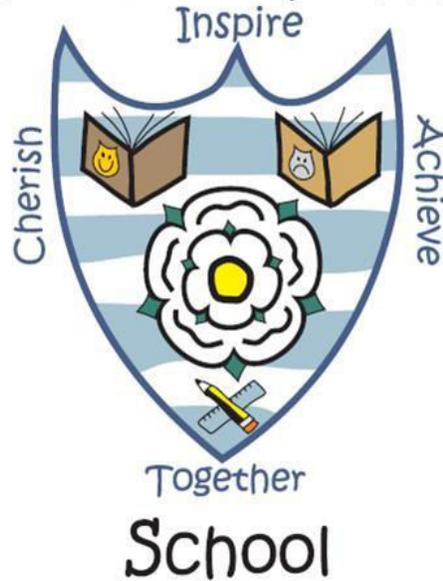


Birkwood Primary



COMMUNITY COHESION (including British Values) **POLICY**

DECEMBER 2017

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 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 and strong and positive relationships exist and continue to develop in the workplace, in schools and in the wider community.

We aim:

- To serve the needs of the school/local 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 the 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 recognise 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 or orientation

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all 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 recognised and celebrated
- gender, so that the different needs and experiences of girls and boys, women and men are recognised

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 maximise 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 fulfil 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 positive values and prepared to be good citizens. 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 and carers
- 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 British 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 equal 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.
- f) We will provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations: including where appropriate, links with different schools and communities.
- g) Where we can, we will offer access to provision of extended service with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

Roles and responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- a. promote an inclusive and collaborative ethos in their classroom and within the school and community
- b. deal with any prejudice-related incidents that may occur
- c. identify and challenge bias and stereotyping in the curriculum
- d. support pupils in their class for whom English is an additional language
- e. keep up-to-date with equalities legislation relevant to their work

Promotion of Fundamental British Values ~ Tolerance, The Rule of Law, Freedom of Expression, Community and Equality

In addition the DFE have recently reinforced the need **‘to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.’**

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated in 2014. British values are not something that are fixed or even something that is necessarily uniquely British.

Children are encouraged to:

- Respect and obey the law – to recognise, what is fair and unfair and what is right and wrong;
- Respect the rights of others, including their right to their own opinions.
- Freedom of expression and Equality are a right;
- Treat others with tolerance, fairness and respect, dealing with feelings in a positive way;
- Look after themselves and their family – keeping healthy and safe;
- Look after the community in which they live.

Democracy

Birkwood is a democratic school. We encourage all children to contribute to decision making and value their opinion. Each year children discuss their class and school rules, and the rights associated with these. Children have the opportunity to apply for positions within school eg School Councillors, Playground Leaders, classroom monitors etc.

Children have many opportunities to work collaboratively and have their voices heard. We have a School Council which meets regularly with the Headteacher to discuss issues raised in class discussions. Two Council members for each year group (Yrs 2 – 6) are voted in by their classes every year.

Children have an opportunity to share their opinions through Pupil Interviews, Pupil Questionnaires and taking active roles within school.

The Rule of Law

The importance of Laws, whether those that govern the class, the school, or the country, are consistently reinforced, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message. In addition, Year 6 children visit Crucial Crew visit and learn practically about law enforcement and its importance.

Individual Liberty

Children are encouraged to be independent learners, to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our e-safety and PSHE lessons. Whether it is through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. Children are taught consideration for others through the SMSC curriculum and RE. All children are keen to support charities whether local, national or global eg Children in Need, Bluebell Wood Hospice and Macmillan.

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. Members of the school community treat each other with respect.

All staff demonstrate respect to everyone with whom they come into contact. They consistently model and promote behaviours and attitudes that are the foundation of positive relationships. School proactively develop children's understanding and respect for other faiths and cultures through for example, Creative Arts Week when children are immersed in learning about other countries. The strong school ethos encourages everyone to consider and support each other and to celebrate the worth and individuality of every member of the school community.

Tolerance of those with different faiths and beliefs

We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons, assemblies and PHSE lessons reinforce messages of tolerance and respect for others, challenging opinions or behaviours in school that are contrary. Members of different faiths and religions are encouraged to further develop the spiritual life of the school by sharing their knowledge to enhance learning within classes and the school. Each person is respected and valued equally regardless of ability, gender, faith, heritage or race. The children visit places of worship that are important to different faiths. Displays within our school community celebrate all faiths and their festivals.

In addition at Birkwood Primary School, we promote personal values and encourage behaviour that shows:

- Care and understanding
- Co-operation
- Honesty
- Responsibility
- Confidence and self esteem
- Independence
- Mutual respect
- Initiative
- Resilience

