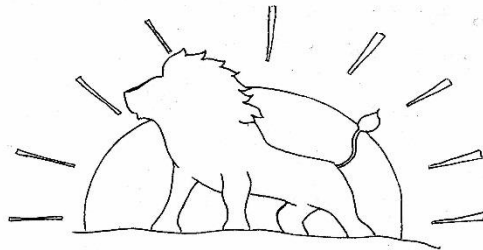


Community Cohesion Policy

Northwick Park MAT



Northwick Park Primary and Nursery

We Take Pride



...working together



Approved by: LGBs

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Next Review Date: July 2026

Contents

1. Introduction	2
2. Our Aims	2
3. Community Cohesion	2
4. How do we contribute to Community Cohesion?	3
5. Implimentation	4
6. Extended Services	6
7. Monitoring and Review	5
8. Related Policies	5

1. 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 (see section eight)

2. 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 where we promote the aim of British Values (e.g. tolerance, respect, the rule of law)

- 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 is 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, carers, 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.

3. 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.

4. 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 and the wider curriculum.

Governors' Responsibilities

- To promote community cohesion as part of its leadership and management role
- To follow up any complaints with the CEO/Heads of School
- To assist the CEO/Heads of School 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

CEO/Head of School 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

5. Implementation

The concept of community cohesion links into many aspects of everyday life at our Trust. 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 (Equal Opportunities Policy).

In School

- Curriculum activities that 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
 - Playground resources to encourage friendship e.g. ‘buddy bench’
- Music lessons
- Musical performances (assemblies)
- Assemblies – encouragement from outside visitors and sources
- Purchase of resources which reflect our 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/helping in school
- Parent/Teacher consultations
- Parent Workshops (Teaching & Learning)
- Parent Partnership - working with the school to provide social activities (eg school fairs) which fund various projects within the school community
- Sports Day

- Questionnaires
- Parent Governors
- Website
- Facebook
- Parent texting service
- Termly newsletters/termly wellbeing newsletter
- School productions
- School leavers assembly
- Music concerts
- Food bank

Liaison with charities

Accessing Mental Health Champions

Uniform/clothes recycling

Community Cooking

Club Celebration Day (children wear club uniforms to school to raise awareness of what is available)

With other schools

- Links with Pre-Schools and Nurseries – Transition meetings
- Transition work between Infant/Junior/Primary and Secondary Schools e.g. visits and summer school
- CEO links with other schools in the area through meetings and briefings e.g. Canvey Cluster Heads termly meetings
- CEO is the Canvey Cluster 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 e.g. Canvey Christmas Celebration
- Moderation e.g. Cluster and EYFS/KS1/KS2 (Several staff are trained as moderators for each key stage)

With the local community

- Community Governors
- Services at local Churches
- Celebration assemblies taken by Rev. Faye
- Festival of Carols Service
- Remembrance Day
- Visits from guest speakers
- Links with Canvey Football Club
- Volunteer helpers
- 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 to local groups
- Road Safety – 3PR
- Wellbeing week
- 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 5/6 Residential trip

Supporting local community groups/charities e.g. links with Sweetbriar Lodge Retirement Home

Links with the local Jewish Music Community

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 (Councils choose these)
- Links with other schools
- Y5/6 Residential trip
- Educational day trips
- Recycling workshops

6. Extended Services

- Before school we offer a Breakfast Club (at Busy Bears and Little Bears) from 7.15 to 8.45am
- An Afterschool Club is available from 3.10 to 6.00pm during term time
- A Holiday Club (Busy Bears) is available to meet all children's needs within the Canvey Cluster Group
- Over the school year we aim to deliver some varied after and before school activities for our children such as:

Cheer Leaders

Football

Basketball

Tennis

Playdough

Lego

Multi-sports

Running

Art/craft

Cooking

Sewing

Archery

Homework

SATs Year 6 Club

Lunchtime clubs are also available

Community lettings are possible and we support local users, as long as this does not conflict with the interests of school activities.

7. Monitoring and Review

The named Governor for Community Cohesion will work alongside the CEO/Heads of School 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.

8. Related Policies

- Equal opportunities
- Teaching, Learning and assessment
- Special Educational Needs (SEN)
- Child Protection
- Social & Health Education (PSHE/RSE)

