



The Federation of



Southwold
Primary School



Hoxton Garden
Primary School

‘Belonging’ at Hoxton Garden



Friday 8th March 2024

Key Themes

- School culture and belonging
- Cultural capital
- Implicit bias and language
- Our work with parents

Creating a Culture of Success across our Family of Schools

Shared Goals & Vision - We know where we're going

The vision of the school is not just understood but also shared by all staff within the school, from senior leaders through to the support staff.

Everyone knows what the goals mean and are clear about the actions that they need to take for these goals to be fulfilled.

Collegiality – We're in this together

There is a shared sense of belonging, purpose and a desire for the vision of the federation to be fulfilled. No-one is working for themselves, no-one is left out. All children are made to feel welcome and everyone is treated as a part of the community.



Lifelong Learning

Children are empowered to view themselves as lifelong learners. Learning is seen as a key part of a child's development, enabling individuals to achieve ever varying degrees of personal and academic maturity.

Risk Taking – We learn from our mistakes

In this culture, a growth mind-set is adopted by all and as such, mistakes are not seen as failure but as a source of learning and growth.

Celebration - We feel good about ourselves

Research has shown that when we feel good about ourselves and our achievements are recognised, we not only feel better about both ourselves but it also optimises the way in which our brains function. On top of this, joy and laughter are present in school life.

‘Cultural Capital’

This isn't a new concept. French sociologist Pierre Bourdieu originally came up with the concept of a person possessing 'capital'. Bourdieu (1973) explored the theory of cultural capital and highlighted the link between an individual's background and their access to knowledge.



Some of the many ways in which we broaden our children's knowledge and experiences of the world...

- A varied and enriched curriculum which teaches children about different times and places in the world.
- Theme weeks which focus on key aspects of becoming successful citizens of the world such as 'Work and Enterprise Week'.
- Taking part in gardening so that children know where food comes from and how it is produced.
- Using our local area/environment by taking local trips where possible e.g. local area walks.
- Ensuring that children take part in arrange of trips across the year so that they might visits place they may not otherwise go to e.g. the beach.

- Exposing children to local culture through taking part in events such as the Hackney Children's Carnival or visiting Hackney Empire.
- Planning charity events and raising money such as Red Nose Day etc.
- Celebrating the local community and cultures within the school through events such as the Eid Fayre or International Evening.
- Being ambitious for children by exposing them to opportunities beyond school through visits to colleges and universities.



Implicit Bias

- Implicit biases are attitudes or stereotypes that ***unconsciously*** affect our actions, decisions, and understanding.
- Implicit biases **can be positive** (a preference for something or someone) **or negative** (an aversion to or fear of something or someone).
- Implicit biases are **formed over a lifetime** as a result of exposure to direct and indirect messages. The media plays a large role in this formation process.
- Implicit biases are **pervasive**: everyone has them.
- Implicit biases are **changeable**, but research shows that this process takes time, intention, and training.



Some forms of unconscious bias...

- **The Contrast Effect** - when comparing two or more things that you've come into contact with, either simultaneously or one after the other, you may exaggerate the performance of one in contrast to the other (compare siblings).
- **The Halo Effect** - the tendency to place another person on a pedestal after learning something impressive about them (pupil performs really well in a test or shows clear understanding).
- **Conformity Bias** - the tendency to act similar to the people around you, regardless of your own personal beliefs or idiosyncrasies (can be influenced by peer/colleague pressure).
- **Affinity Bias** - the tendency to connect with others who share similar interests or backgrounds.

Some forms of unconscious bias...

- **Attribution Bias** - trying to make sense of or judging a person's behaviour based on prior observations and interactions you've had with them.
- **Confirmation Bias** - the inclination to draw conclusions about a situation or person based on your own personal desires, beliefs and prejudices rather than unbiased merits.
- **Gender Bias** - the tendency to prefer one gender over another gender.
- **The Horns Effect** - the tendency to view another person negatively after learning something negative or unpleasant about them.



Working with Parents

In working with parents and carers we aim to:

- We welcome our parents and carers into our school.
- Establish a mutually supportive and respectful relationship with all of our parents and carers where trust and clear communication is at the heart of all we do.
- Keep parents and carers informed and involved in a positive way, through working in partnership together in order to help every pupil achieve their full potential socially, emotionally and academically.
- Provide relevant information for parents and carers through the use of our text messaging service, school website, the email distribution of letters and newsletters
- Respond swiftly and efficiently to any concerns that parents and carers might have.



Involving parents in their child's school life...

We encourage parents and carers to:

- Attend parents into reading on Friday mornings
- Attend coffee mornings and information meetings regarding the school's approach to teaching key strategies
- Attend enrichment events such as sports' day
- Attend D&T days, helping children to make products
- Attend and support with school trips
- Attend designated enrichment events such as 'Bring a Significant Male to School' or 'Grandparent Tea'

