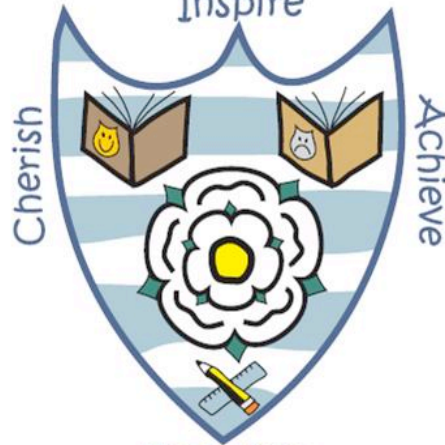


Birkwood Primary

Inspire



Together
School

Community Cohesion Policy

MAY 2011

Our Vision

At Birkwood Primary School, the happiness and well being of our children is paramount and we hope to instil in them a life-long love of learning and respect for both themselves and others.

We aim to inspire our children by providing a curriculum that is creative, that responds and enables children to lead their own learning; that equips them with the skills required for the 21st Century, for example, problem solving, higher order thinking skills, team work and co-operation.

We aim to cherish our children by trying to look after and respect each other at all times. We aim to provide a caring environment, where all are inspired and empowered to achieve their true potential as unique and valued individuals.

We aim for our children to achieve the best that they can, by challenging and supporting them. The progress in all key stages will reflect the commitment of our teaching and support staff who will work hard to achieve high standards in behaviour and achievement in all areas of the curriculum.

We will be creative and flexible in providing a positive approach to learning in a safe, stable and exciting environment that will nurture each child's individual needs. We want our school to be a welcoming, caring and safe place, a family community working in harmony.

Our motto is:

'Inspire, Cherish Achieve together.'

Overview

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

What does Community Cohesion mean?

'A cohesive community is one where there is a clearly defined and widely shared sense of the contribution of different individuals and a different communities to a future vision for a neighbourhood, city, region or country.'

(Commission on Integration and Cohesion, June 2007)

Aims

Birkwood Primary School will play its part in helping all learners to become members of a welcoming and cohesive community to fit them for life in the UK whose population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures. We will work towards a society in which there is a common vision and a sense of belonging by all communities. A society in which the diversity of people's backgrounds and circumstances is appreciated and valued. A society in which similar life opportunities are available to all. A society in which strong and positive relationships exist and continue to develop in the workplace, in schools and in the wider community.

- To serve the needs of the school community
- To be an active part of the community within which the school is located (Cudworth, Barnsley and Yorkshire)
- To be aware of our place in the UK community
- To be aware of the place of the UK in the global community

Legal Duties

We will comply with duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.

We will promote community cohesion as set out in the Education and Inspections Act 2006.

We recognize that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

In fulfilling the legal obligations we are guided by seven principles:

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender.

Principle 2: We recognize and respect diversity

Treating people equally does not necessarily involve treating them the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognized and celebrated
- gender, so that the different needs and experiences of girls and boys, women and men are recognized.

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging

Our policies, procedures and activities promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

Principle 4: Staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximize positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, locally, nationally and globally by fostering greater social cohesion and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles.

Ethos and organisation

Our School Vision reinforces the following statements:

- i. The school is seen as a learning community and that strong links are further developed in the wider community.
- ii. All children fulfill their learning potential and achieve a high level of attainment through providing the opportunity for independence and creativity
- iii. The children leave Birkwood Primary School with values of citizenship. They demonstrate care and respect for each other and are well behaved.
- iv. Together we create a purposeful, happy and safe environment in school.
- v. There are high expectations from all, staff, governors, parents, children and the community so that children can pursue their ambitions and leave with high aspirations.

We ensure that the principles apply to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Strategy:

- a) The school will contribute to promoting community cohesion by developing its teaching, learning and curriculum to help children all to learn to understand others, to value diversity, whilst also promoting shared values,
- b) This school will promote awareness of human rights. All will apply and defend them.
- c) We will develop the skills of participation and responsible action necessary for living together as citizens of the United Kingdom.
- d) We will promote equity and excellence to ensure equally opportunities for all to succeed and do well.
- e) We will provide access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.

