

Marsh Baldon CE Primary School
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Community Cohesion and British Values Policy

This policy applies to all governors, staff, pupils, parents/carers, volunteers and visitors to our school.

School Vision, Aims and Values

Our vision: "I came to give life; life in all its fullness" John 10:10

Our School Values: Love, Cooperation, Equality, Respect, Integrity, Courage

Marsh Baldon CE Primary School is a small, inclusive school where all are supported to grow and learn informed by our Christian ethos and school values.

We are a small Church of England Primary school in an idyllic location at the heart of the Marsh Baldon village community, south of the city of Oxford. We are proud of our diverse, inclusive school and the pupils we have on roll who come from the local communities of the Baldons and Nuneham Courtenay as well as the wider catchment of surrounding villages and Oxford suburbs.

We respect our pupils as individuals and encourage an ethos of mutual respect and tolerance for all. We challenge and support all our young learners so they can achieve their full potential. We want the very best for all and prepare our pupils for their continued journey as independent, free thinking, confident individuals.

School context

Marsh Baldon CE Primary School is a small Church of England Village Primary School with close links to St Peter's Church in Marsh Baldon. The school is set in the idyllic, rural surroundings of South Oxfordshire and dates back to 1771, a heritage we are extremely proud of.

Our School is committed to our whole school policies relating to community cohesion, equal opportunities and race relations and we are clear that as a maintained school we have a duty to promote pupils' spiritual, moral, social and cultural (SMSC) development.

We are committed to regular reviews, monitoring and updates of whole school and curriculum practices relating to community cohesion.

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.

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

- The **school community** – the pupils it serves, their families and school staff and governors
- 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 **community of Britain** - all schools are by definition part of this community and must promote Fundamental British values as well as pupils' Spiritual, Moral, Social and Cultural (SMSC) development
- The **global community** – formed by European and international links.

In addition, at Marsh Baldon CE Primary School we create communities – for example, the networks formed with schools of the same or different faiths, or by schools that are part of the partnership network.

Policy Aim

The aim of this policy is to clearly set out our approach to community cohesion including the promotion of fundamental British Values and pupils' SMSC development.

What we will do

We will:

- Enable our pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable our pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage our students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable our students to acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people.
- 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 England.
- Ensure our pupils have a clear understanding of how citizens can influence decision-making through the democratic process.
- Ensure our pupils have a clear appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

- Ensure our pupils understand the 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.
- Ensure our pupils understand that the freedom to choose and hold other faiths and beliefs is protected in law.
- Ensure our pupils accept 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.
- Ensure our pupils have an understanding of the importance of identifying and combating discrimination.
- Treating all those within the whole school community as individuals with their own particular abilities, background and experiences.
- Have a school ethos, which promotes community cohesion, race equality, develops understanding and challenges stereotypes, misconceptions and prejudices.
- Encourage everyone within the school community to gain a positive self image and high self-esteem.
- Promote mutual self–respect, valuing each other's similarities and differences and facing equality issues openly.
- Support the development of the skills, knowledge, understanding and motivation pupils need to become active citizens who recognise the rights and responsibilities of everyone.
- Provide opportunities for positive interaction and the building of relationships with people from a range of different backgrounds both in our local community and the wider society.
- Ensure our pupils receive a broad and balanced education which allows them to reach their full potential.

Governors will ensure that:

- The school complies with its duty to promote community cohesion;
- All our current policies are assessed for their impact in relation to community cohesion;
- The Chair of Governors has the responsibility for monitoring the policy and acting as the designated Governor for Community Cohesion.

The Headteacher will ensure that:

- This policy is readily available and governors, staff, pupils and their parents/carers have access to the policy and are updated on any changes;
- All staff understand their responsibilities and receive appropriate support and training where necessary;
- This policy and its procedures are followed.

All Staff will ensure that:

- They understand their responsibilities;
- They promote equality of opportunity and positive attitudes to diversity in accordance with this policy and other relevant policies.

Pupils

- Will be encouraged to recognise and respect their rights and responsibilities within school, the wider community and living in Britain.

Parents/Carers

- Will be asked to support Marsh Baldon CE Primary School in the aims of this policy and positively encourage their children to respect the diversity in our community.

Teaching, learning and curriculum

- All subject areas are reviewed to ensure the curriculum promotes awareness of diversity, shared values, exploration of identity and human rights where appropriate.
- Subject Leaders monitor resources and the curriculum in their subject area to ensure they meet the aims of this policy.
- Teaching methods will, where appropriate, encourage discussion, questioning and reflection e.g. through our PHSE programme (Jigsaw) and collaborative learning etc. and this will be monitored through planning documentation and observations.
- The Headteacher will monitor teaching and learning.
- The school will fulfil its commitment to community cohesion by creating a learning environment where all pupils can contribute fully and feel valued.
- Staff will receive relevant training and support to ensure they feel confident in promoting discussions around sensitive issues.
- Collective Worship, planned by the headteacher and supported by the Diocese, will promote community cohesion through the daily act of worship and assemblies.
- In line with our other policies, data will be rigorously analysed to identify pupils at risk of underachieving and appropriate intervention strategies will be utilised. We will work collaboratively with our pupils to address barriers to achievement.

Engagement and Extended Services

We will continue to develop links with other schools (primary, secondary and special) which are curriculum/pastoral based and which encourage communication on a range of topics.

We will work collaboratively to establish stronger links with our local community. Invitations are shared to join us in celebrating Friends of Marsh Baldon (PTA) events, such as school fetes and fayres, as well as exhibitions of children's work and special activities, i.e Maypole dancing, exhibitions.

We will facilitate smooth transition by effective communication e.g. school council, engagement with the Parish Council, local residents and local businesses etc.

Example of actions we will take:

- Include (in suitable parts of the curriculum and as appropriate for the age of pupils) material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.
- Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a School Council whose members are voted for by the pupils.
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.

- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.
- Open sessions with the wider community.
- Clear two way communication processes in place between governors and the wider community.

Monitoring

The Headteacher and the Governing Body will regularly monitor the policy and evaluate its impact on our School and its community.