



# Community Cohesion and Community Learning Policy

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Version	Reviewed	Changes since last version
1		Existing
2	November 2022	No updates, part of annual review
3	November 2023	No updates, part of annual review
4	November 2024	Updated Engagement within the Trust to include Mulberry Academy Shoreditch
5	November 2025	No updates, part of annual review

## Community Cohesion and Community Learning Policy

### Aims and Objectives of the Policy

At Mulberry Academy Shoreditch, we recognise the pivotal role we play in developing community cohesion and community learning. We are committed to supporting this by:

- Developing a common vision and sense of belonging
- Developing an appreciation of the diversity of people's backgrounds and circumstances
- Creating opportunities for all students to achieve their potential
- Building strong and positive relationships with local and wider communities
- Promoting learning opportunities for parents and the wider community.

We recognise that it is of particular importance for the school to prepare its students for life and work in a multi-cultural society and world.

The term 'community' has a number of dimensions for us including:

- The school community, the young people it serves, their parents/carers, the staff, the Governing Body and community users of the school's facilities and services
- The communities created by the networks we establish with schools, colleges, work based learning providers and other partners/stakeholders
- The local community of Tower Hamlets
- The City of London
- The UK community
- The Global community.

### General Principles

Mulberry Academy Shoreditch helps to build community cohesion by:

- Promoting equality of opportunity and inclusion for all students, irrespective of background in terms of gender, ability, culture, ethnicity, religious belief, or socio-economic circumstances

- Promoting school values and encouraging students to engage with others to understand what they all hold in common.

The school's contribution to community cohesion can be grouped under the following headings:

### **Equity and Excellence**

- Mulberry Academy Shoreditch promotes high standards of achievement for all. The school sets challenging individual targets for all our students, monitors their progress regularly and has robust strategies of intervention and support
- Mulberry Academy Shoreditch aims to ensure there are no barriers to achievement, and work to remove disparities in attainment between different groups
- Mulberry Academy Shoreditch promotes an inclusive, caring, supporting ethos and maintains a highly effective pastoral system
- Mulberry Academy Shoreditch expects the highest standards of behaviour and has effective approaches in place to deal with incidents of prejudice, bullying and harassment
- Mulberry Academy Shoreditch works very closely with parents and carers and the local community

### **Teaching, Learning and Curriculum**

- Helping young people to understand others, to value diversity, respect human rights and to develop the skills of participation and responsible action
- Mulberry Academy Shoreditch is an outstanding school with high standards of teaching, learning and curriculum provision. It has very high expectations of students and we set challenging individual achievement targets
- There are many opportunities across the curriculum to promote shared values and help student's value differences and to challenge prejudice, discrimination and stereotyping. This is particularly evident in our PSHCE (Personal, Social, Health and Citizenship Education) and is clearly evident throughout the taught curriculum
- An extensive programme of curricular and extra-curricular activities enrich students' understanding of community and diversity through fieldwork, visits including trips abroad, visits to places of worship and opportunities to meet with members of different communities. This is evident in the school's House System.

The school will continue to

- Strive to ensure that every student achieves their potential by setting challenging targets, monitoring progress and developing more effective intervention and support mechanisms.
- Track and monitor the performance of particular groups

- Develop our pastoral systems to promote a caring supportive ethos free from prejudice, discrimination and bullying.
- Develop opportunities for our students to travel within the UK and abroad and interact with students from different backgrounds and cultures

### **School, Parents and the Community**

- Students have numerous opportunities to take responsibility through the system of Key Stage Councils and opportunities provided by the House System
- Students participate in voluntary community based activities through charity work, social action and the Duke of Edinburgh Award Scheme and individually negotiated opportunities throughout the School
- The school engages with parents through a range of activities including consultation evenings, focus groups and targeting questionnaires
- We have strong links with work-based learning providers and employers through the Educational Business Partnership (EBP) and other organisations in the City
- We engage with local community groups, providing facilities for a range of community activities. We have particularly strong links with a range of local primary schools. We have good links with local charities.

The school will continue to work with parents and the community by:

- Promoting opportunities for parents to be involved in the school and their child's learning
- Promoting learning opportunities for our parents
- Developing our links with community groups and organisations.
- Developing student voice.
- Strengthening our links with voluntary community based activities.

\* The term parents refers to all parents/carers.

### **Engagement and Extended Services**

- To provide opportunities for students to interact with people from different backgrounds and cultures
- To contribute to the development of our local communities
- To build links with different schools and communities
- To provide extended services beyond the school day where necessary (e.g. Homework Club)
- Promoting community cohesion, which is already strongly embedded in existing practice as detailed below but we are committed to developing this aspect of our work further
- Working with other partners to promote community learning

The school will engage with extended services by:

- Continuing to develop our partnerships with primary schools and other stakeholders

- Continuing to develop our international links
- Continuing to involve Governors more closely in links with our partner schools, locally, regionally, nationally and internationally
- Promoting learning opportunities for our wider community.

### **Engagement within the Trust**

- The Mulberry Trust (Mulberry School for Girls, Mulberry Academy Shoreditch and the Mulberry UTC) provides opportunities for students to be involved in a wide range of activities and to interact with other students
- Parents have the opportunity to be involved with the extended learning programme at Mulberry School for Girls.