



Bournville Primary School

Community Cohesion Policy

Date Ratified: 12th July 2016

Signed By:

A handwritten signature in black ink, appearing to be 'S. Winter'.

On behalf of School Governors

Signed by :

A handwritten signature in black ink, appearing to be 'A. Jones'.

Headteacher

Review Date: July 2017

Community Cohesion Policy

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006. *'Our generation's greatest challenge... is learning to live in a crowded and interconnected world that is creating unprecedented pressures on human society'* Jeffery Sachs

Our aims are to enable children to

- **understand others and value diversity**
- **fulfil their potential and succeed at the highest level possible, with no barriers to access and participation**
- **have real and positive relationships with people from different backgrounds, and feel part of a community**

The Every Child Matters framework is integral to our policy and practice and includes our duty to promote community cohesion, wellbeing and safeguarding responsibilities.

Bournville Primary School promotes the academic and personal, social and emotional development of all children regardless of their ability and background and prepares our pupils for the opportunities, responsibilities and experiences of later life.

Bournville Primary School is a thriving, cohesive community, that takes account of local, national and global factors.

We believe that community cohesion is about working towards a society in which:-

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

Community cohesion from our school's perspective

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.

- the school community – the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services;

- the community within which the school is located – the school in its geographical community and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located;
- the UK community - all schools are by definition part of this community; and
- the global community – formed by EU and international links.

How does Bournville Primary School contribute towards community cohesion?

We base our practice upon meeting children’s needs through:

- Effective teaching, learning and curriculum – as a result, pupils understand others, share common values and value diversity. They have a good awareness of human rights and of their responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- Successful promotion of equity and excellence – consequently we ensure equal opportunities for all to succeed at the highest level possible, remove barriers to access and participation in learning and provide wider activities that eliminate variations in outcomes for different groups.
- We successfully promote engagement and ethos – by providing ways for children, young people and their families to interact with those from different backgrounds and build positive relations. This is enhanced by our links with different schools and communities locally, across the country and internationally.

Community cohesion is promoted within Bournville Primary School through the following practices;

- Use of a creative and aspirational curriculum that draws on the local environment and community
- Regular child-initiated fund-raising events to support charities of children’s choice
- Staff actively seek opportunities to make links with local, national and inter-national organisations
- The successful integration of the teaching of a MFL into the curriculum
- Regular themed weeks held within school
- Use of a buddy system between Key Stages

British Values

Through all its work Bournville Primary School seeks to promote the “fundamental British values” of:

- Democracy,
- The rule of law,
- Individual liberty

- Mutual respect and tolerance of those with different faiths and beliefs

Actively promoting these values means challenging opinions or behaviours in school and/or the wider community that are contrary to fundamental British values.

The school has a series of aims that:

- Enable students to develop their self-knowledge self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of the school promoting fundamental British values:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety and how those laws have evolved over time.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behavior;

- An understanding of the importance of identifying and combating discrimination.

“British Values” will be introduced, developed and referenced as part of our teaching and learning through:

- Relevant curricular topics;
- PSHE and Pastoral sessions,
- Special focus days and activities
- Using events outside school that are relevant, such as elections
- Specially planned discreet series of activities
- Our Cooperative values

This policy is monitored and reviewed regularly by the Governing Body.