

Community Cohesion notes

Issued: October 2014

Reviewed Autumn Term 2015



FOUNDATION STATEMENT

The School believes that the education and formation of our children is a responsibility shared by parent, teacher and the Church. Whilst we recognise that the parents are the primary educators of their children, the personal influence of the teacher is of great significance during and beyond school days, for the growing child reflects the influence of those who care for and teach him or her. We accept the fact that such formation is present in all aspects of the School's life - the approach to every task, every aspect of teaching and learning, every form of order, discipline and control, every relationship.

The School willingly accepts its responsibility to provide opportunities for the formation of each person in the community through the mission of integrating human development and the values of Christ:

- believing that all life and human talents are gifts from God and that we are all formed in the image of Christ.
- recognising the need of all individuals for growth and development irrespective of circumstance, gender, race or ability.
- communicating the Christian message of love and service, and values of justice, acceptance, tolerance, respect and friendship.
- creating a secure, caring, Christian and happy environment
- providing opportunities for work and learning that give a sense of satisfaction, achievement and self-respect.
- developing the necessary life-skills of communication, creativity, problem solving, decision-making, as well as the informational framework that will prepare individuals for life in the 21st century.

Cardinal Allen CHS in Context

Cardinal Allen is an 11 to 16 mixed Catholic Comprehensive school with 810 pupils on roll with a target admissions number of 165. The school is very popular and is situated on the Wyre peninsula in the town of Fleetwood. Deprivation indices reflect the schools truly comprehensive intake. Using the indicators of employment, household income, health and living environment and measuring the most severe assessments (E*, E & D) on the scale, 35% of our pupils come from these backgrounds. The majority of these are from pockets in the town of Fleetwood where some Wards are amongst the most deprived in the County. A smaller but significant percentage of pupils (15%) come from areas where socio-economic indicators are more favourable. Approximately **15.2%** of pupils are eligible for free school meals and this figure is on an upward curve. (We think that it is now 25%). 99 % of pupils have English as their first language and about 97% of pupils are of European heritage.

13.7% on SEN register: 7.4% School Action; 3.6% School Action Plus; 2.7% Statements. There is 1 Looked after Child and this has varied between 1 and 3 in the last three years.

Cardinal Allen is a Catholic High School in partnership with Lancaster Diocese and Lancashire LEA. The school is founded on the teachings of Christ and promotes a distinctive Christian ethos where every pupil is considered as unique and important. The percentage of baptised Catholic children varies but is around 60%. The Christian ethos of the school is reflected in its mission to support the needy and underprivileged.

Our school is served in the main by 8 feeder Catholic Primary Schools situated in the boroughs of Wyre, Fylde and Blackpool Unitary Authority. Some children travel significant distances to school from the parishes of St. Mary's, Great Eccleston and St. William's, Pilling both "Over-Wyre" schools. Our neighbouring Secondary schools are Fleetwood High School and Millfield Science and Performing Arts College.

The school was designated as a Specialist School for Maths & Computing and these subjects are the strongest performers in school-befitting of this status. BECTA ICT Awards in 2009 & 2012 further underline this. The school's VLE via the Moodle platform is generally acknowledged as one of the best in the Local Authority. In 2004 Cardinal Allen was awarded "Green Flag" status, the highest award possible as an "ECO School". In 2006, 2008, 2010 and 2012 the school achieved a re-designation with the Green Flag following more stringent inspections. In 2014 we were awarded Ambassador School Status. In November 2011 the Design and Technology Department were awarded the Design Mark and in 2013 the Geography Department were awarded the Secondary Geography Quality Mark both passing rigorous standards checks.

The school looks good. Maintenance programmes and a planned refurbishment programme ensure that the pupils and staff enjoy good facilities which are well cared for. Pupils respect this aspect of the school and are proud of its appearance.

For several consecutive years the school budget has been very healthy. This has been achieved through excellent planning, rigorous challenging to achieve 'best value' and stealthy handling of spending. Moreover, this has been achieved with no detriment to pupil performance, attendance or behaviour. Indeed, all are improving.

Cardinal Allen is situated on a peninsula. Recruitment of local high caliber teachers to coastal schools can be difficult and, for this reason, several members of staff travel more than 25 miles (Lancaster, Preston, Blackburn and Wigan) to work necessitating a long time spent in the car.

The Governing Body is generally stable and well-populated although in 2014 there has been a change in leadership. The members of the Governing Body come from a good range of backgrounds and recent governor changes have strengthened the membership.

Despite the fact that this is a coastal school where employment patterns suggest an affiliation with transient families, there is a negligible amount of pupil mobility – much lower than the Lancashire average. Some pupils travel great distances to school with their journeys taking them close by several other Secondary schools.

DEFINITION

This Policy takes the term 'Community Cohesion' to mean a vision, shared by all stakeholders, of a society to which everybody senses a strong feeling of belonging and in which every individual will have equal access to life opportunities. As the school serves a predominantly monocultural population, we will need to consider how to provide our students with the skills necessary to live with and deal with the differences of those from diverse background.

AIMS

In order to prepare all our students for living and working in a diverse and cohesive society, in the various ways listed in the 'Roles and Responsibilities' and 'Policy into Practice' sections of this policy, the school will:

1. Encourage all students to develop a secure sense of their own identity, both as individuals and as part of the local, national and global communities of which they are a part.

Area(s) for development:

Seek further community links.

Continually reinforce messages of diversity, inclusion and global citizenship through wall displays, teaching materials etc.

As well as promoting and celebrating our Catholic Identity we will recognise and support the learning about religious festivals from different belief systems.

2. Encourage open and positive attitudes towards diversity and the development of the skills, understanding and confidence to challenge prejudice, discrimination and stereotyping.

Area(s) for development:

Continually reinforce messages of diversity, inclusion and global citizenship through wall displays, teaching materials etc.

Continue to educate students, staff and parents/carers in an enduring and sustainable way.

Seek links with school(s) in a different community.

3. Support the development of the skills, knowledge, understanding and motivation students need to become active citizens who recognise their rights and responsibilities.

Area(s) for development:

Continually reinforce messages of diversity, inclusion and global citizenship through wall displays, teaching materials etc.

4. Ensure equality of opportunity, remove barriers to access and eliminate discrimination and harassment.

Area(s) for development:

Incorporate training on equality into the INSET programme.

5. Strive to ensure that students receive a broad and balanced education and succeed in reaching their individual potential at the highest level possible.

Area(s) for development:

Continue to use data available to monitor and assess learning and use this to inform future curriculum.

6. Provide opportunities for positive interaction and the building of relationships with people from a range of different backgrounds, both in our local community and in the wider society.

Area(s) for development:

Seek links with school(s) in a different community.

ROLES AND RESPONSIBILITIES

The Governors will ensure that:

- the school complies with its duty to promote Community Cohesion.

The Headteacher will ensure that:

- this policy is readily available and that governors, staff, students and their parents know about it and are updated on its progress;
- all staff understand their responsibilities and receive appropriate support and training if necessary;
- this policy and its procedures are followed.

All staff will ensure that:

- they have read the policy and understand their responsibilities;
- they promote equality of opportunity and positive attitudes to diversity in accordance with this policy and other relevant policies, including the Equal Opportunities Policy, the Race Equality Policy and the Disability Access Statement.

The Senior Leadership Team and a governor will ensure that:

- practice in school supports the aims and procedures outlined in this policy;

- they undertake appropriate training in order to support colleagues in carrying out their responsibilities;
- staff, governors, parents and students are kept up to date with relevant information;
- monitoring and assessment of the impact of this policy takes place.

POLICY INTO PRACTICE

(I) TEACHING, LEARNING AND CURRICULUM

Opportunities to promote diversity, shared values, exploration of identity and human rights are incorporated into the curriculum formally through PSHCEE and informally in all Curriculum areas. In order to enable all students to engage with the aims specified in the 'Aims' section of this policy, they will have access to a wide variety of learning opportunities in different subject areas, as well as specific lessons focusing on the following topics in PSHCEE.

Group	Curriculum
Year 7	<p>Personal Identities</p> <ul style="list-style-type: none"> • Understanding that identity is affected by a range of factors, including positive sense of self. • Growing up and defining your identity – personal qualities. • Recognising that the way in which personal qualities, attitudes, skills & achievements are evaluated affect confidence & self-esteem. • Understanding self esteem can change with personal circumstances, such as those associated with family & friendships, achievements & employment. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> • Recognising that healthy lifestyles & wellbeing of self & others depend on information & making responsible choices. • Understanding that physical, mental & emotional health affect our ability to lead fulfilling lives, & that there is help & support available when they are threatened. • The human body & Puberty. • Understanding what a healthy diet consists of? • Understand why exercise is essential? • What is personal hygiene and why is it important? • What is mental health and why is it important? • Eating disorders (forced by low self-esteem and pressure) <p>Being Eco-Friendly</p> <ul style="list-style-type: none"> • What are the global issues? • What are the local issues? • What is an 'Eco-School'? • What can I do in school and at home? My Carbon Footprint/Litter • How can I get others to do more? <p>Relationships</p> <ul style="list-style-type: none"> • Understanding that relationships affect everything we do in our lives & that relationship skills have to be learnt & practised. • Understanding that there are different types of relationships (friendships, love and sexual). • Understanding that relationships can cause strong feelings and emotions. • Understand that there are different types of relationships in the world e.g. Heterosexual, Homosexual, Bisexual etc.

	<p>Bullying</p> <ul style="list-style-type: none"> • Understand the consequences of Bullying both physically & mentally. • Understand the increasing problem of Cyber-bullying and how social networks (twitter, facebook, msn) are playing a major part in this. • Protect themselves whilst using the Internet (internet safety) <p>Diversity, Prejudice & Difference</p> <ul style="list-style-type: none"> • Appreciate that, in our communities there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age. • Understand that all forms of prejudice & discrimination must be challenged at every level in our lives. • To begin to consider how Stereotypes, Prejudice and Discrimination affect people's lives • Understand how prejudice can lead to bullying, self harm, physical assault etc.
Year 8	<p>Me and Behaviour</p> <ul style="list-style-type: none"> • Personality traits - can they confidently talk for 2-3 mins about themselves • Strengths and Weaknesses in relation to Multiple Intelligence - pupil's rate themselves in the 8 areas of intelligence on a 'wheel of strength' • Behaviour Matrix and how behaviour impacts on those around us - Player, Spectator, Corpse and Terrorist • What / Who motivates and inspires us in life - Create a Motivational / Inspirational PPoint <p>Crime and the law</p> <ul style="list-style-type: none"> • Understanding rules and laws are important. • How law applies to young people. Age of certain laws. • The Police: What powers do the Police have and what challenges do they face? • Punishment: What are the consequences of criminal activity? • Compare US law/punishment to UK law – death penalty, life sentence. • Discuss the use of CCTV for criminal acts. <p>Enterprise/Economic Understanding</p> <ul style="list-style-type: none"> • Recognise how they are manipulated into spending money • Use techniques commonly employed in TV and radio advertising • Understand how these techniques persuade the consumer to spend money • Recognise necessary and un-necessary spending • Financial Planning • Understanding the functions & use of money. • Using this knowledge: <ul style="list-style-type: none"> ◦ Organise the business: Design a product & create the product ◦ Setting the price: How much is the product going to cost? ◦ Cash Flow: Monitoring the money ◦ Promotion: Persuading people to buy your product ◦ Presentation: Showcase their product <p>Stereotypes</p> <ul style="list-style-type: none"> • Difference & Diversity – Sexuality/Gender (e.g. Homosexual, Bisexual, Heterosexual etc) • Explore the appropriateness of using the word 'gay' to mean rubbish, pointless, stupid, boring, pathetic etc. • Challenge assumptions of a person's sexuality based on their appearance (personal identity) • Identify positive responses you might give to a friend who came out as being lesbian, gay, bisexual or trans. • Change societies perceptions of particular groups: emos, goths, lesbian, gay • Body Image & the media (peer pressure/pressure groups/magazine's/TV/Facebook).

	<p>Risk</p> <ul style="list-style-type: none"> • Understanding risk in both positive & negative terms. • Understanding the need to manage risk to themselves & others in a range of situations (road/travel, personal). • Taking risk & learning from mistakes. • Appreciating that pressure can be used positively or negatively to influence others in situations involving risk. • Developing the confidence to try new ideas & face challenges safely, individually & in groups. (Being assertive). <p>Choices</p> <ul style="list-style-type: none"> • Making choices and their consequences. • Appreciating that pressure (media & peers) can be used positively or negatively to influence others in situations involving risk. • Developing the confidence to try new ideas & face challenges safely, individually & in groups. • Understand we have a choice when it comes to Drugs, alcohol and tobacco.
Year 9	<p>'Love & Relationship' Enrichment Day</p> <p>This event should help pupils understand:</p> <ul style="list-style-type: none"> • The physical and emotional changes that children and young people experience through their formative years and into adulthood. • An awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage. • The importance of self-awareness and self-esteem. • A sense of responsibility and respect for yourself and others.
Year 10	<p>'Futures' Enrichment Day</p> <p>This event should provide the pupils with the following information:</p> <ul style="list-style-type: none"> • A range of occupations within different sectors • The skills required for life/work after school/college • A better understanding of your opportunities after school/college
Year 11	<p>'Safety First' Enrichment Day</p> <p>This events should provide the pupils with the following information:</p> <ul style="list-style-type: none"> • The skills of how to protect yourself • The knowledge of how to keep yourself safe in various situations both in and out of school. • A better understanding of how making the right decisions now can have an impact on the rest of your life.

Promoting Community Cohesion through extra-curricular provision

On designation as a Specialist School we created the post of Community Coordinator (Mr Andrew Harding is the post holder). The Community Coordinator is the Chairman of our school PTA (CAFCA-Cardinal Allen Family & Community Association) and meets on a regular basis with other members of the Specialist School Coordinating Group. Our Community Coordinator commences a full-time position in September 2013. The work of the Community Coordinator does not fully represent our work in the community with

further expressions of this through the work of our school chaplain and links to local parishes in the Deanery.

Target community	What is happening at present	Review (13/14)	Planned (14/15) SUCCESS ONGOING NOT SUCCESSFUL
<p><u>School Children</u></p>	<p><u>Transition activities</u> ICT</p> <p>Support</p> <p>Eco</p> <p><u>Outdoor activities</u></p>	<p>CAGITs delivered to Primary Yr 5</p> <p>St Marys Technology/Art Transition classes</p> <p>Safer schools Transport workshops for year 6s, (Trams buses cycling walking, police, drugs)</p> <p>Calvert Trust</p> <p>Key skills camp</p> <p>KS3 Eco adventure camp – 30 attended</p> <p>D of E Bronze 14 Yr10 enrolled.</p> <p>Training/certification WGL-1 Outdoor first aid-2 Assessor-2</p> <p>Primary cluster – 14 schools,</p> <p>Ambassador status- Only 12 out of 1800 schools nationally!</p> <p>Beacon Fell trips-</p>	<p>CAGITs to be delivered to Yr 5</p> <p>St Marys Technology/Art Transition classes</p> <p>New community folders</p> <p>Safer schools Transport workshops for year 6s, (Trams buses cycling walking, police, drugs)</p> <p>Calvert Trust</p> <p>KS3 Eco adventure camp – 30 enrolled</p> <p>D of E Bronze Yr 10 enrolled. Key skills enrolled yr 9 enrolled</p> <p>D of E Silver Yr11 enrolled</p> <p>Noticeboard</p> <p>Training/certification BELA-2 Outdoor first aid-3 Assessor-2</p> <p>Primary cluster – 15 schools</p> <p>Tower wood Yr 11 pupil premium confidence gaining weekend Ambassador status- Cluster formation INSET</p>

	<p><u>Eco</u> Developing awareness of others socio economic background)</p>	<p>Autumn litter pick, Spring pond dipping</p> <p>Big Birdwatch Assemblies- 4 schools, bird feeders – 2 schools, observations 2 schools</p> <p>Switch Off campaign- Assemblies – 5 schools</p> <p>Waste week In school campaign for yr 7s</p> <p>Eco Fashion show 6 schools attended</p> <p>Eco/Science fair</p> <p>Eco Technology competition 3 schools attended</p> <p>Eco conference – 12 schools attended</p> <p>Wasted lives workshops- Yr11</p> <p>Global warriors- Fairtrade assemblies, Fairtrade fortnight – 8 assemblies delivered, Chocolate sale LRC</p> <p>Woodland visits-3 primaries, yr 7 science group</p> <p>Gardening workshops- Yr 7 science, Eco group, Dof E- Gold award Wyre in Bloom</p> <p>Tree planting, Woodland trust– 200 trees planted, 150 with Rotary club</p> <p>Allotment- Repair of Pplytunnel D of E group, 1bed</p> <p>Hens – Coop + run purchased and erected 4 hens arrived, selling eggs to staff</p>	<p>Eco anthem assembly</p> <p>Beacon Fell trips- Autumn litter pick, Spring pond dipping</p> <p>Big Birdwatch Assemblies- Bird feeders – Observations-</p> <p>Switch Off campaign Assemblies</p> <p>Waste week In school and primary school campaign- Primary litter sculptures</p> <p>Eco Fashion show - Shakespeare</p> <p>Eco/Science fair- St Wulstans</p> <p>Eco Technology competition- Larkholme</p> <p>Eco conference –</p> <p>Wasted lives workshops- Yr11</p> <p>Global warriors- Fairtrade assemblies, Fairtrade fortnight</p> <p>Chocolate sale</p> <p>Woodland visits</p> <p>Gardening workshops</p> <p>Tree planting, Woodland Trust– 50 trees planting in planted areas, 150 with</p>
--	---	---	--

	<p><u>Curriculum,</u> <u>general</u></p>	<p>Coop Green schools revolution- Regional winners (6000 schools) Wildflower planting, Bee survey</p> <p>Twice Weekly meetings of Eco group LEP Green School of the year Runner up BPool Gazette Sustainable school runner up</p> <p>Castlerigg Science trips - GCSE day, Rockets day, Allotment classes, Big bang, woodland visits, big school birdwatch DT- Engineering competition Art – Library exhibition, Seasiders exhibition Geography – Field work residentials Work experience – 5 students supported</p> <p>3 Asda Back packs Willows garden project- Primary mural wall- 7 schools signed up</p> <p>Learning support group joining with community carol singing and open day</p> <p>Link with Ncompass nw to develop friendship group Community football group</p> <p>Attendance for 1st meeting was 23. Parental voice Ofsted Parent view Caretaker murder mystery play Manchester Markets Shopping trip Race night – support BBQ and Summer sports Lakes trip,- AHA training Dales trip-21, 3 peaks walk -8 Lottery</p>	<p>Rotary club Woodland thinning with Wyre Ranger team</p> <p>Allotment- D of E group, 1 bed Eco group, 1 bed Science, 1 bed</p> <p>Hens – Half run roofing erected Hens to increase to 5</p> <p>Coop Green schools revolution- Wildflower planting, Bee survey. Bee Hive possibility to aid Bee corridor</p> <p>Twice Weekly meetings of Eco group LEP Green School of the year BPool Gazette Sustainable school</p> <p>Castlerigg Science trips</p> <p>DT- Engineering competition Art – Library exhibition,</p> <p>Geography – Field work residentials Work experience –Students working in allotment and woodland</p> <p>3 Asda Back packs Willows garden project- Primary mural wall- 7 schools signed up</p> <p>Learning support group</p>
--	--	---	--

<p>Local Community Groups</p> <p>Parents</p>	<p><u>Willows Garden Trust</u></p> <p><u>Time for change</u></p> <p><u>CAFCA</u></p> <p>Parent meetings</p> <p><u>Family events</u></p>		<p>joining with community carol singing, Flashmob and open day</p> <p>Link with Ncompass nw to develop friendship group</p> <p>Community football group</p> <p>Attendance for 1st meeting was 23.</p> <p>7/8 Disco</p> <p>International Evening</p> <p>Shopping Trip</p> <p>Roller Disco</p> <p>Lakes Trip</p> <p>Dales Walk</p> <p>3 Peaks walk</p> <p>BBQ and summer sports evening</p> <p>Lottery</p>
<p>Local Community</p>	<p><u>Community learning courses</u></p> <p><u>Older members</u> (Developing awareness of older members of our community)</p> <p><u>Wyre BC</u></p>	<p>Functional Skills in English and Maths – Lancashire adult learning. Fully booked</p> <p>A transgenerational ICT group will run weekly (Tuesdays) with CAHS children and Age Concern members.</p> <p>Members of this group now reciprocate by delivering handwriting lessons.</p> <p>Wyre Senior Forum- Grandparents open day- Winners!</p> <p>Working with WSF and Wyre Borough Council to help older people access schools -£4.5 M bid</p> <p>Christmas party 60 guests</p> <p>Memorial park restoration project – Living Names - 2 yr 9 groups trained to investigate stories of the fallen at Fwd Library</p> <p>Homecoming - Memorial park opening Parade</p>	<p>Functional Skills in English and Maths – Lancashire adult Learning</p> <p>A transgenerational ICT group will run weekly (Tuesdays) with CAHS children and Age UK members.</p> <p>Handwriting classes firmly established</p> <p>Wyre Senior Forum- Grandparents open day- Working with WSF and Wyre Borough Council to help older people access schools</p> <p>Christmas party</p> <p>Memorial park restoration project – Living Names to</p>

	<p><u>Library link</u></p> <p><u>Younger members</u> Holiday camps</p> <p>Links with other religious groups</p> <p>Rotary club</p>	<p>Yr 7 Library visits- 5 classes attended. Software access on moodle</p> <p>Summer camp for PP students</p> <p>Involvement in Trinity Methodists community Christmas tree festival- Theme Recycling</p> <p>Polio Campaign</p>	<p>complete</p> <p>Homecoming - Memorial park opening Parade</p> <p>Yr 7 Library visits- 5 classes attended. Software access on moodle</p> <p>Summer camp for PP students</p> <p>Involvement in Trinity Methodists community Christmas tree festival-</p> <p>Polio Campaign</p>
UK	<p><u>Free the Children</u></p> <p><u>BBC</u></p>	<p>We day- Free the Children- 12 students attended. Raising money for building of schools and for access to education for girls (Malala Onsie Walk)</p> <p>BBC school report- we day report</p>	<p>We day- Free the Children- Training Workshops</p> <p>BBC school report</p>
Global	<p><u>International Links</u> Birla High school India</p>	<p>Connecting Classrooms – grant awarded again Birla High Visit in June, Reciprocal visit in October- 2 staff, 4 students (Projects- Land/protest art, Religion and the Environment, women in society.) Incorporation of primaries into partnership British Council Courses attended- Partnership journey, Intercultural practise Himalaya trek Developing links with Yundum Basic School, The Gambia into a partnership TES International school award Finalist Bpool Gazette – School trips award - Winners</p>	<p>Connecting Classrooms- Grant applied for</p> <p>Reciprocal visit 2 staff, 4 students (Projects- Living together, Festivals and Families</p> <p>Incorporation of 4 more primaries into partnership</p> <p>Himalaya trek Developing links with Yundum Basic School, The Gambia into a partnership</p>