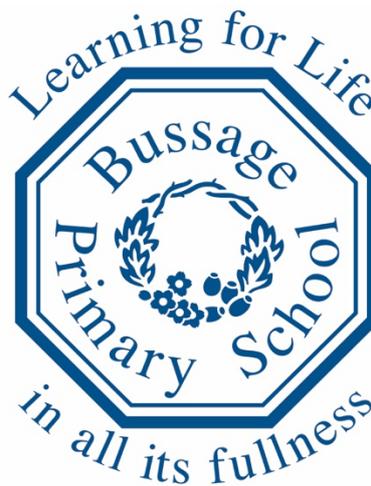


Policy on Community Cohesion



Next review: Summer 2024

Bussage Primary School is a Church of England Voluntary Aided Primary School and this policy is written within the context of the Christian faith, practice and values which underpin our ethos, and which are in keeping with our Trust Deed.

Our school's Christian ethos is that all pupils, whatever their ability or talents, are created in the image of God and are loved equally by him.

Our school's mission is to provide a learning and development environment in which all pupils and staff can make the most of their God given potential and aspire to "be the best that they can be."

Our school vision is built upon the four cornerstones of WISDOM, HOPE, COMMUNITY and DIGNITY.

		Delegation and Review	
Statutory	No	Max. Permitted	Not specified
Web-Site	No	Determined	Committee
Owner	PD Committee	Review	Can determine
Principle Author	Head	Frequency	3 Years
Committee	Personal Development		

See also our Policy on Equality (Equality Plan).

Introduction

Schools have had a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups since 2000 and this was reinforced by the Education Act 2002 which states that “*The curriculum for all maintained schools should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life*”. However, the Education and Inspections Act 2006 placed a new duty on the governing bodies of maintained schools in England to promote community cohesion.

Defining Community Cohesion

We embrace the values of tolerance and appreciation of the diverse backgrounds within our community. We define our community as:

- our school
- our local area (including the Church communities in the ecclesiastical Parish of Bussage with Eastcombe)
- our nation
- our world.

We wish to create a positive sense of belonging at all levels and to encourage positive citizenship from all members of the school community.

We recognise the importance for our children to gain a full understanding of life in a multi faith, multi-cultural society. Due to our locality, we actively seek to foster relationships with other settings through shared project work.

Guiding Principles

In fulfilling our legal obligations above we are guided by six principles:

- a) All learners are of equal value.
- b) We recognise, respect and celebrate diversity.
- c) We foster positive attitudes and relationships towards each other and a shared sense of cohesion and belonging.
- d) We promote equal opportunities in all elements of our staff policies to prevent inequalities from occurring.
- e) We value consultation.
- f) We intend that our work should benefit society as a whole, whether defined as local, national or international.

Promoting Community Cohesion

- a) We aim to link, as widely as possible, with different schools and explore similarities and differences within these schools, looking at religious and cultural diversity. We recognise that as a rural school in Gloucestershire, it is important that our children have the opportunity to engage and work with many different children from very different settings to our own.

We link with other primary schools internationally:

- (i) Independent link - Shamenei Primary School in Kenya. A school of about 350 children aged from 5 – 13. Our schools are involved in project work based on climate change. This is a whole school link. (Supported by the British Council).
- (ii) From September 2016 to August 2018 we played a very active part in a partnership link of international schools in Turkey, Greece, Portugal and France via ERASMUS+ (EU Funding). The project was entitled 'Second Chance for Environment'. This was a whole school link, facilitated by the Eco Ministry, part of the Bussage School Parliament.

Post-Brexit the school will be seeking opportunities for a new international collaboration.

(b) Equality and Excellence

- (i) The school commits to providing equal opportunities for all members of the school community.
- (ii) The school commits itself to enabling all learners to achieve their best.
- (iii) We monitor learner performance by identifying vulnerable groups and employ effective interventions to secure optimum outcomes for all.
- (iv) We will provide an effective policy and practice to address any form of prejudice or bullying.
- (v) We provide effective support services to help all pupils achieve their best. In this school examples include:
 - Engagement with all parents/carers
 - Multi-agency work as appropriate to individuals
 - Activities to embrace pupils with Special Educational Needs & Disabilities (SEND).
- (vi) We will promote an inclusive and collaborative ethos in all of our work.
- (vii) We respect the religious beliefs and practice of all staff, pupils and parents and comply with reasonable requests relating to religious observance and practice.

- (c) Engaging with our wider community and extending provision
 - (i) The school engages in charity work for good causes in our local, national and international communities through the work of the children's Charity Ministry, which is part of the School Parliament.
 - (ii) The school will make full use, as appropriate, of Gloucester County Council services and the services provided by the Diocesan Education Board as well as those which exist in our local Churches (including those serving as Foundation Governors), to meet the needs of individuals in order to serve the needs of the wider community.
 - (iii) The school Eco Ministry, which is part of the School Parliament, assess the environmental performance of the school and in conjunction with the rest of the school and the wider community, will decide the environmental themes they want to address and how to do it.
 - (iv) The school Values Ambassadors, which are part of the School Parliament, link and collaborate with other schools in the parish to promote Christian Values within the school setting.
- (d) Active collaboration with other schools in our locality and beyond, e.g. through the Cotswold Edge Teaching Alliance (CETA).

5. Key Responsibilities

- (i) The Governing Body is responsible for ensuring that the school complies with this policy and that strategies are implemented to achieve our aims.
- (ii) The Headteacher is responsible for all aspects of the policy and for taking appropriate action in any cases where the policy has not been followed.
- (iii) All staff will implement and promote all aspects of the policy in line with their professional duties.

Review

This policy will be reviewed every three years or earlier if necessary