



Holly Grove School

Community Cohesion Policy

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Statement of intent

Holly Grove School recognises that the welfare of our pupils is paramount, and therefore we are dedicated to fulfilling our duty of protecting all pupils. To achieve this, this policy will be implemented at all times in order to ensure that staff members understand their responsibilities to safeguard and promote the welfare of pupils.

Holly Grove School is committed to taking all reasonable steps to ensure the safety and well-being of pupils. The safeguarding culture of Holly Grove School is partly exercised through the development of respectful, caring and professional relationships between adults and pupils, as well as by all staff members demonstrating integrity, maturity and good judgement.

1. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- Home Office (2023) 'Prevent duty guidance: England and Wales (2023)'
- DfE (2015) 'The Prevent duty'
- DfE (2014) 'Equality Act 2010: advice for schools'
- DfE (2014) 'Promoting fundamental British values through SMSC'

2. What is community cohesion?

2.1. We define 'community cohesion' as working towards a society in which:

- There is a sense of belonging by all communities.
- The diversity of people's backgrounds and circumstances are appreciated and valued.
- Similar life opportunities are available to all.
- Strong and positive relationships exist, and continue to be developed in the workplace, school and wider community.
- Social mobility is encouraged and facilitated.

Lancashire County Council defines community cohesion as:

".. people working together and respecting the differences in our society".

This policy aims to communicate how Holly Grove School will perform in our duty to promote community cohesion and build on other policies and improvement plans. The context and mission can be seen within the Single Equalities Policy.

3. Community from the school's perspective

3.1. Holly Grove School defines 'community' in a number of ways:

- School community – the pupils we serve, their families, and our staff members.
- Our local community – our geographical community, and the people who live and/or work in our area.
- The community of Britain – all schools, by definition, are part of it.
- The global community – formed by the European Union (EU) and international links.

4. Our strategic aims

4.1. Holly Grove School's contribution to community cohesion can be grouped under several headings, including the following:

- Teaching, learning and curriculum
- Equality and excellence
- Engagement and ethos

4.2. Our teaching and the curriculum provision supports high standards of attainment, promotes common values, and helps pupils understand and value the diversity that surrounds them.

4.3. Lessons taught across our curriculum provide various opportunities for pupils to develop their understanding and empathy, promote awareness of the rights of individuals, and to develop the teamwork, skills of participation and responsible action.

4.4. At Holly Grove School, there is a focus on securing high standards of attainment for all pupils and removing barriers to learning both in the classroom and in the wider world.

4.5. Effective procedures exist within our school to tackle prejudice, bullying and harassment.

4.6. Our admission process promotes community cohesion and social equality.

4.7. Holly Grove School prides itself in providing opportunities for young people and their families to interact and build positive relationships with people from different backgrounds, including links with different schools and communities locally, nationally, internationally and on a wider basis where possible.

4.8. Holly Grove School encourages open and positive attitudes towards diversity and the development of a secure sense of their own identity.

4.9. Our school works in partnership with Lancashire County Council to support our pupils' education. Engagement with parents through an open-door ethos, parents' evenings, festivals, other celebrations are considered a priority at the school.

It is important to involve children in decision-making and the organisation of the school, teaching pupils the importance of participation and making a difference to the school, local community and beyond.

5. How do we contribute to community cohesion?

5.1. Holly Grove School, as well as all others, are responsible for equipping our pupils to live alongside people from many different backgrounds.

5.2. Through our existing partnerships in the local and wider community, we support community cohesion to a great extent, and the promotion of community cohesion permeates our aims as outlined in the School Improvement Plan.

5.3. Holly Grove School ensures:

- Training of staff members and Governors to understand their responsibilities.
- That all staff members and other stakeholders are able to promote community cohesion.
- The development of partnerships.
- That the admissions policy reflects the catchment area.
- That all pupils can access the full curriculum.
- That there is equal access to education and training.
- Pupils are heard and can effect change.

4.4 The Headteacher will ensure that:

- This policy is readily available and governors, staff, pupils and their parents have access to this policy and are updated of any changes.
- This policy and its procedures are followed.

4.5 Teaching, learning and the curriculum

- All subject areas will be reviewed regularly to ensure the curriculum promotes awareness of diversity, shared values, exploration of identity and human rights where appropriate.
- Subject leaders will monitor resources and the curriculum in their subject area to ensure they meet the aims of this policy.
- Teaching methods will, where appropriate, encourage discussion, questioning and reflection e.g. circle time. This will be monitored through planning documentation and observations. We have bi-lingual assistants to assist pupils who require support throughout their learning.
- The senior leadership team will monitor teaching and learning.
- The school will fulfil its commitment to community cohesion by creating a learning environment where all pupils can contribute fully and feel valued.
- The school will provide opportunities for pupils to take on responsibilities and express views through class areas, membership of the school/eco council, attendance at review meetings where appropriate and annual feedback forms.
- Staff will receive training and support to ensure they feel confident in promoting discussions around sensitive issues including Prevent agenda.
- Teachers will promote community cohesion in various assemblies, special events, Multi-cultural faith days and national holidays as well as charitable events.

4.6 Equality and Excellence

Data will be rigorously analysed, in line with our Single Equalities Policy, to eliminate any gaps in attainment and appropriate intervention strategies will be utilised.

We will work collaboratively with all stakeholders to ensure that we address any barriers to achievement for our pupils.

6. Protecting pupils from extremism and radicalisation

6.1. Every school is required by law to teach a broad and balanced curriculum which promotes the SMCMP development of pupils.

6.2. At Holly Grove School we safeguard against biased or unbalanced teaching and the promotion of partisan political views.

7. School Improvement Plan

7.1. Our priorities under this policy are in-line with the school Improvement plan.

7.2. Action plans are outlined in the school Improvement plan, and the community cohesion leader is responsible for communicating and implementing the action plan.

8. Roles and Responsibilities

8.1. The headteacher will be responsible for the overall implementation of this policy and approving an appropriate curriculum that promotes community cohesion.

8.2. The community cohesion leader, Connor Moffatt, is directly responsible for the monitoring and evaluation of the community cohesion curriculum. The primary accountability is to the governing body, headteacher and senior leadership team.

8.3. SLT will be responsible for assisting the headteacher and community cohesion leader with the approval of a curriculum that promotes community cohesion.

8.4. All staff will be responsible for treating all members of the school community with respect and dignity at all times. Reporting concerns they, their colleagues or their pupils may have in relation to this policy to SLT.

8.5. Pupils will be encouraged and supported to report any concerns they have in relation to this policy.

9. Monitoring and review

9.1. Performance is monitored by the community cohesion leader throughout the school year, and evidence is collated into folders.

- 9.2. Pupils' views are fed back to staff members to constantly improve professional development.
- 9.3. This policy is reviewed by the governing body and Connor Moffatt on a biannual basis.