



Community Cohesion & British Values Policy

THIS DOCUMENT IS AN APPENDIX TO THE
MAIN OVERARCHING POLICY HELD BY
NEXUS MULTI ACADEMY TRUST

Date Published	May 2015
Version	4
Approved Date	January 2021
Review Cycle	Every Two years
Review Date	January 2023

An academy within:



“Learning together; to be the best we can be”



1. Rationale

- 1.1. "...we believe that it is the duty of all schools address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem."
- 1.2. There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006.
- 1.3. Community cohesion lies at the heart of what makes a strong and safe community. It must be delivered locally through creating strong networks, based on principles of trust, and respect for local diversity, and nurturing a sense of belonging and confidence in local people. Effectively delivering community cohesion also tackles the fractures in society which may lead to conflict and ensures that the gains that communities bring are a source of strength to local areas.

2. Our vision

- 2.1. We recognise and celebrate the diversity within our catchment area and welcomes the contributions which different groups and individuals make to the community. Differences between groups of people can cause misunderstanding and friction. A key commitment of Hilltop School is to build and promote community cohesion within the school and wider community. We strive to ensure that the culture and ethos of the school reflects the diversity of all members of the school and wider 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.

3. We actively seek out opportunities to embrace the following key concepts:



- 3.1. Share Humanity. Underlying our diversity lies commonality and shared values, aspirations and needs. We value our fundamental similarities and universality.
- 3.2. Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- 3.3. Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
- 3.4. Social cohesion within our school and within our local community
- 3.5. Excellence. We aim to inspire and recognise the UK and the wider world. Excellence is to be found everywhere
- 3.6. Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- 3.7. Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

As a school we work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all pupils, employees, stakeholders and members of our local and global community should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

4. British Values

- 4.1. Lord Nash "We want every school to promote the basic British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs."
- 4.2. A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and leave school fully prepared for life in modern Britain.

4.3. British Values

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance for those of different faiths and beliefs



- 4.3.1. Democracy: is embedded within the life of the school. Pupils have the opportunity to have their voices heard through our School council, voting system. The children decide which children will be on the council for the academic year, this also leads to the children being on the interview panel for new teachers and Teaching assistants. Our school Positive learning and behaviour policy involves class rules; these are displayed in each classroom. Also, in each classroom the children vote on a Monday morning which job they would like their peers to do throughout the week.
- 4.3.2. The Rule of Law: The importance of rules, whether they be those that the class and the school abide by are consistently reinforced by all during every school day. Children are taught the value and reasons behind rules with this comes an understanding which is reinforced of the consequences of these being broken. Visits from pillars of the community such as the Police; Fire Service etc. are part of our curriculum and help to reinforce this message.
- 4.3.3. Individual Liberty: Within school, children 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 the children to make safe choices, through the provision of a safe environment and empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety, PSHE lessons and boys & girls group. These sessions provide all children and adults a safe platform from which children can express their views about a range of issues, knowing that these views will be respected and listened to.
- 4.3.4. Mutual Respect: Both the children and staff foster a mutual respect for one another, we do this by explaining the importance of values such as sharing and respecting each other's opinions. We also create an ethos of inclusivity by ensuring all of our children are engaged with the wider community. We do this by organising regular trips out & about e.g. to the local park and the local garden centre, we then give the children opportunities to reflect on their experiences.
- 4.3.5. 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. The school gives high profile to designated Religious Education days that run through all the year groups within the school.

5. Our Values

- 5.1. These are intrinsically linked to British values where diversity is a strength; having many different groups, cultures, and faiths in our society makes us stronger.
- 5.2. We should all work for greater respect and equality of opportunity between different groups, cultures, faiths and ages in our society will benefit from meeting each other, listening to one another, and getting to understand each other more.
- 5.3. We must all work to overcome disadvantage as it is a major barrier between communities, especially where it is experienced more by one group than another.
- 5.4. Racism and prejudice undermine community cohesion and must be confronted and challenged.
- 5.5. Partnerships with parents, Governors and the wider community are essential to promote equality, diversity and community cohesion. We would encourage all of us to think about the messages and values we present to our students.
- 5.6. The health, well-being and cohesion of our local community are important to us.
- 5.7. By valuing and championing diversity, we lead the way in good practice and set an example for others to join us, that is why we have developed this policy to ensure that we create an environment where everyone is respected and treated equally.

6. Our Strategic Aims and Objectives

- 6.1. Our Community Cohesion Policy will be reviewed in the light of current and progressive thinking.
- 6.2. We will involve stakeholders in actions planning for effective community cohesion.
- 6.3. The Governing Body will take positive steps to promote good community relations.
- 6.4. We will work towards challenging any forms of prejudice towards groups and individuals.



- 6.5. All teachers will be trained in promoting community cohesion through a diverse curriculum.
- 6.6. Our school will promote community cohesion through our work which children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities, the provision of extended services and opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.
- 6.7. We believe we are an outward looking organisation and part of this should be to seek to promote positive views of our pupils and their families in society.

7. Our Practice

- 7.1. There are three main areas where our practice can contribute most to Community Cohesion.
 - Teaching, Learning and the Curriculum,
 - Access and inclusion - including personalisation
 - Student and parental voice
- 7.2. Promoting community cohesion through teaching, learning and the curriculum is clearly at the heart of the new duty. The Guidance describes this as “helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action”
- 7.3. Many subjects, including Citizenship, RE, History and Geography have direct relevance to promoting community cohesion and the following areas may be useful when considering the role of the curriculum in meeting the new duty.
- 7.4. Areas which promote community cohesion:
 - Religious education
 - PSHE
 - Ethos of the school
 - Anti-bullying Policy
 - Single Equality Policy
 - Behaviour Policy (agreed across the Nexus trust)
 - Peer projects
 - Volunteering & mentoring
 - Admissions arrangements



- Evaluating progress and attainment of different groups
- Tackling underperformance
- Bullying, discrimination, racial incidents & behaviour monitoring systems
- Student Voice and School Council
- Obtaining parental views
- Pupils becoming active citizens
- Healthy schools
- Home/school agreement
- Workforce Development
- External review of our practice
- Direct support from other agencies to promote welfare and inclusion for all
- Themed awareness raising weeks

8. Equity and Excellence

- 8.1. Striving to ensure that all pupils achieve their potential, irrespective of ethnic, socio-economic or other differences, is already a clear focus for our school and is another important aspect of promoting community cohesion.
- 8.2. We are required by law to teach a broad and balanced curriculum which promotes the SMCMP development of pupils.
- 8.3. We safeguard against biased or unbalanced teaching or the promotion of partisan political views.
- 8.4. Pupils will be protected from extremism and radicalisation.

9. Engagement

- 9.1. Our school will promote community cohesion through our work which children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities, the provision of extended services and opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

10. Monitoring, Evaluation and Reporting



- 10.1. There will be regular internal evaluation of this policy and community cohesion is part of our school development plan which is supported by the SLT and school governors.