

Community Cohesion Policy

All Kings' policies will be ratified by the Board of Directors and signed by the Chairperson. Each policy will be co-signed by the principal of each school. Review dates will be similar for each school.

Coordinator	Nominated Director	Chair of Board of Directors
ACTIVITY/ SOCIAL PROGRAMME COORDINATOR	DIRECTOR OF COLLEGE SERVICES	NIGEL PAMPLIN

We at Kings believe that, as an international school with students from a range of nationalities, religions and cultures, it is our duty to ensure community cohesion as we believe in tolerance, acceptance, equality and in contributing to a national and international community. We strongly believe that today's society is enriched by diversity, and the range of students' cultural and ethnic backgrounds means that the celebration of global diversity is at the heart of our school and the basis of our recruitment strategy.

We have a strong commitment to promoting a varied national demographic and Kings has planned recruitment targets by nationality in order to ensure an appropriate cultural and linguistic balance within the schools. Forward nationality statistics are issued monthly to the senior management teams in order to support this and to allow the schools to plan and prepare accordingly.

Maintaining high levels of diversity ensures that the students and the school community benefit from exposure to a varied ethnic and cultural mix. We understand that we educate students from a wide range of nationalities who bring with them their own preconceptions, judgements and experiences. We have a crucial part to play in helping to create a society where the disparity of people's backgrounds and circumstances is appreciated and valued, where life and educational opportunities are available to everyone, and where strong and positive relationships exist. We therefore encourage students to contribute and share something of their own culture and experience in both lessons and school events to enable mutual learning and understanding.

The school has developed an understanding of the religious, ethnic and socio-economic characteristics of its own community in a local, national and global context and continues to do so through: talking to our students and their parents, learning from our partners and representatives overseas and working cooperatively with Kings recruitment and school staff. We want everyone in our school community to feel equally valued and respected and for every student to achieve as well as they can in their academic and personal development.

As well as promoting diversity, we also support unity and community. We believe community cohesion will take place when everyone in a locality is working towards an equitable community in which there is a common vision; a sense of belonging and in which all people have similar opportunities. A large number of our students study with us on short-term course so it is all the more important that a sense of community, involvement and unity is cultivated through regular whole-school activities and events.

While we value our school identity as its own community, we realise that 'our community' extends beyond the immediate school environment, to the local community in which the school is located, to the UK and global communities. We aim for all our students to interact positively with the local community and to improve their understanding of the nature of the UK, its traditions and culture, as well as those of their fellow students and others. We also expect our students to be aware of global issues and concerns and to develop a sense of their own responsibility towards this. We support this by promoting school activities, events and initiatives that involve contributing, interacting or connecting in some way with both the local and global community.

We believe we can help promote community cohesion in three ways: through our approach to teaching, learning and the curriculum; equity and excellence, and levels of engagement, participation and school activities. The focus of the school rests within its multicultural school identity and in 'reaching out' and engaging with other communities, both locally and globally.

Aims

- To promote community cohesion in order to contribute to a society in which there is a common vision and a sense of belonging by all communities.
- To promote acceptance of diversity within our community
- To promote connections beyond the school to the local community and wider global community.

Procedure

<p>Role of the Board of Directors</p>	<p>The Board of Directors has:</p> <ul style="list-style-type: none"> ▪ the duty, with the School Management Teams, to promote community cohesion by involving the school personnel and the students; ▪ delegated powers and responsibilities to the Principal; ▪ ensure adequate resources exist for the implementation of this policy in school; ▪ requested that the Principal nominate an Activities Coordinator to initiate and manage a number of cohesive activities in the school; ▪ requested that the Principal nominate a Kings Social Responsibility representative within the school; ▪ nominated the Director of College Services to visit the school regularly, to liaise with the Principal and to report back to the Board of Directors; ▪ responsibility for the effective implementation, monitoring and evaluation of this policy
<p>Role of the Principal</p>	<p>The Principal will:</p> <ul style="list-style-type: none"> ▪ be aware of the changing nationality balance during the school year and adapt existing practices to take this into account by: <ul style="list-style-type: none"> - considering the nature of our school population and the local, national and international communities which we serve; - sharing information on successful activities within the school, with other schools, with parents, with the local and wider community, with the global community and with our international schools; ▪ promote community cohesion through our approach to teaching, learning and the curriculum, ▪ promote community cohesion through equity and excellence; offering equality of opportunity ▪ promote community cohesion through community engagement and collaborative activities within the school and in the local and global community; ▪ promote community cohesion through the company wide Kings Social Responsibility initiative; ▪ nominate an Activities Coordinator to initiate and manage a number of cohesive activities in the school and with the local and global community; ▪ nominate a Kings Social Responsibility representative within the school, to liaise with school personnel, students, other schools and the Board of Directors on engagement with Kings' Social Responsibility strategies; ▪ review the policy through student consultation; ▪ support and encourage the students role in suggesting, taking responsibility for and managing school-wide activities and events; ▪ encourage the Student Forum/Council, where possible, to have a responsibility for deciding and organising a numbers of events and activities in the year that acknowledge our own student and cultural diversity, our place in the community and our links with a global community. ▪ receive monthly reports from the Activities Coordinator including a de-brief on the events that have occurred and a plan for future school events and initiatives; ▪ monitor and review the effectiveness of this policy ▪ liaise with the Director of College Services on the success of this policy



Role of the Director of College Services	<p>The Director of College Services will:</p> <ul style="list-style-type: none"> regularly visit the school’s Principal to ensure the policy is implemented effectively report back to the Board of Directors
Our Approach to Promoting Community Cohesion	<p>We believe we promote community cohesion through our approach to the following:</p> <ul style="list-style-type: none"> ▪ Teaching, learning and the curriculum by striving for high standards of attainment, promoting common values and building students’ understanding of the diversity that surrounds them. We want all lessons across the curriculum to promote common values and help students to value differences and challenge prejudice and stereotyping. We want to enrich students understanding of common diversity through educational visits and meeting with people from different communities. ▪ Community Engagement and collaborative activities by providing a range of opportunities for students to collaborate with each other in shared activities involving both the school, the local community and the global community. We wish to create opportunities for our students to meet and learn and interact with people from different backgrounds. We encourage strong working links with multi-agencies such as health professionals, community workers and the police. We endeavour to take part in a variety of local community activities. ▪ Equity and excellence by securing high standards of attainment for all students from all ethnic backgrounds and of different socio-economic status. We have in place effective approaches to deal with incidents of prejudice, bullying and harassment. Our admissions arrangements promote diversity and social equity. We welcome parents from every social and economic group.
Kings Social Responsibility	<p>A large part of Kings’ commitment to community cohesion is its company-wide Kings Social Responsibility strategy. It is intended that this initiative be woven into much of individual schools’ community cohesion provision.</p> <p>The Kings Social Responsibility goal is to make a difference across three main areas: — Sustainability, Community and Education.</p> <p>Sustainability Kings is committed to developing and implementing policies which allow us to operate in an environmentally sustainable way.</p> <p>We are also committed to nurturing a culture in which a heightened awareness and responsiveness to a sustainable life is encouraged.</p> <p>Community Our campuses are active and dynamic communities of teachers, support staff and students who come to us from over 80 countries.</p> <p>We are committed to encouraging students and staff to play an active role within their wider communities at the local and global level.</p> <p>We are also dedicated to making a positive difference in each of the communities to which we belong — locally, nationally and internationally.</p> <p>Education Our ethos is to provide each of our students with a broad educational experience, both in and out of the classroom.</p> <p>This might be within their learning programme, as part of their extracurricular activities or within the wider context of their local communities.</p>



	<p>United World Schools Kings Education is proud to support United World Schools. The UWS vision is simple but purposeful: "To teach the unreached".</p> <p>United World Schools build and sustain new schools in some of the world's most disadvantaged regions. UWS supports communities by providing free basic education for children who would otherwise go without.</p> <p>Kings Education has committed to fund the building and resourcing of at least one new school in Cambodia each year.</p>
<p>Role of Activity Coordinator</p>	<p>The Activity Coordinator will:</p> <ul style="list-style-type: none"> • implement a range of activities and events in accordance with the policy which: <ul style="list-style-type: none"> - are inclusive and open to all students where practical and possible; - recognises the cultural diversity within the school; - promotes links and interaction with the local and global community • survey and consult the students on their ideas and suggestions; • support and encourage the students' role in suggesting, taking responsibility for and managing school-wide activities and events; • work in collaboration with the Kings Social Responsibility representative to ensure Kings Social Responsibility is integral to community cohesion; <ul style="list-style-type: none"> ▪ support the Student Forum/Council, where possible, in their responsibility for deciding and organising a numbers of events and activities in the year that acknowledge our own student and cultural diversity, our place in the community and our links with a global community. • develop a varied portfolio of regular activities within the school; (such as Art Club, Drama Club, Wii dance competition) • develop a varied portfolio of regular activities the local community (self-defence, Zumba, First Aid); • develop a range of contacts (such as Youth Workers, St. John's Ambulance, Police) • initiate a monthly trial activity which the students can sample potential activities (such as Tae Kwan Do, Breakdancing); • help promote a positive relationship with the local community (such as a street clean-up, a free ethnic food stall on World Peace Day); • develop links with the local community and local providers; • liaise with the Principal with regard to the development of this policy;
<p>Role of the Kings Social Responsibility Representative</p>	<p>The Kings Social Responsibility Representative will:</p> <ul style="list-style-type: none"> • liaise with the Activity Leader and Principal to ensure Kings Social Responsibility is an integral part of community cohesion; • lead the development of Kings Social Responsibility throughout the school; • liaise with staff, students and the Board of Directors on Kings Social Responsibility strategies and ensure implementation in school; • raise Kings Social Responsibility with the Student Forum/ Council and seek their input and assistance; • report to the Board of Directors and other Kings colleges on the success of Kings Social Responsibility.
<p>Role of Director of Studies</p>	<p>The Director of Studies will:</p> <ul style="list-style-type: none"> • support the policy's commitment to teaching, learning and the curriculum by offering a full and varied curriculum (see the Curriculum Policy), which supports diversity, challenges stereotypes and promotes common values.
<p>Role of Welfare Officer</p>	<p>The Welfare Officer will:</p> <ul style="list-style-type: none"> • support the policy's commitment to equity and excellence by dealing with any cases of prejudice (see the Equality Policy), harassment and bullying as the Anti-Bullying Coordinator (See Anti-Bullying Policy)



Role of School Staff	<p>School staff are expected to;</p> <ul style="list-style-type: none"> ▪ encourage and promote respect for others and cultural diversity within the school; ▪ encourage students' participation in school and community activities; ▪ if teaching, provide lessons which will contribute to diversity, challenge stereotypes and promotes common values.
Role of Students	<p>Students are expected to:</p> <ul style="list-style-type: none"> ▪ be respectful of each other's culture, religion or ethnic background (see the Behaviour and Discipline Policy) ▪ be respectful and promote positive contact with the local community (such as a chewing-gum clean-up); ▪ make suggestions and take part in cohesive whole-school activities and events; ▪ make suggestions and participate in celebrations of both national (such as Chinese New Year) and international events (such as World Aids Day, World Smile Day) ▪ nominate and support an annual charity event (such as The Heart Foundation, Race for Life, Oxfam, Disaster Relief Fund) or fundraiser within the school or with a local activity; ▪ make suggestions about projects or initiatives to promote cohesion with the local community, either through consultation or the Student Forum/Council; ▪ contribute their own skills and expertise to create an activity (such a Chinese cooking lesson, Latin dance class); ▪ make suggestions about sport activities with the local community or local schools (such as an inter-school football match, fun Olympics) ▪ participate in activities as fully as possible
Role of Parents	<p>Parents/guardians/parents' representatives are encouraged to:</p> <ul style="list-style-type: none"> ▪ support the school's Community Cohesion Policy
Student Consultation	<p>We wish to consult our students and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.</p> <p>Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.</p> <p>The methods will include:</p> <ul style="list-style-type: none"> • A Student Forum/Council (which will meet regularly and also be consulted by the Principal) • An appointment system and means of contact with the Principal and key staff members • Operating an 'open door' policy in school whenever possible • Student Questionnaires (on a variety of matters relating to the school and/or and social issues) • Open Class discussion (on a variety of matters relating to the school and/or and social issues) • Suggestion Box (allowing anonymity if desired) <p>Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends a course at Kings will be encouraged and given the opportunity to provide feedback on every aspect of school life during their stay with us.</p> <p>A separate policy exists for student consultation which explains these processes in more detail.</p> <p>The Student Forum/Council will be asked to play a key part in this policy. The</p>



	Forum/Council will be asked to decide on and be responsible for organising a number of school events.
Associated Policies	<p>This policy has been written with reference to and in accordance with the following policies:</p> <ul style="list-style-type: none"> • Equality Policy • Behaviour and Discipline Policy • School Trips and Activities Policy • Extra-Curricular, Enrichment and Participation Policy • Preventing Extremism and Radicalisation Policy • Social, Moral, Spiritual and Cultural Development Policy • Anti-Bullying Policy • School Ethos and Aims • Kings Strategic Objectives
Monitoring the Effectiveness of the Policy	Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the Directors.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This policy affects or is likely to affect the following members of the school community (✓)	Students	School Personnel	Parents/carers	Directors	School Visitors	Wider School Community				
	✓	✓			✓	✓				
Question	Protected Characteristics						Conclusion			
Does or could this policy have a negative impact on any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'yes' or 'not sure'	
YES									Yes	No
NO	✓	✓	✓	✓	✓	✓	✓	✓		✓
UNSURE										
Does or could this policy help promote equality for any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'no' or 'not sure'	
YES	✓	✓	✓	✓	✓	✓	✓	✓	Yes	No
NO										✓
UNSURE										
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.									



Annual Policy Review Sheet - Appendix A:

Review Date	Primary Reviewer Name (Policy Coordinator)

This Appendix A should be completed **annually** by the Policy Coordinator and Principal with specific details of each individual Kings college.


Date of Last Review:	
Date of Next Review:	
Is this policy being implemented fully, with all outlined procedures followed as prescribed?	YES/NO
Is there a broad and inclusive social programme in place for students?	YES/NO
How many charity/community events have been held by the college since last policy review date?	
If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...	
How are staff made aware of this policy?	
Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?	



Monitoring the Effectiveness of the Policy

The information in this policy and appendix will be reviewed annually by the Principal, or when the need arises, and the necessary recommendations for improvement will be made by the Principal to the Board of Directors.

Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...

Coordinator:		Date:	
Principal:		Date:	
Chair of Board of Directors:		Date:	
Name of School:			
Next Review Date:			

