



Community Cohesion Policy

Approved by:
B.Suddhi

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Signed by:

Headteacher

Date: February 2026

Chair of governors

Date: February 2026

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Statement of intent

Pear Tree Infant and Nursery 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.

Pear Tree Infant and Nursery school is committed to taking all reasonable steps to ensure the safety and well-being of pupils. The safeguarding culture of Pear Tree Infant and Nursery 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'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- School Improvement Plan (SIP)
- Equality, Information and Objectives Policy
- British Values
- Anti-bullying Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Auditing the school's existing practice in relation to community cohesion.
- Communicating to the school where further action may be required.
- Ensuring that pupils' voices are heard.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Implementing and approving a curriculum that promotes community cohesion.
- Reviewing this policy and relevant policies as required and at least **annually**.

The community cohesion leader (Head Teacher) will be responsible for:

- The monitoring and evaluation of the community cohesion curriculum.
- Reporting any relevant changes and developments to the headteacher.
- With the headteacher's approval, designing a curriculum that educates pupils to live and work in a diverse community.
- Leading the school's involvement in the promotion of community cohesion.
- Ensuring that the relevant teaching, learning and curriculum supports high standards of attainment, promotes shared values and builds pupils' understanding of the diversity that surrounds them.
- Building relationships with relevant organisations that can help the school bolster its approach to community cohesion.

The SLT will be responsible for:

- Assisting the headteacher and community cohesion leader with the approval of a curriculum that promotes community cohesion.
- Ensuring all staff members engage with the school's approach to community cohesion.
- Answering any questions or concerns pupils and staff members have in relation to this policy.

All staff will be responsible for:

- Treating all members of the school community with respect and dignity at all times.
- Reporting any concerns they, their colleagues or their pupils may have, in relation to this policy, to the SLT.

Pupils will be responsible for:

- Engaging with the curriculum and activities designed to promote community cohesion.
- Treating their peers and staff members with respect and dignity at all times.
- Reporting any concerns they have in relation to this policy to a member of staff.

3. What is community cohesion?

3.1. 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.

4. Community from the school's perspective

4.1. Pear Tree Infant and Nursery 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.

5. Our strategic aims

5.1. Pear Tree Infant and Nursery 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

- 5.2. 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.
- 5.3. 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.
- 5.4. At Pear Tree Infant and Nursery 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.
- 5.5. Effective procedures exist within our school to tackle prejudice, bullying and harassment.
- 5.6. Our admission process promotes community cohesion and social equality.
- 5.7. Pear Tree Infant and Nursery school prides themselves 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 and on a wider basis where possible.
- 5.8. Our school supports our pupils' education. Engagement with parents through an open-door ethos, parents' evenings, festivals and other celebrations are a priority at the school.
- 5.9. 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.

6. How do we contribute to community cohesion?

- 6.1. Pear Tree Infant and Nursery school are responsible for equipping our pupils to live alongside people from many different backgrounds.
- 6.2. 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.
- 6.3. Pear Tree Infant and Nursery 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.

7. Protecting pupils from extremism and radicalisation

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

7.2. At Pear Tree Infant and Nursery school, we safeguard against biased or unbalanced teaching and the promotion of partisan political views.

7.3. Under all circumstances, pupils will be protected from extremism and radicalisation.

8. School Improvement Plan (SIP)

8.1. Our priorities under this policy are in-line with the school improvement plan.

Action plans are outlined in the school improvement plan.

9. Accountability

9.1. The head teacher 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.

10. Monitoring and review

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

10.2. The governing body reviews this policy annually.