



## South Ascot Village School

### Community Cohesion and Promoting British Values Policy

#### Introduction

We recognise the important role our school plays in the promotion of community cohesion and British values. This school will strive to promote all aspects of community cohesion and promote true British values. We want our children to grow up in a society that celebrates diversity, all the different ethnic, religious and social groups that exist in our local area and be at ease with itself.

Our statutory duties are based on the following legislation:

- The Race Relations Act 1976;
- The Race Relations Amendment Act 2000;
- Section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils
- The Disability Discrimination Acts 1995 and 2005;
- The Education and Inspections Act 2006.
- The Equality Act 2010

We recognise the UN Convention on the Rights of Persons with Disabilities (UNCRPD) 2009 is an international human rights treaty – an agreement between governments- which says that all disabled people – children, young people and adults – have certain rights.

We also acknowledge Promoting fundamental British values as part of SMSC in schools – gov.uk 2014

#### Aims and objectives

We aim to educate our pupils so that they understand how our national and local society is made up of diverse groups. We will cultivate an attitude of respect and understanding for all cultures reflected in our local area. We will celebrate diversity so that pupils learn how cultural differences enhance all our lives whilst recognising British traditions and values. We aim to help pupils understand what makes a cohesive community and how this is important in enabling people to enjoy living in this area and Britain as a wider community.

This policy needs to be considered alongside our Equal Opportunities policy which sets out our commitment to eliminating all forms of prejudice and discrimination. In promoting the respect for all members of our society we believe we will make an important contribution to the promotion of community cohesion and British values.

## **Community cohesion**

We understand community cohesion to mean a society in which there is a shared vision of how different groups can live in peace and harmony. It is an area where all members of society have a sense of belonging and where the diversity of people's backgrounds and culture is valued. It is a community where there is an equality of life opportunities available to all groups and individuals regardless of race, religion, ethnic or socio-economic background. It is built on a community that respects and values cultural groups that are different to their own and where strong and positive relationships exist in school and in the wider community.

## **Fundamental British values**

We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This helps us to demonstrate how we are meeting the requirements of section 78 of the Education Act 2002, in our provision of SMSC. We actively promote the values which means challenging the opinions or behaviours in school that are contrary to fundamental British values. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

## **Our Curriculum**

Our curriculum provides opportunities to promote the values of equal opportunities and respect for all. It will build upon 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 within Britain and the wider World will be integrated across the curriculum.

We will ensure that teaching will help pupils to challenge prejudice and stereotyping – for example, the opportunities in citizenship classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'. We will have a programme of cultural visits and opportunities to meet members of different communities. We will provide additional support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible standards in literacy as soon as they can. Our school will maximise opportunities for pupils to express their opinions and we will involve them as fully as possible in the governance and organisation of the school and in the way they can participate in the community and make a difference in school beyond the school gate.

## **Teaching and learning**

Through all our teaching we will show respect for individual views and opinions. Our school is a place where pupils from all backgrounds and cultures will be welcomed and valued. We will promote an ethos where diversity is respected. In all our work we will encourage positive relationships between staff and our pupils and we shall provide opportunities for staff to listen and respond to the views of all our pupils.

We encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in throughout Britain.

We have:

- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination. It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background

We will do all we can to provide targeted additional support to those pupils who need it. For example, pupils who have English as an additional language (EAL) will be provided with extra support to assist them in developing their English language skills as quickly as possible.

For pupils who are falling behind or at risk of falling behind we will provide individual one-to-one tuition as long as we have sufficient additional funding to support this.

Teachers and support staff will strive to develop strong links with all parents and carers whatever their cultural background.

### **Educational Partnerships**

We will promote community cohesion and British values by developing in our pupils an understanding of our local area in a national and international context. We will build partnerships with schools that have a different ethnic and social mix to our own to try and promote an understanding of the diverse society found in Britain. We will also build international links with schools in other parts of the world. This may involve making good use of modern technology but also opportunities for staff and pupils to visit other countries and host visitors from abroad.

We will encourage partnerships with a wide range of groups that can help us to develop an understanding of different cultures and backgrounds. We will build our links with local faith groups and provide opportunities to visit sacred sites in the area. We will invite members of different groups to visit our school and help our pupils appreciate the variety of cultures found in our area.

### **Staff recruitment and continuing development**

We will pay particular attention to the recruitment of staff to the school to try and reflect in our staff the social make-up of our area. We will ensure that our school recruitment methods follow the equal opportunities guidelines and we will encourage applications from groups that are under represented at the moment.

We will ensure that all staff (including non-teaching staff) have professional development opportunities related to community cohesion and equalities issues so that we continue to have a school ethos where all members of the school community are valued and respected.

## **The Leadership and management of community cohesion and promoting British values**

The leadership and management of our work on community cohesion and promoting British values will be a responsibility of the headteacher and/or deputy headteacher. They will ensure that it remains an issue that underpins all our work in the school. They will have the specific responsibility to coordinate the specific activities carried out to promote community cohesion/British values and ensure that they are reflected in all school planning.

The school will promote community cohesion and British values by gathering and analysing all available data to inform our actions. This will include the monitoring of attainment by different ethnic groups and analysis of our curriculum to evaluate how our teaching and learning properly reflects the different cultures represented in our school and local area together with the fundamental British values. We will plan actions to promote community cohesion and British Values. This may involve particular events such as traditional British celebrations and festivals; a world music or food day; or it may involve a review of school policies on such matters as staff recruitment/training. We will also carefully monitor the impact of our work in promoting community cohesion and British values.

### **Monitoring and review**

Our progress in promoting community cohesion and British Values will be reported to governors annually and more frequently is necessary. We will review the impact of our work on all groups in the school. We will particularly analyse how different cultural groups perform and if there are any gaps in attainment we will address them as rigorously as possible.

We will continue to monitor the impact of our work through the review of a number of important indicators. These will include the number of incidents of poor behaviour that are racially or culturally motivated. We will monitor the number of instances of racial or cultural tension involving our pupils. We will celebrate the occasions where we fully embrace British values and exhibit examples of positive community cohesion.

We will work with parents and community leaders to strive to improve the effectiveness of our work. We will do all we can to have strong and effective channels of communication with all sections of our community in an attempt to listen to any concerns that may arise and better serve the needs of all stakeholders.

The policy will be monitored on an annual basis through the headteacher's report to governors.

Signed

Date