

BRIZE NORTON PRIMARY SCHOOL

Community Cohesion Policy

Introduction

By Community Cohesion, we mean working 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 a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community (Alan Johnson, Secretary of State for Education and Skills 2006). Community Cohesion is about how to avoid the corrosive effects of intolerance and harassment: how to build mutual civility among different groups, and to ensure respect for diversity alongside a commitment to common and shared bonds.

Common Vision:

At Brize Norton Primary School, we believe in a shared future, a cohesive community with our school at its heart. We aim to ensure a widely shared sense of contribution from different individuals and different communities, each holding and sharing different ambitions, aspirations, beliefs and life experiences, all working together to form a future vision of our school, village, county, country and world.

Sense of Belonging:

In our school, our stakeholders will have a strong sense of belonging. They will know what is expected of them and what they can expect in return. Rights and responsibilities are shared clearly and upheld fairly with an array of events and methods to ensure that our school reaches out beyond the walls of the school. As a result, clear, regular and detailed communication with the local community will ensure that Brize Norton Primary School is seen to be working with different groups with different interests and needs and these are shared and open to public scrutiny.

Life Opportunities:

Through clear systems which are embedded throughout school, we are continually focusing upon tackling underachievement and inequality. Our children value everyone as equal and this is reflected in our school mission statement. As a school, we aim to create opportunities for every child to achieve their full potential both in and out of school and we are extremely proud of what our children accomplish.

Aims

As part of our everyday creative curriculum we believe that in order to prepare all of our children for living and working in a diverse and cohesive society, we should work with the pupils to:

- Encourage the development of a strong sense of their own identity, not only as individuals but as part of different community groups (locally, nationally and globally)
- Encourage positive and open attitudes towards diversity and develop the skills, the understanding and the confidence to challenge prejudice, discrimination and stereotyping
- Support their development as active citizens within the community, citizens who know their own rights and responsibilities as well as knowing those of others
- Understand what equality means in terms of opportunity, non-discrimination and preventing any barriers or harassment
- Provide opportunities to find out more about and positively interact and build relationships with people from a range of different backgrounds within their local community as well as within the wider society
- Ensure they receive a broad and balanced curriculum which uses elements from the local, national and global community to support their understanding of 'Life' and to support them in reaching their individual potential
- Provide strong Spiritual, Moral, Social and Cultural support and teaching to enable all aims to be achieved.

The policy for Community Cohesion reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body. The Governing Body will ensure that the school complies with its duty to promote community cohesion and all staff will ensure that equality of opportunity and positive attitude to diversity are promoted as part of their overall responsibilities.

The Headteacher is the named member of staff for Community Cohesion and is responsible for all staff understanding the policy and implementing its actions through the provision of support and training as well as through the monitoring of the impact of this policy.

Community from our school's perspective:

For our school, the term "community" has a number of dimensions including:

- *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 the area. This applies not just to Brize Norton village but also to the county within which we live and work
- *The UK Community* – all schools are, by definition, part of this community
- *The Global Community* – formed by EU and international links

How does Brize Norton Primary School contribute to Community Cohesion?

Broadly, we will contribute to community cohesion in three ways:

Teaching, learning and curriculum – helping our children to learn to understand others, to value diversity whilst promoting shared values and to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We aim to ensure that we have a high standard of teaching and learning, that our curriculum is personalised, skills based, inspiring, thought provoking and provides a basis for outstanding achievement – encouraging children to continue their learning beyond the classroom.

We need to ensure that:

- Lessons across the curriculum promote common values and help pupils to value difference and to challenge prejudice and stereotyping
- The curriculum is built upon PSHE/SEAL objectives and support a cross curricular approach
- RE will be taught each week within a focused session with additional religions added to the scheme to reflect diversity within the communities we have identified
- We provide a curriculum which is enriched with activities whereby pupils' understanding of community and diversity is enhanced through visits and meetings with members of different communities.
- A personalised curriculum supports the needs and achievement of every child within our school
- An effective voice and involvement of pupils in all aspects of school life in a way which teaches them to participate and make a difference not just in school but in their local community and beyond.

Equity and Excellence – to ensure equal opportunities for all to succeed at the highest possible level, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.

We need to ensure that:

- All pupils are tracked throughout the school in all subject areas and that data is shared sensitively between the entire school community to support every child achieve their true potential
- Use a range of data gathering methods to support accurate target setting and use of resources to ensure children progress throughout the primary range
- Different groups are monitored for their performance and supported using targeted methods if underachievement becomes evident

Engagement and Extended Services – to provide reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools (UK, European and International) and communities and the provision of extended services 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.

We need to ensure that:

- Maintain already existing Extended Schools provision and further develop provision through partnership working with local schools
- Provision is maintained for children to learn with their parents/carers or independently at home through a personalised approach
- Working together with community representatives
- Up-to-date and timely communication is ensured through a variety of means to parents/carers and the wider community e.g. website, newsletters, emails, village newsletters
- Family and Community workshops provide valuable opportunities for children and their parents/carers to work together within meaningful activities.
- Maintaining strong links with multi agency working between our school and other local agencies

How is Community Cohesion managed, monitored and reported within Brize Norton Primary School?

Overall responsibility for embracing Community Cohesion lies within the Governing Body. The Governing Body will be provided with updates each term from the headteacher and will audit the school's provision, the strengths and areas for improvement within school on an annual basis. Community Cohesion is an ongoing priority in the school improvement plan.

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