



Hollyfield Primary School

Community Cohesion Promotion Policy

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006.

Through a range of legislation (Race Relations Act 1976 as amended by the Race Relations Amendment Act 2000, the Disability Discrimination Acts 1995 and 2005, the Sex Discrimination Act 1975 as amended by the Equality Act 2006) and our duty under the Education and Inspections Act 2006, Hollyfield Primary School recognises and embraces its responsibility to promote community cohesion.

Hollyfield recognises the importance of spiritual, moral, social and cultural development and the five outcomes of the Every Child Matters agenda. The inclusion of these in the curriculum model of each school makes a valuable contribution to developing strong and positive relationships, working towards community cohesion on a number of scales.

At Hollyfield Primary School, Community Cohesion is embedded in the life of the school. It happens in many forms and at different times throughout the year. Pupils and staff learn more about themselves, other people, their beliefs and roles that we can all play in the community of the school, the Four Oaks Learning Trust for Excellence, the wider locality and around the world.

The ethos, vision and curriculum of our school promotes the spiritual, moral, cultural, mental and physical development of all our pupils throughout their learning journey at Hollyfield. The core values of our school ensure that our pupils are prepared for the opportunities, responsibilities and experiences of later life.

Aims and values

At Hollyfield we aim to establish and further embed a shared sense of contribution from different individuals and different communities, with each holding and sharing different life experiences, beliefs, aspirations and ambitions.

For the children, we aim to:

- Provide a rich, broad and balanced curriculum and a range of learning opportunities which will enable the children to be lifelong learners and valued members of their community.
- Encourage awareness of and tolerance of different faiths, ethnic backgrounds and cultures and socio-economic factors.

We want staff to:

- Be valued members of the school community, enhancing its diversity in a supported way.
- Enter into and be informed through clear communication.

We want parents to:

- Feel welcomed within the school community.
- Share their community beliefs and experiences with the school community in order to further enhance equality and diversity.
- Enter into and be informed through clear communication.

We want governors to:

- Work as friends and partners within the school community, providing challenge to further improve the cohesiveness of the community.
- Promote Hollyfield in the wider community.
- Enter into and be informed through clear communication.

We want the community to:

- Be proud of Hollyfield Primary School.
- Continue to develop good relations with the school.
- Further broaden the experiences and beliefs of the school community

How does our school contribute towards community cohesion?

Hollyfield Primary School is responsible for equipping our pupils to live and thrive alongside people from many different backgrounds.

As Hollyfield has a pupil population which is less diverse and predominantly of one faith, socioeconomic and ethnic group, we will plan to do more to provide opportunities for interaction between pupils from different backgrounds and from pupils from other faith and cultural backgrounds using excellent teaching and learning opportunities, pupil conferencing, Skype and visits.

Promotion of community cohesion

Community cohesion is promoted at Hollyfield in a number of ways, at a variety of levels:

Teaching and learning

Within the School community:

SEAL firmly embedded in the curriculum,
Festival days and celebrations taught throughout the school year,
Track and monitor progress of all groups,
Aim to address the range of learning styles within each class
Challenge children to reject unfairness and prejudice.

Within the Site community (including Kids Club and Nursery):

Shared resources and use of facilities to maximise productivity and progress of all at Hollyfield.

Within the Local community:

Shared experiences and resources, including visits within locality e.g Rectory Park and St Chad's Church and members of local community visit regularly e.g. Tim Watson and Andi Markham for assemblies.

Within the Global community:

Modern foreign language teaching is taught in Key Stage Two by a specialist language teacher.

Equity and excellence

Within the School community:

Special needs and gifted and talented provision are in place within school. Core values of the school promote excellence in all areas of school life and a range of club activities providing a wide appeal are offered to all children, both during the school day and after school.

Within the UK and global community:

Residential experiences in different parts of the country take place each year to Year 6 pupils. There is a focus on different countries through the teaching and using of IPC and there are celebrations of different cultures through special activities during the school year.

Engagement and extended services

Within the School community:

Before and after school and holiday club provision open to all pupils,

School Council,

Open door policy,

Active parent groups,

Peer mediators and

Communication through website, newsletters, texts and tweets.

Within the Site community (including Kids Club and Nursery)

A wide variety of extra-curricular and enrichment activities that encourage children to develop skills beyond the academic.

Within the Local community:

Participation in Rotary Community Award,

Use of local facilities (e.g. FairFax for swimming),

Participation in inter-sports competitions e.g. football matches and athletics

Within the Global community:

Charity fundraising for different counties e.g. Disaster relief charities

Monitoring and managing community cohesion

Overall responsibility for embracing community cohesion lies with the governing body.

Working with the staff in school, they will audit current provision in line with:

- Community (within school, locality, UK and global).
- Equality and diversity scheme.
- Extended schools provision
- Every Child Matters agenda (stay safe, be healthy, enjoy and achieve, economic awareness, positive contribution).
- Progress towards the school improvement/development/continuity plans.

Within the staff team, a range of actions are implemented to ensure that teaching and learning, equity and excellence and engagement services are fully embraced. This will help Hollyfield, and indeed other provisions on site to maximise awareness and tolerance of faith, ethnicity and culture and socio-economic factors. This common vision will ensure all stakeholders to feel a sense of belonging.

Specific responsibilities

Hollyfield is responsible for educating children and young people who will live and work in a country which is diverse in terms of culture, faith, ethnicity and social backgrounds. The staff and pupil populations of some schools reflect this diversity, allowing pupils to mix with those from different backgrounds. We make links with other schools and organisations in order to give our pupils the opportunity to mix with and learn with, from and about those from different backgrounds. We show that through their ethos and curriculum schools can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values. We believe that it is the duty of Hollyfield to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

At Hollyfield Primary School, Staff and Governors are committed to the safety and welfare of all pupils and will ensure that, through the robust implementation of all safeguarding policies, that all pupils are protected from any potential exposure to extremism and radicalisation.

We will ensure that all our pupils, especially those with SEND, will be fully supported academically and socially to ensure that no pupil is at risk of bullying or any other form of discrimination.