Westfield Nursery School

Community Cohesion Policy (including Parent/ Carer Liaison & Pupil Voice)

Date policy last reviewed: _____

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Contents:

Last updated: May 2026

Updated May 2026
-Added a sentence about leaders building strong relationships with families
-Removed reference to the virtual tour
-Updated which Nursery documentation is shared on starting

Vision & Statement of Intent
1. Legal Framework
2. Roles and Responsibilities
3. Strategic Aims
4. Contributing to Community Cohesion
5. School Community- Governors
6. School Community- Outside Agencies & Community Events
7. School Community- Staff
8. School Community- Parents/ Carers
   -Visiting Nursery
   -Before Starting
   -Settling In
   -Communication
   -Home learning
   -Special days/ events
9. School Community- Pupils
10. Monitoring and Review

Vision
At Westfield Nursery we aim to deliver against our vision ‘Inspired beginnings, outstanding futures’.

Statement of Intent
Community cohesion is about creating a school environment in which every member of the community has a common vision and a sense of belonging where their backgrounds and circumstances are appreciated and valued.

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
- Strong and positive relationships exist, and continue to be developed in the workplace, school and wider community

The school’s contribution to community cohesion can be grouped under several headings, including the following:

- Teaching, learning and curriculum (See Curriculum, Teaching and Learning Policy)
- Equality and excellence (See Equality of Opportunities Policy)
- Engagement and ethos (Described below)

The 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.

We believe pupils’ parents/ carers should have an active role in their children’s education. We believe pupils should be given the opportunity to express their views on their education and it is important that pupils and parents/ carers feel their opinions are appreciated, understood and acted upon where appropriate.

This policy sets out the school’s approach to community cohesion, parent/ carer voice and liaison and pupil voice.

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'
- DfE (2023) 'Promoting children and young people's emotional health and wellbeing'
- DfE (2021) 'Best practice guidance for school complaints procedures'
- National Governance Association (2021) 'Engaging with parents and carers: A guide for governing boards'
- Education Act 2002

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Behaviour Policy
- Complaints Policy
- Curriculum, Teaching and Learning Policy
- Equality of Opportunities Policy
- Prospectus
- Safeguarding and Child Protection Policy including Prevent & Safer Recruitment Policy
- Spiritual, Moral, Social and Cultural (SMSC) Education Policy including British Values
- Staff Code of Conduct

Roles and Responsibilities
The governing board will be responsible for:

- Monitoring the school's existing practice in relation to community cohesion
- Communicating to the school where further action may be required
- Maintaining a strategic overview of pupils' and parents' voices
- Reviewing outcomes of any pupil or parent questionnaires, ensuring actions are implemented and monitoring their effectiveness

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
- Leading the school's involvement in the promotion of community cohesion
- Ensuring 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
- Establishing positive working relationships with parents/ carers. And keeping them up to date via the website and newsletters
- Being open to ideas and suggestions from both pupils and parents
- Responding to queries and complaints, from both pupils and parents
- Ensuring opportunities for pupil and parent feedback, e.g. pupil and parent consultation meetings, are regularly implemented
- Publishing its Complaints Procedures Policy on the school's website
- Ensuring pupils have an appropriate and clear method for providing feedback and voicing concerns, e.g. pupil voice interviews
- Scheduling consultations
- Ensuring staff at the school promote an 'open-door' approach

The SLT will be responsible for:

- Assisting the headteacher 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
- Building strong relationships with families

All staff will be responsible for:

- Creating a safe and welcoming environment
- Treating all members of the school community with respect and dignity at all times
- Listening to pupils' and parent's concerns and communicating these where necessary
- Reporting any concerns they, their colleagues or their pupils may have, in relation to this policy, to the senior leaders
- Familiarising themselves with this policy and any relevant procedures, e.g. the complaints procedure

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
- Reporting any concerns they have to a member of staff

Strategic Aims

The school's teaching and the curriculum provision will support high standards of attainment, promote British values, and help pupils understand and value the diversity that surrounds them. There will be 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. The school prides itself in providing opportunities for children and their families to interact and build positive relationships with people from different backgrounds. Engagement with parents/ carers is considered a priority at the school.

Contributing to Community Cohesion

The school will equip pupils to live alongside people from many different backgrounds. The school promotes equality of opportunity and inclusion for different groups and teaches a broad, balanced curriculum. The school will communicate and promote the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

School Community- Governors

High quality governance supports the school in ensuring clarity of the vision, ethos and strategic direction, holds leaders to account for the educational performance of the school and its pupils and the effective and efficient performance management of staff as well as overseeing the financial performance of the school and making sure its money is well spent. The school seeks committed governors who are supported through induction, training and support. Where possible governors are sought to support the schools needs and reflect the school community. Governors have their own emails and Governorhub as a portal for sharing documentation. Meetings are at least termly. Governors are expected to abide by their code of conduct.

School Community- Outside Agencies & Community Events

We work closely with a variety of outside agencies whenever this best supports a child. These can include social care, health, the Early Years Support Team, the Children's Centre, other schools, representatives from the local authority and community partners such as old age pensioners and representatives from Dunstable in Bloom.

School Community- Staff
Highly qualified, motivated school staff support the governors to achieve their aims. The school will ensure staff members receive relevant induction, training and support. We give a clear structure to new and existing staff through policies, meetings, performance management etc. Where possible staff are sought who reflect the school community. Staff have their own emails and a shared drive for sharing documentation. Daily notices are shared on the whiteboard and there is a weekly staff meeting. Staff follow the staff code of conduct. There is an emphasis on verbal communication, allowing for staff to ask questions and challenge where necessary to further promote a cohesive community.

School Community- Parents/ Carers
Parents/ carers are a child's first and enduring teachers. They play a crucial role in helping their children learn. Where parents/ carers are involved with their children's education and learning both at home and in partnership with the school, their children do better and achieve more. These benefits can be long-lasting and extend to better health, relationships and improved employment prospects. We aim to
-utilise the knowledge of parents/ carers about their children
-promote close working partnerships
-be child centred
-teach a quality curriculum and share this with parents/ carers
-encourage school readiness

We attempt to involve all carers, if possible, e.g. both parents if separated or divorced. Parents/ Carers are expected to follow the behaviour expectations explained in the school prospectus.
Parents/Carers should:

- Promote close working partnerships
- Be involved within their child's education e.g. attend stay and play days, consultations

Visiting Nursery
Parents/ carers most often come to visit the Nursery with their children before starting. (Some children are already familiar with the Nursery having attended the with older siblings.) At this point parents/carers will put their child's name down on the waiting list. Parents/ carers are then contacted around half term before the start date to arrange transition into Nursery.

Before starting
Before they start parents/carers are invited to some transition events such as a stay and play and a meet the teacher. A variety of paperwork is shared:

Returned to Nursery	**Kept at Home**
• New Starter Form	• Privacy Notice
• All about Me	• A golden ticket, explaining why Nursery education is a great start to education
• Family photo	• Class leaflet
• A 'My home learning' sheet so parents/ carers can share any updates	• Information Leaflet (Frequently asked questions)
• A passport of activities for parents/ carers to do at home with an explanation of the Nursery commitment to enrichment activities	30 Hours • 30 hours leaflet • Lunches leaflet • Tax free child-care account leaflet

After starting the Nursery Curriculum and Ages and Stages information is shared with newsletters, as well as a home-school agreement and new starter questionnaire.

Settling In
Parents/ carers stay for their child's first session to help the smooth transition from home to school. For the second session parents/ carers are encouraged to leave their child for a short time. Sessions increase in time in incremental steps appropriately for each child.

Communication
Staff and parents/ carers are able to communicate 'informally' daily at handover times. Parents/ carers can phone the Nursery to talk to a member of staff on 01582 608650. Parents/ carers can email the classes on their email to share important information about welfare or development

- bumblebees@westfieldnurseryschool.org
- dragonflies@westfieldnurseryschool.org
- ladybirds@westfieldnurseryschool.org
- caterpillars@westfieldnurseryschool.org
- butterflies@westfieldnurseryschool.org

Other communication e.g. regarding attendance, hours, payments etc. are via the school office office@westfieldnurseryschool.org

Parents/ carers are kept up to date about the Nursery via the website, whiteboards outside and monthly Newsletters. Parental consultations are held termly as a more formal conversation regarding development and progress, and this is two-way, enabling the parent to talk about their child at home. Children's 'Learning Journeys' are available to the parents/carers so they can see examples of what their child has been doing. Parent/ Carer voice is important to us, and we share both new starter and end of year questionnaires. Parents can also share their voice by completing Ofsted Parentview https://parentview.ofsted.gov.uk/ or by contributing to our testimonials page on the website.

Home learning
Every half term an accessible home learning challenge is shared to support children's learning. Parents/ carers are encouraged to share information about children's learning/ special events on our 'My Home Learning' sheets- extra copies can be collected from the entrance hall.

Special Days/ Events
Our Reading events happen in the first half of each term where parents/ carers come into Nursery to share a book. Stay and Play days are held in second half of term and include a MADGE (Mothers, Aunties, Daughters, Grandmothers and everyone else) & FUDGE (Fathers, Uncles, Dads, Grandads and everyone else) day. Parents/ carers are encouraged to participate in charity events, 'Friends of Westfield' (Parent, Teacher, Friend Association) events and to attend other special events in the year such as the Nativity. All dates are shared, and events explained in the newsletter.

School Community- Pupils
Pupils are our raison d'être. We passionately believe in giving children a voice. This can be seen through displays, our pupil voice policies, pupil voice interviews and our pupil questionnaires. Children are encouraged to 'tell a grown up' when something happens which they don't like. Children are encouraged to ask questions. Children are encouraged to think about their learning and what they are proud of, what they would like to do next etc.

Monitoring and Review
Performance is monitored by the local authority, Governors and Headteacher throughout the school year. This policy will be reviewed on an annual basis by the headteacher and the governing board. The next scheduled review date for this policy is May 2028.