



King David Primary School

Community Cohesion Policy

Introduction

King David School is an Orthodox Jewish primary school in Moseley in South Birmingham. It is the only Jewish primary school in the Midlands. It draws its values from Orthodox Judaism. With the declining size of the Jewish community in Birmingham, approximately one quarter of the pupil intake is now Jewish. The remaining places are offered to local families. Currently about one half of the pupil intake is Muslim, and the rest come from a range of religious backgrounds as well as those families who identify with no organised religion. Proportions of different ethnic and cultural groups follow similar lines to the religious groupings.

The local area generally suffers from economic deprivation. The pupil intake has approximately an average level of families qualifying for Free School Meals. The local community enjoys a high proportion of residents with higher level education.

The Ethos of King David School

The ethos of King David School reflects the values and practices of Orthodox Judaism, set in the context of a multicultural community in the heart of Britain's second city. There is synergy between these values and the commonly shared British and European values. In keeping with this ethos, every child is valued as a member of the school community and each has their part to play in the rich diversity, which is cherished and celebrated at King David School. The ethos and curriculum provided at King David School already promote the sense of community cohesion and the school works closely with a number of community groups and other schools to further promote this. This inclusive ethos aims also to reduce the potential for individuals to become isolated and vulnerable to radicalisation.

As part of our everyday creative curriculum we believe that in order to prepare all of our children for living and working in a diverse and cohesive society, we should work with the pupils to:

- Encourage the development of a strong sense of their own identity, not only as individuals but as part of different community groups (locally, nationally and globally).
- Encourage positive and open attitudes towards diversity and develop the skills, the understanding and the confidence to challenge prejudice, discrimination and stereotyping.
- Support their development as active citizens within the community, citizens who know their own rights and responsibilities as well as knowing those of others.
- Develop a knowledge and appreciation of the democratic heritage and systems in this country and a willingness and ability to take part in the democratic process when they reach adulthood.
- Understand what equality means in terms of opportunity, non-discrimination and preventing any barriers or harassment.
- Provide opportunities to find out more about and positively interact and build relationships with people from a range of different backgrounds within their local community as well as within the wider society.
- Ensure they receive a broad and balanced curriculum which uses elements from the local, national and global community to support their understanding of humanity and to support them in reaching their individual potential.

- Provide strong Spiritual, Moral, Social and Cultural support and teaching to enable all aims to be achieved.
- Teach the basic principles of monotheism, as reflected in Judaism and a common element across almost all of our school community.
- Instil the values of Orthodox Judaism, as are seen in the practices through the Themes of the Week, the Golden Threads of the curriculum and the messages of the festivals.

What is Community Cohesion?

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006. The DCSF definition of community cohesion is: "...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."

When we talk about Community Cohesion at King David School, we mean the following groups:

- the school community – the pupils it serves, their families and the school's staff;
- the community within which the school is located – the school as a part of Moseley and of Birmingham and the people who live or work here;
- the community of Great Britain - all schools are by definition part of this community and the diversity within;
- the global community – not only as a member of the European Union but our place within the world.

For our school, we also have a place within the Jewish community, on a local, national and international level.

What do we do to promote Community Cohesion?

The policy for Community Cohesion reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body.

The Governing Body will ensure that the school complies with its duty to promote community cohesion and all staff will ensure that equality of opportunity and positive attitude to diversity are promoted as part of their overall responsibilities.

The Headteacher is the named member of staff for Community Cohesion and is responsible for all staff understanding the policy and implementing its actions through the provision of support and training as well as through the monitoring of the impact of this policy.

Our contribution to community cohesion can be grouped under the following strands:

- Teaching, learning and curriculum – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- Engagement and extended services – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

- Safeguarding – to ensure that staff are aware of the dangers of radicalisation and respond to any signs that a child is vulnerable to this.

Teaching, learning and curriculum

At King David School we all aspire to have high standards of teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, ethnicities and socio-economic backgrounds. In keeping with the principles laid down by the Chief Rabbi of Great Britain, the details of different faiths other than Orthodox Judaism are not taught at the school, but this diversity is nonetheless respected and acknowledged, and pupils are welcome to express their home experiences in these areas.

In Autumn 2014 a consultation process took place involving staff and governors, distilling the school's Mission and Vision statements into six Golden Threads – values which then run through the curriculum.

Opportunities for discussing issues of identity and diversity will be integrated across the curriculum. We will ensure that our pupils:

- Recognise diversity across the school and within the wider community is celebrated and valued
- Understand the idea of shared values and what that means to us as individuals
- Have an understanding of Human Rights and how they apply to everyone and the need to defend the human rights of all individuals
- Engage in lessons across the curriculum that promote common values and help them to value differences and to challenge prejudice and stereotyping
- Have a greater understanding of community and diversity through enrichment activities such as through visits and meetings with members of different communities
- Have an effective voice and involvement 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.

Equity and excellence

Everyone at King David School believes in the inclusion of all members of society in a fair and equal way in order to bring out the best in each and every child.

To this end the school has robust policies and schemes for equality of opportunity, as well as ensuring that all policies adhere to latest government laws and guidelines.

We will ensure that all pupils and staff:

- Are treated fairly and equally and given equal opportunities in all that the school has to offer
- Work towards removing any barriers against access and participation in all that the school has to offer, both during curriculum time as well as during extended schools activities
- Will identify at the earliest possible opportunity any areas of concern which need to be dealt with as part of our community cohesion approach
- Work together to eliminate any variations in the expectations we have for any groups/individuals within the school

These outcomes are fully supported by the school's overall ethos as well as the policies already in place within school.

Engagement and Extended Services

King David School pupils already take an active part within the local community and we aim to progress this action further to the benefit of the pupils themselves together with the wider community's understanding of the school.

We will therefore:

- Provide opportunities for our pupils and their families to interact with people from different backgrounds, enabling the building of positive relationships between all community members

- Participate, through their own choices, in all that the school and wider community has to offer
- Develop links with other schools and different communities both locally as well as nationally and internationally
- Provide signposting to the wide variety of extended services on offer in the school and elsewhere locally through the development of our extended schools cluster services
- Develop stronger links with the local community organisations with which we already have links
- Provide greater opportunities for pupils, together with their families, to take part in activities and receive services which build stronger positive interaction.

Safeguarding

The inclusive ethos of the school reduces the possibility of pupils feeling isolated and becoming vulnerable to radicalisation. Staff and governors are trained under the Prevent programme to recognise the dangers and warning signs of radicalisation and to respond appropriately when it is recognised that a child is vulnerable to extremist influences and ideology.

Other policies

The Community Cohesion Policy supports and is supported by other policies in the school, such as the Equal Opportunities Policy, the Behaviour Policy and the Charging and Remissions Policy.