



COMMUNITY COHESION

Brierley CE (VC) Primary School

Community Cohesion Policy

The Diversity and Citizenship Curriculum Review published in February 2007 states that:

...we passionately believe that it is the duty of all schools to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

At Brierley CE (VC) Primary School we aim to promote the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepare our pupils for the opportunities, responsibilities and experiences of later life.

As our communities are becoming increasingly diverse, it is more important that the school plays a full part in promoting community cohesion.

We aim to demonstrate through our ethos and curriculum that we can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

Definition

What is community cohesion?

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.

For schools, Community cohesion is best summarised under three headings:

Teaching, learning and curriculum – helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand within citizenship education.

We will ensure:

- That lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in citizenship classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'.
- We support pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.

- Provide opportunities for an effective voice and involvement of pupils in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

Equity and excellence – to ensure equal opportunities for all to succeed at the highest level

possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.

- We will continue to focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to achieve their full potential.
- The school tracking systems enables us to evaluate progress of different groups and to tackle the performance of any particular group when required.
- We will monitor incidents of prejudice, bullying and harassment. Monitoring of whether pupils from particular groups are more likely to be excluded or disciplined than others should be accompanied by appropriate behaviour and discipline policies in place to deal with this.
- Our school admissions criterion emphasises the importance of admission arrangements that promote community cohesion and social equity.

Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations, including: links with different schools and communities; the provision of extended services; and 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.

Aims

We believe Brierley CE (VC) Primary School has a key part to play in promoting community cohesion through our approach to:

- Teaching and learning: teaching pupils to understand others, promoting discussion and debate about common values and diversity
- Equity and excellence: removing barriers to access and participation, offering equal opportunities to all pupils to success at the highest level possible
- Engagement and ethos: providing opportunities for children, young people and their families to interact with others from different backgrounds

Promoting Community Cohesion

Brierley CE (VC) Primary School will aim to promote well-being as part of our drive to developing community cohesion. As we do so, we encourage the use of the term 'Courageous Advocacy' whereby we encourage our pupils to challenge injustices and to stand up for what is fair and just.

How our School Promotes Community Cohesion

Within the school these include:

- Working with the Church, regular visits by clergy and other worship leaders
- Encouraging and promoting 'pupil voice' within the school council and collective worship committee – eg St Paul's day celebration
- Church / School choir who support community events
- Charity days/events (i.e. Red Nose Day, harvest festival)
- Visitors from various agencies and community groups to work with the children
- Promoting engagement with parents through; Parent pupil consultations, Half-termly curriculum letters, regular newsletters, involvement in community events, school productions, website etc
- Strong links are fostered and encouraged, enabling multiagency working between the school and other local agencies, such as the police, social care and health professionals
- Providing access for community use of facilities for activities that take place out of school hours if required
- LA and school admission arrangements promote community cohesion and social equality
- We study communities in contrasting areas of the world and compare them with our own locality
- Promoting local newspaper reports on school and community events
- PSA support– working within the community to engage with various organizations – eg Road Safety
- An informative website to inform and celebrate the school's participation in the community.
- To offer opportunities for local groups to meet, liaise and engage with the local community

Promotion of extended services within our school

With other schools these include:

- Sporting fixtures (competitive and non competitive)
- Links are built into existing schemes of work and grounded in the curriculum with pupils working together on joint projects or activities e.g. Year 6 transition projects and TASC days
- To share resources and organise events within the Cudworth and North East Collaboration (a group of five local schools established to network between one another).
- Accessing support from Crucial Crew (SYP) and E-safety organisations

Maintaining and Promoting British and Christian Values

The 'Fundamental British Values of Democracy', 'The Rule of Law, Individual Liberty and Mutual Respect' and 'Tolerance of Different Faiths and Beliefs' are embedded in our curriculum and practice. Here are some of the ways of how British Values are actively promoted:

Democracy

- Encouraging children to know their views count and their opinions are important, for example following the children's interests for topics and activities.
- Encourage children to make decisions together e.g. when sharing a resource
- Encourage children to see their role in the 'bigger picture' e.g. linking to part of a family, class, group, school, community etc.
- Encourage children to value each other's views and beliefs and to talk about their feelings - for example when they do or do not need help, topic ideas, ideas about how to organise an activity or circle time activities about likes and dislikes.
- Provide opportunities for the children to vote for activity choices, for example, choosing a theme for their role play area, choosing a book for story time or a song for song time by a show of hands.
- Encourage children to complete activities that involve turn-taking, sharing, discussion and collaboration e.g. model making, role play activities and using equipment.
- Use group times and circle times to encourage children to take turns, listen to others, and to value and respect the contributions made by others in the group.
- Work together to create an environment where it is 'safe' to make mistakes, share thoughts and ideas, and to explore different options e.g. promoting forgiveness after an argument, opportunities to retry an activity and tolerance for different views.

The rule of law

- Encourage adults and children to work together, to create group rules.

- Discuss the need for rules and how they should be administered fairly e.g. the need for rules to keep everyone safe and happy.
- Teach children to understand their own and others' behaviour and feelings, along with their consequences.
- Work together to create an environment where actions are consistently followed through e.g. adherence to class rules, follow-ups on discussions and other choices explored after taking a group vote.
- Encourage and support children to learn how to distinguish right from wrong.
- Encourage children to take turns, share and compromise.

Individual liberty

- Encourage children to develop a positive sense of themselves.
- Provide opportunities for children to develop their self-esteem and confidence in their own abilities. For example, by sharing achievements and successes and promoting independence.
- Provide opportunities to take on risks, challenges and responsibilities and also encourage children to explore and discuss their thoughts, feelings and ideas with those they trust.
- Encourage children to try a range of different activities and opportunities, and to discuss and select their own preferences.
- Encourage children to ask questions and trust that their opinions and ideas will be respected and valued.
- Provide opportunities for children to follow and develop their own interests and ideas.
- Provide activities for all children to engage in and actively challenge gender-specific tasks and activities.
- Encourage children to reflect upon their similarities and differences, and appreciate and respect that others may have different views.

Mutual respect and tolerance of different faiths and beliefs

- Work as a group to create an environment that includes, values and promotes different faiths, cultures, views and races.
- Provide opportunities for the children to make links with the wider community, for example outings to local places, inviting family members or speakers to visit the setting, or making links with a local charity.
- Encourage children to learn about other faiths, cultures, traditions, families, communities and ways of life. Encourage the children to share their experiences with the group and allow the children to recognise similarities and differences between themselves and others. For example, by learning about festivals and special days, different types of family units, different occupations and places around the world.
- Encourage children to learn about the world around them – both locally and further afield. For example:
 - local trips
 - using books, stories, posters and videos etc. to learn about places far away
 - cultural days
 - local events and activities
 - national celebrations

Christian Values

Our Christian values are as follows;

British Values	Christian Values	Values for Life
Democracy	Justice Trust	Justice Responsibility
The rule of law	Justice Trust Endurance	Justice Responsibility
Individual liberty	Justice Trust Endurance Courage Hope Thankfulness	Justice Responsibility
Mutual Respect and Tolerance of those with different faiths and beliefs	Respect Peace Friendship Humility Forgiveness Compassion	Respect and reverence Humility Friendship Peace Compassion Wisdom

Related policies

- Disability Equality
- Equal Opportunities
- Inclusion
- PSHE and Citizenship
- Race Equalities and Diversity
- Child Protection
- Safeguarding
- RE
- Collective Worship

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