Holly Park School
Community Cohesion Policy

1   Rationale

1.1   Since September 2007 all schools have been under a new duty to promote community cohesion. Schools have to consider how to give their pupils the opportunity to mix with and learn with, from and about those from different backgrounds, for example through links with other schools and community organisations.

1.2   Through our ethos and curriculum, we can promote discussion of a common sense of identity and support diversity, showing pupils how different communities can be united by shared values and common experiences.

Links to the UN Rights of the Child
Article 14
Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 15
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 30
Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 31
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

2   What is community cohesion?

2.1   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.

2.2   Our role in promoting equality is crucial: by creating opportunities for pupils' achievement and enabling every child to achieve their potential, we can make a significant contribution to long term community cohesion.

3   Community from our school's perspective

3.1   For our school, the term 'community' has a number of dimensions including:

- the school community – the children we serve, their parents, and families, the school's staff and governing body, and community users of the school's facilities and services;
- the community within which our school is located – the school in its geographical community and the people who live or work in the area. This applies not just to the immediate neighbourhood but also to the local authority and city within which our school is located;
- the UK community - all schools are by definition part of this community; and
- the global community – formed by EU and international links.

3.2   In addition, our school creates communities – for example, by networking with similar or different schools, by working with schools that are part of the local learning network, and by working collaboratively in clusters and in other models of partnership.

4   How does our school contribute towards community cohesion?

4.1   As a starting point, schools build community cohesion by promoting equality of opportunity and inclusion for different groups of pupils within a school. But alongside this focus on inequalities and a strong respect for diversity, we also have a role in promoting shared values and encouraging our pupils to actively engage with others to understand what they all hold in common. All schools, whatever the mix of pupils they serve, are responsible for equipping those pupils to live and thrive alongside people from many different backgrounds.

4.2   Our schools' contribution to community cohesion can be grouped under the three following headings:

- Teaching, learning and curriculum – 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.
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations: including links with different schools and communities and the provision of extended services with 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.

5   What does our school need to consider in promoting community cohesion?

5.1   Under the headings set out above, the approach we take is likely to include a range of activities, some of which will take place within our own school, whilst others will take place between different schools or between schools, parents and local and wider communities. At times we may find it useful to audit our existing practice in relation to community cohesion, taking a whole school approach to determine what further action may be required.

6   Teaching, learning and curriculum

6.1   As an effective school we have a high standard of teaching, learning and curriculum provision that supports high standards of attainment, promotes shared values and builds pupils' understanding of the diversity that surrounds them. We encourage children to recognize similarities and appreciate different cultures, religions or beliefs, ethnicities and socio-economic backgrounds. There are high expectations of success, with all pupils expected and encouraged by teachers and parents to achieve their potential.

6.2   We need to ensure opportunities across the curriculum to promote shared values and help pupils to value differences and to challenge prejudice, discrimination and stereotyping. We need to develop a programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits, for example to places of worship, and meetings with members of different communities.

6.3   We regularly have assemblies which involve members of the local and wider community and promote the engagement of learners and shared understanding, as well as our school's ethos and values. Visitors include a local vicar, a local rabbi, and representatives from local and national charities. These visitors will also on occasion, support lessons in class. Our plans include links with representatives from the other world faiths.

7   Equity and excellence

7.1   We already have a focus on securing high standards of attainment for all pupils from all ethnic backgrounds, and of different socio-economic statuses, abilities and interests, ensuring that pupils are treated with respect and supported to achieve their full potential.

7.2   We need to analyse assessment results to keep track of the relative performance of different groups and to tackle underperformance by any particular group. We already have effective approaches in place to deal with bullying but need to monitor whether pupils from different groups are more likely to be disciplined.

8   Engagement

8.1   School to school: We could benefit from a range of partnership arrangements to offer pupils the opportunity to meet and learn from and with other young people from different backgrounds. We currently participate in activities within the Local Authority such as sport, drama, music, and festivals, which all provide a means for our pupils to interact with pupils

from other schools. We also try to make international links in order to stimulate the interest of pupils, parents and governors. We would hope to further develop international links via email, the internet or video conferencing as we extend opportunities to develop partnerships and joint projects with other schools internationally. Our school linking needs to be built into existing schemes of work and grounded in the curriculum with pupils working together on a joint project or activity and involving parents as required.

8.2   School to parents and the community: Good partnership activities with parents and the local and wider community might include:
- Bringing community representatives into school to work with the pupils or to support learning by leading assemblies.
- Local engagement through links with community groups and organisations, enabling them to play a role in the school and encouraging pupils to make a positive contribution in the local area.
- Ensuring that the pupil voice is heard and able to effect change through the school council, in a way that facilitates their participation and ability to make a difference in school, in their local community and beyond.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the police, different religious groups and health professionals.
- Continuing our links with secondary schools by accepting students on work placements.

We need to develop further engagement with parents through curriculum evenings, and teaching and learning activities such as parent and child courses,

8.3   Extended services: All schools should have a core offer of extended services. This includes a varied menu of activities including study support, childcare 8am-6pm in term time for primary schools, and parenting support. We offer a breakfast club, a number of after schools clubs and extended care until 6.00pm

9   Monitoring and Review

9.1   It is the responsibility of the Governing Body to monitor the effective deployment of this policy. This responsibility has been delegated to the Staff and Pupil Welfare Committee.

9.2   This policy will be reviewed annually.

Document Control

Revision History

Version	Revision Date	Revised By	Revision
1.0	July 2014	Full govs	Reviewed, updated & ratified
1.2	July 2015	Full govs	Reviewed, updated & ratified
1.5	July 2016	Full govs	Reviewed, updated & ratified
1.6	July 2017	Full govs	Reviewed, updated & ratified
1.7	Summer 2018	Full fovs	Reviewed, updated & ratified
1.8	Summer 2019	Full fovs	Reviewed, updated & ratified

| 1.9 | Summer 2020 | Full govs | Reviewed, updated & ratified |
| 2.0 | Summer 2021 | Full govs | Reviewed, updated & ratified |

Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		
Chair of Governors	Tim Graveney		

Distribution

Version	Shared with	Date
1.2	- Staff via school server - Staff via staff handbook (annually) - Staff via training - New Staff via induction meetings - Parents via Website - Governors via meetings	

Review

Date for next review
Summer term 2022