

HASBURY CHURCH OF ENGLAND PRIMARY SCHOOL COMMUNITY COHESION AUDIT AND PLAN

What is 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 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 which is strong and positive relationships exist and continue to be developed in the workplace, in schools and the wider community.'

Community cohesion is grouped into 3 headings:

- Teaching, learning and curriculum – to teach pupils to understand each other, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- Equality and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes of different groups.
- Engagement and Ethos – to provide a means for children, young people and their families to interact with people from different backgrounds and build on positive relations, including, links with different schools and communities locally, across the country and internationally.

At Hasbury Church of England Primary School we are committed to working towards a harmonious society; 'one where we all feel valued and respected irrespective of background and personal circumstances,' one where all feel they belong.

This is reflected in our vision and values built up by all the members of the school community.

Every school is responsible for educating pupils to live in their school, local, UK and global communities. At Hasbury Church of England Primary School we ensure to do this through the RE, PSHE curriculum, links with the diocese and local communities both in the immediate and wider sense. Links have been forged and are being developed with other groups outside this to widen the experiences, knowledge and understanding of the pupils. The distinctive Christian nature means we have the ethos that will make community cohesion a strength in our school.

Staff and pupils are treated with respect by each other in a caring environment. We pray regularly and meet as a school to participate in collective worship both in school and church. Classes also pray twice a day.

Our Whole School Audit shows we have a number of community cohesion activities that take place within our school already:

Teaching, learning and curriculum	Equality and excellence	Extended services and engagement
<p><i>We aim to promote community cohesion through our teaching, learning and curriculum. We help children to learn to understand others, to value diversity while promoting shared values. We promote awareness of human rights and develop the skills of participation and responsible action.</i></p>	<p><i>We strive to ensure that all children are treated with respect and achieve their full potential irrespective of, for example, gender, race, socio-economic or other differences.</i></p>	<p><i>We aim to promote community cohesion by providing opportunities for children, their friends and families to interact with people from different backgrounds and build positive relationships. This includes forging links with other schools and communities; the provision of extended services including opportunities for pupils, families and the wider community to take part in activities and engage in services which build positive interaction and achievement for all groups.</i></p>
<p>In all classrooms and around the School our Learning Principles are displayed so everyone is familiar with and understands our commitment to a diverse, inclusive, tolerant and equitable school community.</p> <p>A full entitlement of a broad and balanced curriculum that includes a commitment that every child acquires basic literacy, numeracy and ICT skills- the bedrock for future success in learning outcomes; two hours minimum of time- tabled physical activity and one hour out of school hours' activity for all children helping them learn to successfully participate in team activities and working together in co-</p>	<p>Effective whole school management of behaviour as a result of a behaviour and anti-bullying policy and procedures that are put into daily practice by all staff and children.</p> <p>Commitment to equal opportunities for all as outlined in our SEN Policy, Disability Equality Policy, Race Equality and Gender Equality Policy and action plans that ensure we comply with current legislation and our Christian belief that all human beings are equal, unique and special in the eyes of God.</p> <p>All curriculum policies contain equal opportunity statements. Governors and</p>	<p>All staff and the majority of pupils have a sound understanding of the school's role in the community as a church school. It has a good reputation and local people speak fondly and positively about the role of the school in the local community. For example, following the Remembrance Day Service, a member of the church congregation wrote to the local newspaper expressing her gratitude on such a moving service lead by the children.</p> <p>Because we are a small school, we get to know our families very well. Face to face contact is some thing we foster at all levels. However, we do use whole school</p>

<p>operation and friendship. The Arts are valued across the school: children have many opportunities to make music together, perform in drama productions and create works of art collaboratively. The opportunity to study a modern foreign language demonstrates to children that they are part of a global community. Numerous sporting/ dance events, competitions and festivals that enable our children to perform and compete with, learn from and make new friends with children from across the whole of Dudley Borough and beyond. We involve ourselves fully in all inter-school opportunities especially with our feeder high schools. Many and varied examples across the curriculum and in particular the humanities and RE, show how we encourage the children to take pride in and learn about their cultural and religious backgrounds.</p>	<p>leaders ensure all staff understand relevant legislation as it applies to school activities.</p> <p>Staff are aware of the systems in school to deal with discrimination. We have in place systems to address, record and report all incidents of a racist nature, ensuring that victims are well supported and perpetrators dealt with in a fair and timely way.</p> <p>We refuse to give entry into our school to any group or person representing such a group which advocates a philosophical or political position which we consider to be counter productive to the promotion of community cohesion within our school.</p>	<p>questionnaires to solicit the views of parents/carers and children. Comment slips are also used for end of year reports. We exploit all forms of ICT (phone/text, email, website, newsletters, home/school diaries) to ensure effective communication between school and families.</p> <p>Our extended services cluster co-ordinator uses questionnaires to support the auditing of provision and see what services the community actually want.</p> <p>For over a hundred years, Hasbury has served generations of families who have chosen to be educated here. Our local area studies ensure that children have a good understanding of the area where they live. Our SIAS report stated: 'Families of all faiths and none value this inclusive community, some specifically choosing the school because of its distinctiveness.' There is a strong sense of community in Hasbury with St Margaret's Church and school at its heart.</p>
<p>A variety of life skills activities/ visits/awards including: Safety Town, Survive Alive,</p>	<p>Strong and supportive links with Hasbury pre-school and 'Play and Stay' toddlers group supported by Tenterfields' Children Centre.</p>	<p>Hasbury children are learning to have a strong sense of responsibility to help and care for others, as evidenced by the prolific support for our charity events. As a</p>

<p>'Get Set' health awareness day, Cycling Proficiency 'Money Week' Life Style survey Glug Theatre/ Quantum Theatre groups. Healthy Schools status awarded 'Get Cooking' and 'Let's get Cooking' initiative. Platinum Award – school meals These activities/events enable the children to make informed and wise decisions about how they can lead happy and healthy lives. They see the contribution different people and groups can bring to enhance and enrich their learning opportunities at school.</p> <p>Links with St. Margaret's Church enable the school to be involved with a long established congregation of local people. Father Rob is a well loved and respected member of the church and school who adds much to the moral, spiritual and cultural life of the school through our acts of worship and RE/ PHSCE curriculum.</p>	<p>Active participant of the Halesowen Learning Network (3 high schools, 13 primaries and a special school). Active member of Halesowen Central Cluster for extended services provision. Strong and supportive links with Tenterfields' Children's Centre. Effective links with health, social care and other welfare agencies. All these partnerships enable us to meet the needs of all our learners more effectively but especially our more vulnerable groups of children including SEN, EAL, FSM and LAC.</p> <p>Where pupils have specific needs arising from language or cultural issues we endeavour to meet these needs by appropriate interventions, both in house and LA provision such as EMAS. Increased TA staffing, specific language training and targeted language interventions as a result of discussions at pupil progress meetings are improving learning progress for EAL children.</p>	<p>one form entry school we raised nearly £2,000 for different charities in 2008/9. We are on track to exceed that amount this year. The school does not serve an affluent area, so giving on this level clearly demonstrates our community's sense of responsibility to helping and supporting others. We carefully select our charities with the children's help to reflect local, national and global issues.</p> <p>We are a welcoming school with inviting entrance and displays that reflect an 'open door' ethos. Where appropriate, language around school is inclusive. We have bi-lingual support for our Arabic speaking children; we use the services of EMAS; weekly ESOL sessions for parents take place in school with the provision of a crèche and targeted groups receive weekly intensive 'learning language' support by skilled HLTA.</p>
<p>A variety of links have been made through our curriculum with the local community: Author events through the Dudley</p>	<p>New children into school are welcomed. We evaluate the settling in process through conversations with children and their parents.</p>	<p>A well planned, strong PHSCE curriculum enables pupils to take responsibility for their actions. The SEAL programme is well</p>

<p>Children's Book Group Choir visits to local care homes to sing to residents School Council visits to township schools Local business link with Sandvik Township Summer Arts Festival Township 'Songs of Praise' in Parish Church. Brierley Hill and Dudley Arts Festivals District Sports Halesowen Cricket Club Halesowen Rugby Club</p>	<p>Children are encouraged to make suggestions – where practical these are acted upon. Buddying system/ playground leaders help to support and promote positive peer relationships in our playgrounds.</p> <p>A wide variety of lunchtime clubs and activities to support the development of children's social and personal skills are offered. We monitor involvement in these and investigate where membership of clubs does not reflect the wider school population (eg involvement of ethnic girls in physical activities).</p>	<p>established across the school to support children's emotional and personal development.</p> <p>We offer varied and many opportunities for different groups to mix together (eg mixed aged/gender activities and clubs-sports, arts, drama). We have students from our partnership high schools come into school on work placements. Some come as young coaches to assist both in school and with OSHL.</p>
<p>A well planned PHSE and citizenship curriculum provide good opportunities for children to understand their role, rights and responsibilities as members of the school community, the local community, as citizens of the United Kingdom and of the wider world.</p> <p>Issues of diversity, racism and intolerance are addressed.</p> <p>SEAL themes and materials are used throughout the school to provide quality time for children to explore and understand their emotions and feelings</p>	<p>Pupil achievement and attainment is rigorously tracked to ensure there are equal opportunities for all to succeed. Narrowing the attainment gap between groups of children is a priority of our SIP. Results are analysed by relevant characteristics (eg gender, ethnicity) that may reveal indirect discrimination and the need to provide intervention programmes.</p> <p>The SEAL programme is used across the school that enables quality time to be spent focusing on relationships at all levels and where open and frank discussion and</p>	<p>We have ensured staff have had the timely and appropriate INSET to help us improve community engagement eg staff working more successfully with our hard to reach Yemeni families, setting up ESOL classes, Get Cooking project, adult education sessions including flower arranging and 'Time for Me'.</p> <p>We work closely as a Township cluster to plan activities across the schools and proactively signpost families to these. Parents engage well with home/school projects. They talk fondly of the school's central place in Hasbury as some where</p>

and how to relate confidently and positively to others.	debate can take place around issues of equality and diversity in a safe and non threatening environment.	they are made to feel welcome and supported. All our office staff have been trained as 'information champions'.
French language and cultural aspects are taught from Year 3 upwards. Support is provided by language specialists from Earls High School.	Our Learning Principles are embedded across the School that state clearly our commitment to being a fully inclusive learning community where all are valued and respected.	We are active members of the Halesowen Networked Learning Community involving ourselves in all network activities including joint training, liaison/ partnerships with our feeder high schools, arts festivals, sporting tournaments and extra- curricular activities.
Residential visit to either Astley Burf or Frank Chapman Centre with Year 6 and regular off-site visits in all year groups to museums, galleries, historical/geographical sites and places of worship enrich and enhance the curriculum. These enable pupils to gain a greater understanding and appreciation of the wider community of which they are a part.	A learning environment and climate that clearly demonstrates our passion for equity and excellence. A governing body and senior leadership who actively promote a positive climate and culture towards children's well-being and a 'children first' culture with all staff demonstrating care and tolerance, with a firm but fair approach for all children, including those with challenging needs.	A Schools' Council Conference is held bi-annually to ensure pupils meet as a township to discuss their learning and the impact of the ECM agenda on their lives as learners. This level of community engagement ensures our pupils and families see themselves as part of the town where all children matter which ever Halesowen school they go to. Their contributions are welcomed and acted upon. Involvement in the 'Halesowen in Bloom' community project
International link with a school in the Tanzania through the Diocese of	A child elected School Council that enables	Effective and productive links with other

<p>Worcester is currently being sought as part of a Diocese project to link all Worcester Church of England schools with an African school where exchange visits can take place. (See SIP)</p> <p>Local and national links with contrasting primary schools:</p> <p>Links through letters/email to schools eg Belbroughton, Worcs. Bishop Cornish, Cornwell and a possible link with an inner city school in Worcester to provide a further contrasting school to our own.</p> <p>Belbroughton Primary - Termly exchange visits with Year 6 to enhance and enrich all aspects of the curriculum but in particular, moral, spiritual and cultural opportunities are planned so that children develop their understanding and respect for difference. These exchanges help the children to express and understand their own identities whilst interacting with others in positive ways. They also develop empathy and insight into the lives of people whose backgrounds are different to their own.</p>	<p>the voice of children to be represented in a formal arena.</p> <p>Evidence of School Council activity that has influenced and made a difference to the facilities and activities offered at the school.</p> <p>Efforts are made to ensure learners encounter role models that represent a wide range of the population. For example, we employ from different ethnic groups. Pupils meet different community groups through curriculum activities eg 'Halesowen in Bloom' community group.</p> <p>We ensure cultural events are an integral part of the curriculum eg Eid, Festival of Light, Chinese New Year.</p> <p>We increasingly hold focus days/weeks to learn about, celebrate and experience other cultures from around the world. Where we can, we support artists, musicians and dancers to give these days authenticity eg Bangra dancing, African drumming.</p>	<p>settings and groups to ensure smooth and successful transitions, eg 'Stay and Play' sessions, on-site privately funded pre-school, Children's Centre – all ensure a seamless 0 to 5 child care provision and support.</p> <p>We work closely with all outside agencies in the locality: social services, health, community police, EMAS, voluntary organisations eg Banardo's, Zion Centre, churches.</p> <p>We use our extended schools' cluster worker to find and exploit all local services and opportunities to use either in school or to sign post families to those services.</p> <p>The community recognises and celebrates the fact we are an inclusive church school that reflects the cultural, religious and ethnic diversity of our local community. Many parents state our commitment to inclusion at all levels was a major factor in choosing this school for their child as firmly stated in our Learning Principles.</p>
---	---	--

<p>Visits to local and wider places of worship. We visit a range of Christian places of worship from small village churches to cathedrals. However, we recognise the need to include visits to places of worship of other religions - see SIP.</p>	<p>The School's admission policy complies with the LA admissions code and does not unfairly disadvantage any group.</p>	<p>Frequent and well planned off-site visits ensure children are exploring their wider community and area. We ensure all children, regardless of their position to make a voluntary contribution, go on these trips.</p>
<p>Curriculum events are held to help parents support their children's learning at home- for example, understanding mathematical calculation methods, teaching of phonics and reading skills.</p> <p>The Numbers Count programme also encourages parental involvement in learning.</p> <p>We have an open door policy welcoming parents/carers and their families into school to share in their child's learning through open days, open evenings, services, curriculum and social events. All these things bring us together as a learning community.</p>	<p>To promote equity and excellence through family learning 'Get Cooking', ESOL sessions, flower arranging courses, and 'Time for Me' sessions are now taking place in school. A family support worker is also employed by the school to work with targeted children and their families. (See SIP)</p>	<p>We always ensure children and their families fully understand who our chosen charities are and the work they do. It is often from children's suggestions that our charities are decided, eg raising money for the Haitian people. The international charities in particular are used to increase children's awareness and understanding of the wider world and their responsibility in helping to build a fairer and more equitable world community.</p>
<p>Curriculum and whole school policies reflect the cultural and ethnic diversity within the School and Community. With the introduction of the new Primary National Curriculum next</p>	<p>In the last two years we have been able to employ staff from the Muslim faith who have supported us in developing stronger relationships with our Yemeni families.</p>	<p>The school has a small but committed PTFA who work tirelessly to involve families in the wider life of the school, including social events, discos and BBQ for</p>

<p>year we will have the opportunity to further explore how we can ensure the teaching, learning and the curriculum fully encompass the needs/ interests of our diverse range of learners.</p>	<p>We feel these parents are now more confident about coming into school and asking advice about how they can support their children at home.</p>	<p>children and craft fairs.</p>
--	---	----------------------------------

To enhance community cohesion further, the School has agreed with Governors on three key areas to be developed over the next two years. These form part of our 2008-2010 School Improvement Plan:

- To establish a sustainable and meaningful **global link** with the support of Worcester Diocese Education Department so that exchanges at all levels between staff, children and families can take place.
For these experiences/ exchanges to impact on the lives of all in our school community but in particular to enable our children to appreciate and rise to the opportunities and challenges of being part of a global community.
- To widen the **visits we make to places of worship** to more accurately reflect the diversity of faiths in our community.
To set up a planned programme for visitors to come into school who can widen and enhance the children's knowledge and experience of all faiths.
- To further increase opportunities for parents to engage in **adult learning opportunities** at school so that they see Hasbury as a learning hub, improving outcomes for both their children and themselves.