

Holly Grove School

Community Cohesion Policy

Contents:

[Statement of intent](#)

1. [What is community cohesion?](#)
2. [Community from the school's perspective](#)
3. [Our strategic aims](#)
4. [How do we contribute to community cohesion?](#)
5. [Protecting pupils from extremism and radicalisation](#)
6. [School development plan](#)
7. [Accountability](#)
8. [Monitoring and review](#)

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.

Signed by:

K.Alty

23.6.21

Headteacher

Date:

N.Whyte

23.06.21

Chair of governors

Date:

1. What is community cohesion?

1.1. 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.

2. Community from the school's perspective

2.1. 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.

3. Our strategic aims

3.1. 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

3.2. 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.

3.3. 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.

3.4. 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.

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

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

3.7. 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.

3.8. 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.

3.9. 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.

4. How do we contribute to community cohesion?

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

4.2. 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 Development Plan.

4.3. Holly Grove School ensures:

- Training of staff members and Governors their responsibilities.
- That all staff members 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.

5. Protecting pupils from extremism and radicalisation

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

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

5.3. Under all circumstances, pupils will be protected from extremism and radicalisation through our Anti-Terrorism Policy.

6. School development plan

6.1. Our priorities under this policy are in-line with the school development plan.

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

7. Accountability

7.1. 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. Monitoring and review

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

8.2. Pupils' views are fed back to staff members to constantly improve professional development.

8.3. This policy is reviewed by the governing body and Connor Moffatt on an annual basis.