



COMMUNITY COHESION PROMOTION POLICY

Policy Date: November 2019

Review Date: Autumn 2022

1. Background

The legislative requirements on schools to meet the duty to promote community cohesion are outlined in the Equality Act 2006 and the Race Relations Amendment Act (2000). Schools are not required by the DfE to have a distinct policy for Community Cohesion, and since 2012 it has contributed to the Ofsted judgement for Spiritual, Moral, Social and Cultural education in schools. However, Burbage C of E Infant School has decided to maintain a distinct policy for this area. In the month after the 2016 referendum voted to leave the EU, incidents on hate crime increased 41% on the same month in the previous year (Home Office Data Hub, 2016). Since November 2014, there has been a DfE expectation that schools promote British Values, defining these as the rule of law, democracy, individual liberty, mutual respect for beliefs and tolerance of those with different faiths and beliefs. We therefore believe that the promotion of community cohesion is still very relevant to our school.

The document 'Community Cohesion Education Standards for Schools' (DfES, Home Office and Commission for Racial Equality 2004) provides illustrative approaches for schools to check against, draw from and adapt to reflect their own local circumstances and issues. The national Community Cohesion Standards are framed by four strategic aims, to:

- Close the attainment and achievement gap
- Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity
- Contribute to building good community relations and challenge all types of discrimination and inequality
- Remove the barriers to access, participation, progression, attainment and achievement.

The DCSF guidance (2009) suggests schools' contribution to community cohesion can be grouped under the three following headings:

- Teaching, learning and curriculum – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action;



- Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups;
- Engagement and ethos – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

2. Introduction

The curriculum of Burbage C of E Infant School promotes the spiritual, moral, social and cultural development of our pupils, and of society, and prepares our pupils for the opportunities, responsibilities and experiences of later life. As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that all schools play a full part in promoting community cohesion. Our school strives to be a thriving, cohesive community, and in doing so it has a vital part to play in building a more cohesive society.

The staff and pupil populations of Burbage C of E Infant School do not have abundant opportunities to mix with those from different cultural backgrounds. To address this we create opportunities to make links with other schools and organisations in order to give our pupils and staff the opportunity to mix with and learn with those from many diverse and different backgrounds. We wish to show that through our ethos and curriculum Burbage C of E Infant School can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values. We 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.

3. 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.

Our Christian Values of respect, perseverance, truth, compassion and friendship drive our vision for community cohesion, and although they are



drawn from a Christian perspective, we are keen to explore and demonstrate how these values are important to people from all faiths and backgrounds.

4. Community from our School's Perspective

For Burbage C of E Infant School, the term 'community' has a number of dimensions including:

- the **School Community** – the pupils that Burbage Infant School serve, their families and the school's staff;
- the **Community within which the school is located** – centred on the village of Burbage and associated with the town of Hinckley and its surrounding countryside;
- the **Community of Britain** - all British schools are by definition part of this community;
- The **Global Community** – formed by EU and international links.

In addition, Burbage C of E Infant School is in a community with its neighbouring schools:

- Burbage Junior School
- Sketchley Hill Primary School
- Hastings High School

5. How does our school contribute towards community cohesion?

Broadly, the school's contribution to community cohesion can be grouped under the three following headings:

- **Teaching, learning and curriculum** – to teach pupils to understand others, to promote common values and to value diversity, to promote our British values, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- **Engagement and ethos** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.



a. Teaching, learning and curriculum

At Burbage C of E Infant School we support our staff to enable them to have a high standard of teaching. We strive to be an effective school and provide a curriculum that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum. To achieve this we need to ensure that:

- lessons across the curriculum that promote common values (including our British and Christian 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 develop a programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.
- when necessary, we support pupils with barriers to learning to enable them to achieve at the highest possible level in English.
- pupils have an effective voice and are involved 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.

b. Equity and excellence

We 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.

We use part of our Pupil Premium to enable activities and opportunities to be offered at a subsidised rate to pupils eligible for Free School Meals, to reduce impact of socio-economic inequalities.

The school tracking systems enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

We respond quickly and effectively to any incidents of prejudice, bullying and harassment.



c. Engagement and ethos

School to school:

We seek to broaden the ways that we work in partnership with other schools. We look either locally or further afield and the means of developing the relationship may be through exchange visits or more likely through the internet. Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and drama.

School to parents and the community:

Good partnership activities with the local and wider community include:

- Working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the pupils, ensuring that the pupil voice is heard and able to effect change.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as parent support services, the police and social care and health professionals.
- Engagement with parents through coffee mornings, curriculum evenings, parent and child courses and family liaison work.

6. Monitoring

This policy will be monitored by the Values Governors Sub-Committee and will be reviewed on a three yearly basis.

Date of Policy: November 2019

Policy to be reviewed: Autumn 2022

Adopted by Governors:

Signed: *(Chair of Governors)*

Date:
