Negotiations have been held with the appropriate authority on how the school's admission criteria can reflect the local area and/or encourage a mixed intake.</li> </ul>	<ul style="list-style-type: none"> <li>Governors and SMT have drawn up a framework for rationalising the different funding streams, including an explicit protocol for resource allocation based on a commitment to 'close the attainment gap'.</li> </ul>	
	<ul style="list-style-type: none"> <li>The action plan sets clear targets for meeting the requirements of the Disability Rights Act and the LEA inclusion strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Primary co-ordinators and Heads of Department have identified areas in all subjects where equal opportunity and anti-racist perspectives can be introduced.</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Department have evaluated different examination boards and assessed the possible impact of tiered examination entry on underachieving groups of pupils.</li> </ul>
		<ul style="list-style-type: none"> <li>Governors and SMT have drawn up an action plan for reducing exclusion (fixed-term and permanent).</li> </ul>	<ul style="list-style-type: none"> <li>Heads of Department have drawn up an action plan that contains procedures for ensuring any tiered examination entry is not discriminatory.</li> </ul>
		<ul style="list-style-type: none"> <li>Governors set clear targets to reduce permanent and fixed-term exclusions.</li> </ul>	
Action	<ul style="list-style-type: none"> <li>Governors operate a robust system for monitoring patterns of admissions, curriculum participation and 'closing the attainment gap', with defined triggers for action and points of intervention.</li> </ul>		
	<ul style="list-style-type: none"> <li>Governors set the admissions criteria to reflect the local population and/or encourage a mixed intake.</li> </ul>	<ul style="list-style-type: none"> <li>Governors have established clear strategies for re-integrating excluded pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Governors have committed the school to making 'closing the attainment gap' a policy priority.</li> </ul>
	<ul style="list-style-type: none"> <li>The school makes active representations to the local Admissions Forum to ensure that admissions criteria promote equality of access for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' schemes of work are based on high expectations and teaching and learning approaches maximise the participation and interest of all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Governors have set clear targets, by group, for closing the attainment gap.</li> </ul>
	<ul style="list-style-type: none"> <li>Governors operate clear criteria for admitting/re-admitting excluded pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Wherever appropriate, schemes of work encourage pupils to understand the causes and consequences of discrimination, and to recognise and challenge stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>Reasonable adjustments are made to all assessment procedures (e.g. SEN, disability, language needs) to enable pupils to attain at the highest level possible.</li> </ul>
		<ul style="list-style-type: none"> <li>Schemes of work actively contribute to the development of pupils' sense of identity through knowledge and understanding of Britain's diversity and the local, national, European and global dimensions of their lives.</li> </ul>	

## Community Cohesion Standards for Schools - Pupil Guidelines (continued)

	Access to School	Access to Learning	Access to Achievement
Action		<ul style="list-style-type: none"> <li>● Teaching materials and resources are adapted or modified to meet the requirements of all pupils.</li> </ul>	
		<ul style="list-style-type: none"> <li>● The school works with its 'family of schools' or 'federation of schools' to ensure that all pupils have access to a rich and broad curriculum.</li> </ul>	
		<ul style="list-style-type: none"> <li>● The School Development Plan includes a clear outline of the reasonable adjustments to the physical environment of the school to enable equal access and mobility for all pupils.</li> </ul>	
		<ul style="list-style-type: none"> <li>● Target-setting, grouping, and resource allocation are used to ensure progression for all pupils, aimed at closing the attainment gap.</li> </ul>	
Review	<ul style="list-style-type: none"> <li>● There is a clear and explicit review process, including a timetable for evaluating progress towards achieving the action plan.</li> </ul>		
	<ul style="list-style-type: none"> <li>● The action plan is clearly reflected in the School Development Plan, School Self-Review and any Performance Management framework, with a senior member of staff responsible for leading the review process.</li> </ul>		
	<ul style="list-style-type: none"> <li>● There are clear strategies and structures in place for effective consultation with and involvement by all pupils, families, and communities (both local and interested) in the review process.</li> </ul>		

## Community Cohesion Standards for Schools - Staff Guidelines

	Access to School	Access to Learning	Access to Achievement
Key Objectives	<ul style="list-style-type: none"> <li>The staff profile represents the diversity of British society.</li> </ul>	<ul style="list-style-type: none"> <li>The school works with the LEA and other providers to train its staff and governors on their responsibilities under relevant legislation.</li> <li>All staff and governors have the knowledge and understanding to promote good community relations and challenge discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>All staff have an equal opportunity for promotion to all levels within the school.</li> </ul>
Audit	<ul style="list-style-type: none"> <li>Monitor whether the teaching and non-teaching staff fairly represent the demographic profile of the local community and/or the population nationally.</li> <li>Monitor whether there are systems in place for evaluating recruitment and selection procedures in line with CRE, EOC and DRC guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor whether all those involved in recruitment and selection have participated in high-quality training in equal opportunity and anti-racist employment practice.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the patterns of promotion and retention.</li> <li>Monitor whether there are systems in place to assist teaching support staff to train for QTS or other professional qualifications.</li> </ul>
Planning	<ul style="list-style-type: none"> <li>Governors have identified possible external equal opportunities employment advisers.</li> <li>Governors and SMT have an action plan for consulting with pupils, staff, parents and community organisations on the recruitment, selection, promotion and retention of staff.</li> <li>Governors and SMT have an action plan to encourage people from under-represented minority ethnic and social class groups, or people with disabilities, to apply for positions at all levels in the school.</li> </ul>		
Action	<ul style="list-style-type: none"> <li>The action plan includes a clear strategy and targets for recruiting and selecting under-represented groups for all positions and at all levels in the school.</li> </ul>	<ul style="list-style-type: none"> <li>All new staff have participated in an induction programme that includes good equal opportunities and anti-discriminatory practice.</li> <li>All staff have received regular training to deal effectively with racial incidents, harassment and bullying.</li> <li>All those involved in recruitment, selection and training have received high-quality equal opportunities employment training.</li> </ul>	<ul style="list-style-type: none"> <li>Governors are actively implementing the criteria for promotion in line with good equal opportunities employment practice.</li> <li>Governors are working to ensure retention of under-represented groups.</li> <li>Governors play an active role in their LEA's employment initiatives.</li> </ul>

## Community Cohesion Standards for Schools - Staff Guidelines (continued)

	Access to School	Access to Learning	Access to Achievement
Action		<ul style="list-style-type: none"> <li>Governors and SMT have identified and incorporated into the action plan adequate funding for induction, selection and recruitment, and behaviour-management training needs as identified above.</li> </ul>	
		<ul style="list-style-type: none"> <li>Governors and all staff know their responsibilities under relevant legislation.</li> </ul>	
		<ul style="list-style-type: none"> <li>Governors and staff play an active part in challenging discrimination and promoting good community relations.</li> </ul>	
		<ul style="list-style-type: none"> <li>All teaching staff have received high-quality training on how to use target-setting, grouping and resource allocation to ensure progression for all pupils, aimed at closing the attainment gap.</li> </ul>	
Review	<ul style="list-style-type: none"> <li>There is a clear and explicit review process, including a timetable for evaluating progress towards achieving the action plan.</li> </ul>		
	<ul style="list-style-type: none"> <li>The action plan is clearly reflected in the School Development Plan, School Self-Review and any Performance Management framework, with a senior member of staff responsible for leading the review process.</li> </ul>		
	<ul style="list-style-type: none"> <li>There are clear strategies and structures in place for effective consultation with and involvement by all pupils, families, and communities (both local and interest) in the review process.</li> </ul>		



