Community Cohesion Policy

Hillside Primary School
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 (SEND); Prevent and Personal, Social & Health Education (PSHE).

Our Vision and Values

Hillside Primary School – Vision & Values

Children first, last and always!

Our Vision:

Hillside Primary School is a happy and inclusive learning community, where everyone is challenged and inspired to reach their highest potential.

Our Values:



Achieving Owl: *I set myself ambitious short and long-term goals, so that I can achieve my highest potential as both a learner and as a member of the community.*

Resilient Owl: *I work really hard to reach my goals and don't like giving up. I can cope with adversity, I embrace challenge and I enjoy solving problems.*

Caring Owl: *I am kind, considerate and caring. I care for my family, my friends, my teachers the community and the environment.*

Respectful Owl: *I am a respectful member of my school community. I respect opinions, difference and rules. I take responsibility for my actions and understand that they may have consequences.*

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 promote cultural capital, 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 and particularly through the PSHE/RSE curriculum.

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

Implementation

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 Equality & Diversity 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
- Well-being Ambassadors
- Music tuition
- Bikeability and Road Safety
- Musical performances (assemblies)
- Assemblies – encouragement from outside visitors and sources
- Purchase of resources which reflect our Equality & Diversity 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 leading Early Help Assessment and Plan (EHAP)
- Financial support through Pupil Premium funding
- Open mornings/evenings
- Parent volunteers helping in school/with trips
- Parent/Teacher consultations
- Parent Workshops and drop-ins
- 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
- Newsletters (Incl. emails)
- School productions
- School leavers assembly
- Music concerts

With other schools

- Working within our Broader Horizons group of LA Maintained schools (pupil activities/visits/competitions, joint training, joint moderation, networking, peer review etc)
- Links with local Pre-Schools and Nurseries
- SRB and ESP Networks
- Attendance of productions at local Secondary Schools
- Transition work with Secondary Schools e.g. visits, workshops and holiday schools
- Headteacher is a Primary Executive on the Norfolk School Leaders Association, Co-ordinates the Broader Horizons group of 15 schools, Chairs of the DSL Cluster and sits on other Local Authority boards/panels/groups.
- Sports activities/competitions with other schools in the local area
- Choir and activities with other Primary and Secondary Schools

With the local community

- Community Governors
- Provide articles for Bradwell Village publication (The Bradwellian)
- Services at Bradwell Church
- Annual Festival of Carols Service
- Sing Up
- Bradwell Schools' Remembrance Day
- Visits from guest speakers
- 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
- Termly Traffic Patrols (School Council)
- Awareness of local events and what is happening – being flexible to address these
- Sponsorship/donations e.g. by local businesses
- School has a Defibrillator
- Residential trips
- Local visits - Residential Care Home, St Nicholas Church, Bradwell Library, Time & Tide, The Toll House, Town Hall, Mill Lane/Green Lane Playing Fields etc.
- Swimming (Phoenix Leisure Centre)
- Horse-riding (SRB)
- Raising money/food for the local Food Bank

Beyond our immediate environment both Nationally & Internationally

- Visitors e.g. Authors, Drama Groups, Athletes, Bollywood Dance Workshops & Holi Celebrations
- Comic/Sports Relief
- Children in Need
- Poppy Appeal

- Charity support (children choose these)
- Black History Month
- Educational day trips
- Mental Health Week
- World Culture Days

Extended Services

- Before school we offer a Breakfast Club from 7.45 to 8.30am
- An Afterschool Club is available from 3.20 to 4.30pm during term time
- Over the school year we aim to deliver a wide variety of extra-curricular activities/competitions such as; Football, Dodgeball, Tabletennis, Tennis, Cricket, Gymnastics, Athletics, Art/craft, Cooking, SATs Booster Sessions etc.
- Lunchtime clubs are also available e.g. sports, Art & Crafts (Well-being Ambassadors)
- Community lettings are possible and we support local users, as long as this does not conflict with the interests of school activities.

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.

Designated Governor: Emily Cleveland
Name/Signature of Headteacher: Simon Minter
Date: June 2025
Review date: June 2028