





# Community Cohesion and Shared Values Policy

<b>Date Reviewed</b>	25 <sup>th</sup> March 2021
<b>Signed Headteacher</b>	
<b>Signed Chair of Curriculum &amp; Standards</b>	
<b>Date Revised</b>	Spring Term 2023

## Rationale

Under the 2006 Education and Inspections Act all schools have a duty to promote community cohesion and Rednal Hill Infant School recognises this and has sought to embed these principles in all policies.

By '*community cohesion*', we mean working towards a society with a common vision, based on core moral values and a strong sense of belonging for all, where diversity is valued and where everyone recognises what all human beings share in common-everyone is valued as having equal worth, everyone's contributions are recognised and where relationships across all individuals and groups are positive, leading to integration, inclusion and success.

As a school, we recognise that we are responsible for equipping children to live and thrive alongside people from many different backgrounds. Our aim is to promote a strong set of shared moral values which are introduced to and developed with all sections of our school community - a moral framework for considering the consequences of many of our actions in terms of the rights of others and our own rights. This gives us all a firm basis for promoting equality and community cohesion and for respecting and celebrating diversity. We also encourage all members of our school community to see themselves as active and responsible global citizens.

Rednal Hill Infant School and Nursery Class reflects increasing cultural diversity of Britain and more particularly, our local area. Our cultural diversity is increasing and we are committed to ensuring this has a positive impact on our school community, whilst maintaining a strong set of shared moral values.

More specifically, in interpreting government guidance, we see the promotion of Community Cohesion as involving five core principles:

- *Equality of opportunity*
- *Social inclusion*
- *Respect for diversity*
- *Shared moral values*
- *Active engagement with others to understand what we all hold in common*

As a school, we are committed to promoting these core principles based on:

- *Socio-economic factors*
- *Ethnicity*
- *Gender*
- *Age*
- *Disability*
- *Sexual identity*
- *Faith, belief, spirituality*

In line with government guidance we recognise diversity at four levels of 'community':

- *The school community*
- *The local community*
- *The UK community*
- *The global community*

This policy for the promotion of a diverse but cohesive community will be implemented across the whole school through three key areas of our practice:

- *Teaching, learning and curriculum*
- *Equity and excellence*
- *Ethos, Community Engagement and Extended Services*

## Teaching, Learning and Curriculum

In meeting our duty to promote community cohesion, and shared values we will strive to ensure that all learners will enjoy opportunities to:

- *Develop pride in their own identity and to learn about and develop respect for the identities of other learners, of groups in the local community, of groups in the wider UK and in the wider world*

- *Develop a strong understanding and appreciation of what all human beings hold in common as well as respect for differences*
- *Develop a positive vision of a diverse, just and equitable society*
- *Learn about their own community, UK society including communities which contrast with their own and global society, including the challenges faced by the whole global community, so they can begin to act as informed citizens.*
- *Learn about the major world faith traditions as well as non-religious moral world views*
- *Begin to develop skills of critical thinking including the ability to recognise and challenge myths and stereotypes about people and places and to appreciate how people may see things from different viewpoints*
- *Enjoy at first hand cultural experiences that reflect and celebrate the diversity within UK society*
- *Develop the ability to empathise with the feelings and experiences of others, including those from different backgrounds from themselves*

We will continue to strive to establish a learning environment in which all learners:

- *Enjoy the right to full, active participation knowing that their views and ideas are taken very seriously and where the children's voice is heard and acted upon*
- *Feel safe, valued and respected and develop a strong, positive sense of belonging*
- *Have frequent opportunities to collaborate with others, sharing experiences, ideas and perspectives*
- *Develop skills of mediation and conflict-resolution*

### Equity and Excellence

We will continue to strive to ensure that all learners develop their abilities and talents to the full and enjoy equality of opportunity to participate fully in the life of the school. We will:

- *Regularly monitor and evaluate the academic, personal and social development of each child and of all the diverse groups that are represented in the school, including those for whom English is an additional language, taking effective steps where necessary to address any differences in outcomes across groups- closing gaps in achievement*
- *Use assemblies, classroom time and meetings of staff and governors to maintain a high profile for our commitment to equality of opportunity and social inclusion*
- *Ensure that all sections of the school community, including parents, are aware of our commitment to equity for all.*
- *Promote the value of linguistic diversity and celebrate the diverse language skills of the school community, including heritage languages*
- *Take steps to enable pupils to encounter a range of positive role models including those that do not conform to stereotypes of age, gender, ethnicity, disability and social class*

### Ethos, Community Engagement and Extended Services

The school is fully committed to promoting cohesion within the local community and wider UK and global society.

Therefore, we will:

- *Communicate our core values and vision of inclusion and equality to the whole school community and the wider local community*
- *Ensure that as a school we have full and accurate knowledge of the backgrounds of our children and their families and of the main socio-economic features of our local community and its relationship with wider UK society, using this knowledge to inform our provision*
- *Ensure that all pupils have opportunities to engage with members of their local community, from contrasting parts of the UK and from countries around the world; at each level, reflecting the diversity of these communities*
- *Ensure that the school is aware of changing patterns of migration into and from the local community and take steps to engage with and support groups that are new to the community*
- *Take rigorous steps to ensure that all parents and carers regard the school as open, welcoming and accessible and explore all possible ways of engaging all parents and carers and involving them in the life of the school*
- *Maintain strong links with external agencies working with the school, such as pupil and school support services, the police and social care and health experts*

### Policy implementation, monitoring and evaluation

This policy has been discussed and agreed by staff, governors and pupils. The Governing Body will review regularly the extent to which we have been successful in implementing our action plan. The Headteacher will ensure that all staff are aware of their responsibilities through appropriate professional development.

This policy should be read in conjunction with the school's accessibility statement, Fair Access Policy and Curriculum Statement.

#### **Our process of monitoring and evaluation will include:**

- *Analysis of data on pupils' academic achievement*
- *Detailed review of pupils' personal and social development*
- *Analysis of pupils' involvement and participation in voluntary activities*
- *Analysis of parents' and carers' involvement, participation and attendance at events including meetings to review pupil progress*
- *Updating our information on the socio-economic features of our local community*
- *Questionnaire to parents and carers*
- *Report to governors (as part of a review of all equalities issues) and annual item on agenda of a Governors' meeting*