

Introduction

Potley Hill Primary School recognises the realities of being on a community site. It is our policy that, as far as we are able, we should co-operate with all other organisations on the Campus, but within our primary legal responsibilities regarding the education and well-being of the children who are currently attending the Primary School. We have a community-inclined philosophy especially with a view to ensuring that the children pass smoothly through the various stages of education provided on the site and eventually become involved positively in the life of the Campus and the wider community.

Aims

- Ensuring all members of our school community feel valued, appreciated and nurtured and that they receive equality of opportunity (i.e. not treating everybody the same but taking account of differences)
- Encouraging our students to celebrate, rather than to fear, diversity and difference
- Providing pupils with opportunities to make active and positive contributions to the local, national and global community, developing skills and enthusiasm in the process

Purpose

The purpose of this policy is to ensure that the school not only complies with legislation, but that all who work and learn in the school understand and can demonstrate their commitment to the community. This includes the school community (encompassing members of the wider community involved in and/or facilitating the school's activities), the community within which the school is located, the UK community and the global community. This is clearly identified in the school aims.

Links with on-site educational organisations

Potley Hill Pre-School

The Primary School has always maintained a good relationship with the Pre-School. (The Pre-School is not managed by the Primary School). Since the relocation of the Pre-School to the Campus this relationship has been enhanced. Along with other local pre-schools, there is an established induction process for children entering the Reception year, plus liaison visits between the Reception teachers and pre-school supervisors.

Frogmore Community College

Potley Hill has always enjoyed a good relationship with Frogmore College. Regular contact is maintained between staff on curriculum matters and between Frogmore staff and Year 6 pupils, many of whom move up to this school. Geographical proximity makes liaison convenient and relatively simple. There is an established induction programme of visits to the College. There is a strong partnership that supports numerous opportunities for pupils from both schools to enjoy mutually beneficial experiences.

Links with on-site non-educational organisations

Scouts

The Scout HQ at Burrell Lodge is on site and cubs and scouts use our playgrounds and grounds by agreement

Day Care Centre

This facility has been re-established since November 2022 under the name Frogmore Care & Wellbeing Centre run by Age Concern. The school recognises the benefits for both children and the elderly in establishing ways to work together, for instance, by encouraging readers or by helping out with gardening and outdoor learning.

Leisure Centre

As part of an SLA agreement between the Leisure Centre and Frogmore CC, we have the opportunity to make use of all-weather courts and inside activity rooms, subject to availability.

Others

The Campus has a Users Group to which Potley Hill sends a representative. Through this group issues of mutual interest are discussed.

Links with off-site organisations

Parents

The Governors of Potley Hill believe that effective education is only possible through an active partnership between home and school. The policy is to run an 'open' school with parents invited in at every opportunity to see the school in action and to review the progress of their child.

Potley Hill has an active PTA. Parents regularly visit the school, a number of which assist the teachers on a voluntary basis. It is the Governors' policy to develop these parental links.

Students

The Governors' policy is to encourage young people of all ages to visit the school and work with the children. These have included work experience students from Frogmore, Yateley Secondary, Farnborough Sixth Form and Farnborough College of Technology and Teacher training students from Winchester and Reading University.

Police

It is the Governors' policy to maintain strong links with the police. They note that the PCSO visits periodically.

Charities

It is the policy of the Governors to ensure that the children are aware that others might not be as fortunate as they are and that there is an innate responsibility to contribute to the life of the community. Throughout the year the school supports various charities selected by the School Council.

Roles and responsibilities of headteacher, other staff, governors

The **headteacher** will ensure that:

- all staff understand their responsibility to promote community cohesion
- relevant training is organised for staff and governors
- the curriculum, both during and beyond the school day, maximises opportunities to promote understanding, engagement and positive action
- pupils have equality of access

- the ethos and curriculum of the school prepare them to make a positive contribution in a richly diverse society
- the governing body is advised about what is in place and what is planned
- the governing body has opportunities to use its knowledge of the local, national and global community in the process of planning, monitoring and evaluation
- opportunities for meaningful and continuous interaction between pupils and the community beyond the school are recognised and nurtured
- the school fosters an awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality
- barriers to access, participation, progression, attainment and achievement are minimised/removed

Teaching and support staff will:

- use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping
- develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- promote attitudes and values that will challenge prejudice, discriminatory behaviour, assumptions and stereotyping
- respond quickly and effectively to any incidents of prejudice, bullying and harassment
- strengthen individual and collective skills to deal positively and confidently with change
- provide opportunities for pupils to identify and develop shared interests among members of different social groups
- emphasise the interconnectedness and interdependence of society members at local, regional, national and global levels.

The governing body will:

- ensure that the school complies with the legal duty to promote community cohesion
- endeavour to reflect the community served by the school in its composition
- promote the integration of community cohesion with other national priorities
- play an active role in planning, monitoring implementation and evaluating the impact of the community cohesion strategy.

Arrangements for monitoring and evaluation

The governing body will review evidence presented by staff in reports and gathered by governors on visits and seek to validate the judgements suggested in the SEF.

Appropriate evidence could include:

- membership profile of governing body
- pupil profile compared to community profile
- analysis of the local social problems that impact negatively on the school, and of who else is working with the school to address them
- analysis of attainment, attendance and exclusion by gender, ethnicity, SEN, children who speak English as an additional language, child carers, looked after children
- analysis of bullying data and the effectiveness of responses to bullying
- statements of values, principles and aims in the prospectus
- availability of key documentation in community languages
- signage in community languages
- reports by staff and governors involved in auditing statutory policies such as equal opportunities, pupil discipline, admissions
- reports of exchange visits and evaluations by pupils, parents and carers
- analysis of surveys of staff, pupils, parents and carers, such as asking pupils' views on how well they get on with different groups within the school and local community

- analysis of parental engagement in school activities
- participation rates by different groups in extended services and reports on impact
- press reports of pupil/community interaction
- school assembly themes
- summaries of lesson observation, scrutiny of teachers' planning and pupils' work
- school improvement plan
- curriculum plans
- complaints and compliments from the local community

Reviewed: February 2023

Next Review: February 2026