

**Hillside Primary School**

# **Community Cohesion Policy**



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# Community Cohesion Policy

## Introduction

Following the Education and Inspection Act 2006, there has been a duty for schools to promote community cohesion. This policy should be read in conjunction with the following policies: Teaching, Learning & Assessment; Diversity & Equal Opportunities; Special Educational Needs (SEN); Personal, Preventing Extremism & radicalisation and Social & Health Education (PSHE).

## Our Aims

For our children, we aim to provide a happy, safe and caring environment where all the children are valued as individuals. We want them to be able to enjoy and achieve to the best of their ability, stay safe, be healthy, make a positive contribution to the community and to enable them to enjoy a standard of living that makes the most of their life chances and choices.

It will be –

- A place of learning, where everyone is successful.
- A place that fosters relationships, where everyone is respected.
- A place of acceptance, where everyone is valued.
- A place of belonging, where everyone is welcomed and safe.

Our place of learning will be

- proactive in making sure that every child achieves their full potential in all areas of their learning
- ambitious for each one of our children
- dynamic in its approach – everyone should enjoy their learning
- stimulating – a place where learning LOOKS exciting

Our teaching will be

- high quality, leading to successful learning
- tailored to the needs of our children
- fun, purposeful and challenging
- designed to raise standards and ensure good progress in every class
- proactive in building confidence in each child, and equipping him/her with skills for lifelong learning
- reflective – we will constantly strive to find better ways to do things

Our school community will be

- inclusive – everyone (children, staff, parents, governors) is important
- caring – we will make time for people, and they will feel safe to express ideas and take risks
- respectful – everyone's needs, talents and viewpoints will be considered
- enabling – everyone deserves the best possible conditions to learn and to teach
- outward-looking – we will work in partnership with other schools, groups and the wider community, to strengthen our own
- aware of everyone's need to be and feel safe

We will use this vision to judge everything that we do, and we will make our values clear in all aspects of our work.

## **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.

*Community from a school's perspective includes:*

- The **school community** – the children it serves, their families and the school's 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 the UK** – all schools are by definition part of this community
- The **global community** – formed by international links
- In addition **schools themselves create communities** – for example, the networks formed by schools e.g. Cluster Groups.

## **How do we contribute to Community Cohesion?**

### Teaching, Learning and Curriculum

Through planned learning experiences we help children to learn to understand others, to value diversity and promote shared values. We also promote awareness of human rights and develop the skills of participation.

### Equity and Excellence

We aim to ensure equal opportunities for all children so that they can achieve their full potential. Through careful planning and analysis of data, we work to remove barriers to enable access and participation in learning and other activities. We work to eliminate variations in achievement for different groups. Tracking pupil progress enables us to identify and address underperformance.

### Engagement and Extended Services

We provide means for children and their families to interact with people from different backgrounds so building positive relationships. This refers to:

- Links with different schools and groups within our community
- Provision of extended services
- Opportunities for children, families

### Responsibilities

It is the responsibility of every member of the staff and the Governing Body to ensure that community cohesion is actively promoted. They should provide positive role models for the children who will also be expected to take responsibility for their own attitudes and behaviour. This will be endorsed through the school's ethos, the PSHE curriculum particularly by the implementation of SEAL (Social and Emotional Aspects of Learning)

### Governors' Responsibilities

- To promote community cohesion as part of its leadership and management role
- To follow up any complaints with the headteacher
- To assist the headteacher in drawing up and reviewing the Policy and the development of Community Cohesion
- To assist in the monitoring process of the policy and development plan

### Headteacher's Responsibilities

- To ensure that all staff are made aware of their responsibilities under the Community Cohesion Policy
- To ensure that the policy is implemented in all activities within the school
- To work with the Governing Body to monitor the implementation of the policy and action plan for Community Cohesion
- To investigate any complaints in relation to the policy and to take appropriate action

### **Implimentation**

The concept of community cohesion links into many aspects of everyday life at our school. The school works positively towards the inclusion of all the children and the ethos of the school is one of a caring, nurturing and encouraging environment (See Diversity & Equal Opportunities Policy).

### In School

- Curriculum activities which promote community cohesion
- SENCo working with staff to monitor children and provision mapping
- A range of high quality interventions implemented
- Access to agencies – referral to service forms, attendance at Multi Professional Disciplinary Meetings
- Nurture/Emotional Literacy sessions available to children with emotional needs
- Circle-time
- School Council
- A wide range of after-school clubs and activities
- Sports coaching
- Special themed days
- Visits for all new entrants
- Comprehensive induction programme
- Team 'house' system
- Friendship Friends
- Friendship Stop
- Music tuition
- Musical performances (assemblies)
- Assemblies – encouragement from outside visitors and sources
- Purchase of resources which reflect our Diversity & Equal Opportunities Policy

### With Parents and Carers

- Helping parents to access information, providing support or signposting them as to where they can seek the appropriate advice
- Initiating and supporting parents through the Family Support Process (FSP)
- Financial support through Pupil Premium funding
- Open mornings/evenings
- Parents/friends of the school helping in school
- Parent/Teacher consultations
- Parent Workshops (Teaching & Learning)

- Friends of Hillside Association (FOHA) working with the school to provide social activities (eg discos, school fairs) which fund various projects within the school community
- Sports Day
- Questionnaires
- Parent Governors
- Tapestry (EYFS)
- Website
- Facebook
- Parent texting service
- Termly newsletters
- School productions
- School leavers assembly
- Music concerts
- Information screens

#### With other schools

- Links with Pre-Schools and Nurseries
- Transition work between Secondary Schools e.g. visits and summer school
- Headteacher links with other schools in the area through meetings and briefings e.g. Cluster and Primary Norfolk Primary Heads Association
- Headteacher is a System Leader
- Sports activities/competitions with other schools in the local area
- Teacher/Governor meetings and training with staff from Cluster schools
- Choir and activities with other Primary and Secondary Schools
- Moderation e.g. Cluster and KS2 Lead is a County moderator
- Close links to other SRBs (Learning + Cognition) through Parkside Complex Needs School

#### With the local community

- Community Governors
- Services at Bradwell Church
- Fortnightly assemblies taken by Rev. Sue Upton (Governor)
- Festival of Carols Service
- Remembrance Day
- Visits from guest speakers
- Links with Norwich City Football Club (Community Sports Foundation)
- Volunteer helpers with FOHA events
- Visits from the community police officers/fire service/ambulance service/air ambulance
- Educational visits
- Inviting friends of the school to see our school productions
- Ex parents helping with school fetes and fairs
- Community lettings (e.g. Brownies, Football and Hula Aerobics Classes)
- Road Safety
- Links to UEA (Headteacher and Senior Leader part of Interview panels for PGCE)
- Awareness of local events and what is happening – being flexible to address these
- Sponsorship/donations e.g. by local businesses
- School has a Defibrillator
- Year 3/4 Residential trip

#### Beyond our immediate environment both Nationally & Internationally

- Drama groups coming into school
- Red Nose Day
- Sports Relief
- Children in Need Day
- Poppy Appeal
- Charity support (children choose these)
- Links with other schools
- Y5/6 Residential trip
- Educational day trips
- Recycling workshops

### **Extended Services**

- Before school we offer a Breakfast Club from 7.45 to 8.40am
- An Afterschool Club is available from 3.20 to 4.30pm during term time
- A Holiday Club is available to meet all children's needs within the Cluster Group
- Over the school year we aim to deliver some varied after and before school activities for our children such as:

Karate  
 Football  
 Dance  
 Netball  
 Gymnastics  
 Cricket  
 Multi-sports  
 Bushcraft  
 Art/craft  
 Cooking  
 SATs practice

- Lunchtime clubs are also available e.g. homework, friendship, golden-time, board games
- Community lettings are possible and we support local users, as long as this does not conflict with the interests of school activities. At present we have Brownies, Hula Aerobics and Football.

### **Monitoring & review, policy into practice**

The named Governor for Community Cohesion will work alongside the Headteacher to regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

**Name/Signature of Governor:** Sue Upton

**Name/Signature of Headteacher:** Simon Minter

**Date:** May 2016

**Review date:** May 2019