



## Loughton School Community Cohesion and Promoting British Values Policy 2015

### **Vision & Aims:**

*Loughton School..... Inspiring Children.*

Our school has a happy and caring environment.

We are resourceful, active and independent learners, excited by our opportunities.

We explore and develop our potential, recognising and celebrating our achievements.

### **Introduction**

Loughton School promotes the spiritual, moral, cultural, emotional, mental and physical development of our pupils and the wider school community. It prepares our pupils for the opportunities, responsibilities and experiences of later life. Our school is already a thriving, cohesive community, but it also has a vital part to play in building a more cohesive society, promoting British Values (see Appendix 1).

We wish to show that through our ethos and curriculum our school promotes a common sense of identity and supports diversity, showing our pupils how different communities can be united by common experiences and values.

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

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

- the school community – the pupils it serves, 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 our area;
- the community of Britain - all schools are by definition part of this community;
- the global community – formed by EU and international links.

In addition, the school itself creates communities – for example, the networks formed by schools in development groups, such as our Denbigh partnership, at a local level.

### **Vision**

Our vision at Loughton School is to recognise and celebrate the diversity within our catchment area and welcome the contributions which different groups and individuals make to the community. A key commitment of our school is to build and promote community cohesion within the school and wider community. Community cohesion incorporates and goes beyond the concept of racial equality and social inclusion. A cohesive community is one where:

- There is a common vision and a sense of belonging for all communities.
- The diversity of people's different backgrounds and circumstances are appreciated and positively valued.
- Those from different backgrounds have similar life opportunities.
- Strong and positive relationships are being developed between people from different backgrounds in school and within the neighbourhood.

Loughton School provides education for all children, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of all members of the

school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

We believe that all pupils, employees, parents, Governors and members of our local and global community should be treated with dignity and respect at all times.

## **Our Values**

- Diversity is a strength; having many different groups, cultures, and faiths in our society makes us stronger.
- We all work together for greater respect and equality of opportunity between different groups, cultures, faiths and ages in our society.
- The different groups, cultures, faiths and ages in our society benefit from meeting each other, listening to one another, and getting to understand each other more.
- We all work to overcome disadvantage as it can be a barrier between communities.
- Partnerships with parents, Governors and the wider community are essential to promote equality, diversity and community cohesion.

## **Teaching, Learning and the Curriculum**

Promoting community cohesion through teaching, learning and the curriculum is at the heart of our school. We ensure that we provide:

- Lessons across the curriculum that promotes common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in PSHE for pupils to discuss issues of identity and diversity.
- A curriculum that includes and encourages opportunities for visits and talks from members of our wider community.
- 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 e.g. the school council.
- Learning about democracy forms part of our PSHE Curriculum.
- Learning about different cultures and faiths is integrated into our RE, history, geography, English and art curriculums.
- Opportunities for discussing issues of identity and diversity across the curriculum.
- An international dimension to our curriculum planning and delivery.

## **Equality and Excellence**

We strive to ensure that all our pupils achieve their potential, irrespective of ethnic, socio-economic, disabilities or other differences. It is a clear focus for our school and is an important aspect of promoting community cohesion. We are committed to narrowing, and ultimately closing, the gap between the progress and attainment of children from different backgrounds and their peers. Our school progress tracking systems help us to evaluate progress of different groups of children and to tackle underperformance by any particular child, irrespective of their learning needs.

*Examples from our school include:*

- A focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status e.g. tracking and closing the gap between groups e.g. intervention strategies put in place to counter underachievement.
- The development of gifted and talented children within the school as well as having effective procedures to support children with special educational needs
- Equal opportunities and race equality policies are in place.

- Effective approaches in place to deal with incidents of prejudice, bullying and harassment e.g. clear school procedures.
- Monitoring our school behaviour policy so that no groups suffer prejudice.

### **Engagement and Ethos**

We currently work in partnership with other schools in the Denbigh family. Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport, music and drama. Good partnership activities with the local and wider community include:

- Maintaining strong links and multi-agency working between the school and other local agencies
- Engagement with parents through parent evenings, curriculum evenings and an open door policy.
- Provision of extended services, in particular before and after school care.

Examples include:

- One World Week
- Parent curriculum workshops
- Curriculum themes; e.g. Islam, Hinduism, Fair trade.
- Special assemblies with visiting speakers; e.g. speakers from different faiths, Performing Arts groups; etc.
- School Council
- Helpers within school; e.g. parent/library/ work experience students
- Summer Fayre
- Fireworks Night
- Friends of Loughton School
- Charity support – local and worldwide
- Liaison sports/art and language activities
- School visits; e.g. visits to local Church, visit to Roald Dahl Museum, Hansen Centre, Science Museum and residential to France, Wales and Derbyshire
- GTP/Sixth form/PGCE students; etc.
- Inviting the community to school productions; e.g. Cavendish House Senior Citizens and residents at McIntyre
- Musicians at Middleton Hall
- Our Christmas 'Giving Tree'. Children donate presents to give to a local Family Centre
- Milton Keynes Primary Schools Music Festival
- Healthy Schools Award
- Arts Mark Gold
- Extra-curricular clubs; e.g. History, Art, Gardening, Hockey, etc.
- Extended After School Clubs – Breakfast and After School, i.e. wraparound care
- Home/School agreement
- Special themed weeks; e.g. Take One Picture, Our Amazing Brain
- Theatre company visits
- School fixtures, festivals and competitions

This list is ever evolving through our links with the local community and beyond.

### **Our aims and objectives**

- The Governing Body will take positive steps to promote outstanding community relations which promote British Values.
- We work towards challenging any forms of prejudice towards groups and individuals.

#### Links with other school policies

- Curriculum Policy
- Equal Opportunities
- Race Equality Policy
- PSHE
- Safeguarding Policy
- RE Statement
- Disability Equality Scheme
- Behaviour Policy – includes Anti-Bullying
- Code of Conduct

#### **Monitoring and Evaluation**

Monitoring and evaluation of the implementation and effectiveness of our Community Cohesion and Promoting British Values Policy will occur through aspects of the policy being identified as a focus area within our School Self-Evaluation process and this will be reported to Governors.

#### **Roles and Responsibilities**

The Teaching and Learning Team, the Head Teacher and the Governing Body's Happy and Caring Environment Committee is responsible for the review of the policy.

## **Appendix 1**

### **Promoting British Values at Loughton**

The DfE has stated the need *“to create and enforce a clear and rigorous expectation on all schools to 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.”*

The government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated by David Cameron, the Prime Minister in 2015. At Loughton School these values are reinforced regularly and in the following ways:

#### **Democracy:**

Democracy is ever-present within the school. Pupils have the opportunity to have their voices heard through our School Council and Pupil interviews. Our school behaviour policy involves rewards which the pupils vote on as a class group. Learning about democracy forms part of our PSHE curriculum.

#### **The Rule of Law:**

The importance of rules, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind rules, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

#### **Individual Liberty:**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

#### **Mutual Respect:**

Our school values and behaviour policy revolve around mutual respect, and pupils have been part of discussions and assemblies related to what this means and how it is shown. This is reiterated through our classroom and learning rules which form part of our behaviour plan.

#### **Tolerance of those of Different Faiths and Beliefs**

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.