

## Community Cohesion and British Values

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At Rendell Primary School, we promote the spiritual, moral, cultural, mental and physical development of our pupils and endeavour to prepare them for the opportunities, responsibilities and experiences of later life.

We strive towards providing a school community that is thriving and cohesive where the pupils learn to become valuable and fully rounded members of society who treat others with respect and tolerance. We recognise the importance our school has in promoting these values in the wider community - in modern Britain - through the deeds and actions of those who work and learn here.

We are responsible for educating children and young people who will live and work in a country, which is diverse in terms of culture, faith, ethnicity and social backgrounds. The staff and pupils at this school reflect this diversity, allowing pupils to mix with those from different backgrounds.

We wish to show through our ethos and curriculum that we 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 our duty to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

We work to promote the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance.

### **What is community cohesion?**

By community cohesion we mean working towards a society in which there is:

- a common vision and sense of belonging;
- an appreciation and value for the diversity of people's backgrounds and circumstances;
- an understanding that similar life opportunities should be available to all;
- emphasis placed on strong and positive relationships existing and further developing these in school and in the wider community.

The school community is the children and young people it serves, their parents, carers and families, the staff, Governing Body and the community users of the school's facilities and services. It is also the community in which the school is located and the communities beyond that, including the international community.

### **What are British Values?**

An understanding and knowledge of:

- how citizens can influence decision-making through the democratic process
- how freedom to hold other faiths and beliefs is protected in law
- people having different faiths or beliefs to oneself (or having none) that should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- the importance of identifying and combatting discrimination

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### **Community from a school's perspective**

For Rendell, the term 'community' has a number of dimensions including:

- the school community – the pupils we serve, their families and the school's staff;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area;
- the network of local schools - Loughborough Primary Academy Partnership
- the community of Britain - all schools are by definition part of this community;
- The global community – formed by international links.

### **How does our school contribute towards community cohesion?**

Our contribution 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 both within this country and internationally.

#### Teaching, learning and curriculum

Rendell Primary School has a high standard of teaching and curriculum provision 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.

We aim to provide:

- Lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'.
- A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.
- Support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
- 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

We continue to focus on securing high standards of attainment for all groups of pupils from all ethnic backgrounds and of different socio-economic status, ensuring that pupils are treated with respect, and supported to achieve their full potential.

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The school progress and attainment tracking enables us to evaluate progress of different learner groups and is a tool that encourages us to tackle underperformance by any particular group.

Active monitoring of whether pupils from particular groups are excluded or disciplined more than others is undertaken; were it to be found that there was an 'issue' we would take appropriate action to address this.

Our school's admission arrangements aim to promote community cohesion and social equity.

### Engagement and ethos

School to school: We seek to broaden the ways that we work in partnership with other schools, especially in our locality, through sporting, art and other curriculum opportunities for pupils, and learning and support networks for staff and governors. We seek school to school relationships beyond the locality, not only directly for the pupils in terms of meaningful intercultural activities, but also for purposes of considering 'good practice', benchmarking ourselves against others.

School to parents and the community: We aim to establish good partnership with the local and wider community, for example by maintaining strong links and establishing multi-agency working with local agencies, such as social care and health professionals. We seek to engage our parents through a range of activities e.g. Open Days, Parent-Teacher Consultations, Exhibition Days, News Streams and face-to-face communication and liaison.

We welcome visitors from the local community who enrich both curriculum and wider curriculum learning, such as leaders of Collective Worship, Sports Coaches and Apprentices, Musicians, volunteers and students. We aim for diversity and enrichment.

### **How does our school contribute to the promotion of British Values?**

(the values of democracy, law, liberty, respect and tolerance)

#### Democracy

- The school MPs are elected by their peers providing the opportunity to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to debate and defend points of view. The MPs meet at least once per half term to feedback the voice of the pupils across the school. They follow a set agenda which is adapted how they see fit. They work alongside members of the school community including pupils, staff and governors.
- The school's Eco-reps are also elected annually by their peers, and again they meet at least once per month to discuss and promote society eco values.
- The Annual pupil survey ensures that 'pupil voice' is heard. Subsequent analysis by the SLT leads to appropriate responses being actioned.

#### The Rule of Law

- The pupils, through the MPs, created the revised Diamond Rules; a code that underpins all that we do.
- During PSHE lessons 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.

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### Individual Liberty

- Through PSHE and E-Safety lessons, pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise them safely.
- Through Collective Worship and assemblies personal, school and society values are shared and promoted

### Mutual Respect

- Our school promotes 'Respect of self and others' through a variety of approaches; through adults modelling respect and politeness, through public acknowledgement of 'respect in action', through the messages underpinning our Collective Worship and assemblies
- Our revised curriculum promotes a 'respect of learning' with our curriculum drivers promoting independence, communication, exploration and perseverance - qualities that prepare our learners for the world beyond our school walls.

### Tolerance of those of different faiths and beliefs

- Rendell is proud of its culturally diverse school community and this is celebrated in a number of ways, such as faith or cultural days or faith assemblies and events.
- Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Visits to different places of worship are also built into our curriculum e.g. Emmanuel Church, the local mosque...
- Prejudice based bullying is discussed through PSHE, RE and assemblies. Children are encouraged to celebrate difference as they all understand that they have the right to their own beliefs