



Glen Hills Primary School

Promoting Community Cohesion and British Values.

OVERVIEW

There are three main areas under which this school makes its main contribution to Community Cohesion:

- a. **Teaching, learning and the curriculum** – using opportunities across the curriculum to value diversity whilst also promoting shared British Values
- b. **Equity and excellence** – ensuring equity and high standards for all and tackling underperformance by any particular group
- c. **Engagement and extended services** – engaging with other schools, parents and the community, as well as local authorities and other partners in developing extended services.

Community cohesion is about working towards a society in which:

- a. There is a common vision and sense of belonging by all communities
- b. The diversity of peoples' backgrounds is appreciated and valued
- c. Similar life opportunities are available to all
- d. Strong and positive relationships exist and are developed in the workplace, schools and wider community
- e. The concept of British Values underpins all of our work within Glen Hills.

The above concepts are developed by the Commission on Integration and Cohesion in its report 'Our Shared Future' which stated that community cohesion is promoted by individuals developing a 'sense of belonging' and this is defined by understanding their rights and responsibilities in relation to the place where they live, and a well-informed trust that local institutions act fairly in arbitrating between different interests.

'Community' has a number of dimensions:

- a. The school community – the pupils it serves, their families, its staff and governing body, and the community use of the school's facilities and services.
- b. The community within which the school is located, including the city and local authority area
- c. The UK community – all the schools are, by definition, part of this community
- d. The global community – formed by EU and international links

OUR PRINCIPLES

In this school we build mutual respect through our school ethos, aims and values which all underpin British Values. We take positive steps to counter the effects of intolerance and harassment, and are continually working towards the central importance of making fair treatment visible and known to all communities. When we tackle inequalities we are aware of the need to present this as leading to fairer outcomes for all. We are all aware of some significant barriers to building community cohesion such as mistrust, perceptions, lack of spaces for meaningful interaction, and the time required to allow dialogue with positive outcomes.

THE ROLES

The school, through its governors and staff, is responsible for equipping the pupils to live and thrive alongside people from many different backgrounds. We need to ensure that we:

- Provide opportunities for interaction between pupils from different backgrounds
- Consider how aspects of work already supports integration and community harmony
- Take stock of what has worked so far, for us and for other schools, and consider the scope for a more explicit focus on the impact of our activities on community cohesion
- Consider how the duty to promote community cohesion can also contribute to our duty to promote children's well-being through our delivery of the 5 outcomes in the Every Child Matters agenda

MAIN AREAS FOR ACTION IN PROMOTING COMMUNITY COHESION AND BRITISH VALUES

The school sets its ethos, aims and values at the centre of its main purpose. It works on fostering excellent and valued relationships between staff and governors, parents and their children and all agencies, community and local groups with whom it works.

1. Teaching, learning and the curriculum

- Teaching pupils to understand others, promoting common values, valuing diversity, promoting awareness of human rights, and developing skills of participation and responsible action.
- Attending to disagreements and conflict situations with equity and fairness with constructive feedback to all parties.

These aspects will be promoted by all staff, throughout all subjects of the curriculum but especially through Religious Education, Collective Worship and assemblies, Personal, Social, Health Education and Citizenship, regular review of the policies, routines and systems for behaviour, conduct, rewards and sanctions.

Training for staff and governors in raising awareness, and development of these aspects on community cohesion will become an integral part of our school INSET programmes.

2. Equity and excellence

- Providing equal opportunities for all to succeed, removing barriers to access and participation in learning activities, and reducing variations in outcomes for different groups.

The school will address these aspects by dealing firmly and fairly with bullying and harassment, and also by monitoring exclusion systems and behaviour policies to ensure that they do not discriminate against any groups.

By the systematic tracking of pupil's progress in academic subjects and emotional, social and behavioural development, we shall monitor individuals and significant groups. Careful analysis of data and comparisons with other similar data nationwide will enhance and inform our understanding of aspects of success and areas for development for our school in the overall field of Community Cohesion. We shall ensure that admissions to school codes, recruitment of staff and other staffing policies promote community cohesion and social equity.

3. Engagement and extended services

- Providing the means for children, young people and their families to promote interaction with people from different backgrounds, including links with different schools and communities locally, across the country and internationally.

The school will meet these aspects through the planning of our curriculum, bringing community representatives and visitors into our school, making visits to other communities, developing systems

for listening to our 'pupil voice', working closely with parents in learning partnerships and with other agencies.

All of these can enhance the understanding for our pupils of diversity and the society in which we live now, thus developing the necessary skills and attributes in young people in order for them to develop their future role in cultivating an open-minded and welcoming community.

PROMOTING BRITISH VALUES

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 this year (2014). At Glen Hills these values are reinforced regularly and in the following ways. We ensure it is addressed with teaching and learning opportunities.

Democracy

Each year the children decide upon their rules and the rights associated with these. All the children contribute to the drawing up these.

Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in class council meetings. The council has its own budget and is able to genuinely effect change within the school. The council members for each year group are voted in by their class.

Each term the children in years 2-6 are able to nominate and vote for children for Anti Bullying Champs and Eco team members.

Children have an annual questionnaire with which they are able to put forward their views about the school.

There is also a school worry box where children can express their views and concerns.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, 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.

Individual Liberty

Within school, pupils are actively encouraged 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. Pupils 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 be

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.

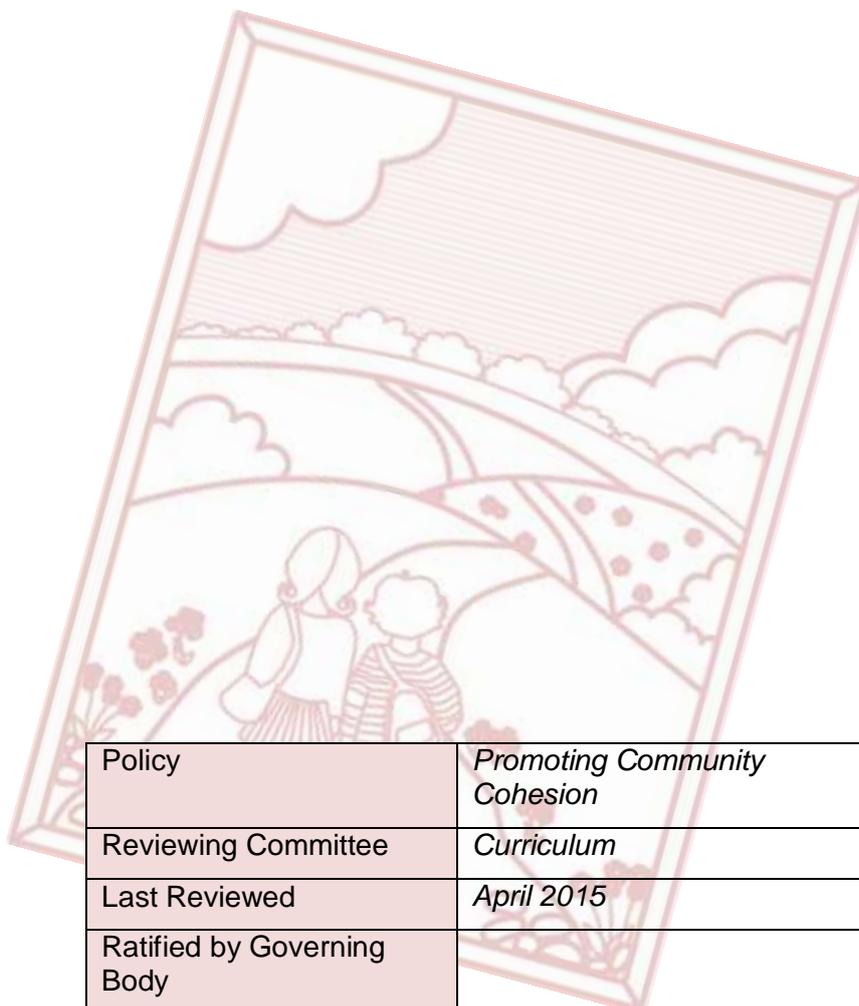
Mutual Respect

As a Rights Respecting School, 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. All members of the school community treat each other with respect.

Tolerance of those of Different Faiths and Beliefs

At Glen Hills we place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE, PSHE and Citizenship teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.

At Glen Hills we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.



Policy	<i>Promoting Community Cohesion</i>
Reviewing Committee	<i>Curriculum</i>
Last Reviewed	<i>April 2015</i>
Ratified by Governing Body	