

COHESION POLICY

Reviewed and Updated 01.09. 2025

Community Cohesion

L'Ecole Bilingue welcomes its obligations and duties under the Education and Inspections Act 2006 to promote Community Cohesion. In so doing, we recognise the close links with our duties under all key Equalities legislation including the Race Relations Amendment Act (2000), the Disability Discrimination Acts (1995 and 2005) and the Sex Discrimination Act (1975 as amended by the Equality Act 2006). This policy should read in conjunction with the following policies: Equal Opportunities Policy, Special Educational Needs Policy, Preventing Extremism and Radicalisation Policy, PSHE Policy and Teaching and Learning Policy.

Aims

By 'Community Cohesion', we mean working towards a society with a common vision based on core moral values and a strong sense of belonging for all; a society in which diversity of people's backgrounds and circumstances is appreciated and valued; a society in which strong and positive relationships exist and continue to be developed in schools and in the wider community and where everyone recognises what all human beings share in common, that all human beings are of equal worth and where relationships across all individuals and groups are positive.

Community from a school's perspective includes:

- The school community – the children it serves, their families and the school's staff and governors
- The community within which the school is located – the school in its geographical community and the people who live or work in that area
- The community of the UK – all schools are by definition part of this community
- The global community – formed by international links
- In addition, schools themselves create communities – for example, the networks formed by schools e.g. cluster groups.

We understand that we can only promote Community Cohesion effectively through recognising the inextricable links with Equality and Diversity in our policy and practice. We therefore recognise the close relationship between Community Cohesion and the Every Child Matters entitlement framework.

It is the aim of the school to help our pupils to understand and join in with the community around them as much as they possibly can. We therefore aim to expend as much of our curriculum outside the school as possible so that our pupils are generalising their knowledge learned in school, are able to cope with experiences in the community, get a sense of belonging to a wider community.

We also aim within our curriculum to help our pupils understand that they are part of the UK community and of the global community.

The profile of our school means that a strong accent is put on promoting values common to French and British societies.

We will protect our pupils from harm and ensure that they are taught in a way that is consistent with the law and the country's values. Staff can help to identify children whose behaviour suggests that they are being drawn into terrorism or extremism. These children can then be referred to the relevant agencies.

More specifically, in interpreting government guidance, we see the promotion of Community Cohesion as involving five core principles:

- *Equality of opportunity*
- *Social inclusion*
- *Respect for diversity*
- *Shared moral values*
- *Active engagement with others to understand what we all hold in common*

Where relevant, L'Ecole Bilingue will work with Safer School Partnerships police officers and local authority (LA) Prevent staff to deliver training to staff, parents and proprietors.

In line with government guidance (see 'A Fairer Future' : the Equality Bill 2009), we are committed to promoting Community Cohesion based on these five core principles and across these seven aspects of diversity at four levels of 'Community':

- *The school community*
- *The local community*
- *The UK and French community*
- *The global community*

This policy for the promotion of Community Cohesion will be implemented across the whole school through three key areas of our practice:

- **Teaching, learning and curriculum:** *through planned learning experiences we help children to learn to understand others, to value diversity and promote shared values (e.g. International Day). We promote cultural capital, awareness of human rights and develop skills of participation.*
- **Equity and excellence:** *We aim to ensure equal opportunities for all children so that they can achieve their full potential. Through careful planning and analysis of data, we work to remove barriers to enable access and participation in learning and other activities (e.g. adaptive teaching, SMART Targets). Tracking pupil progress enables us to identify and address underperformance.*
- **Ethos, Community Engagement and Extended Services:** *this refers to links with different schools within our community (e.g. sporting competitions; school projects); provision of extended services (after-school clubs and care); opportunities for children and families (e.g. Sports Day, End of Year Show).*

Responsibilities

It is the responsibility of every member of the staff to ensure that community cohesion is actively promoted. They should provide positive role models for the children who will also be expected to take responsibility for their own attitudes and behaviour. This will be endorsed through the PSHE/RSE curriculum.

L'Ecole Bilingue is a 'Rights Respecting School' where we regularly refer to the universal moral values set out in the UN Convention on the Rights of the Child (UNCRC) and the "Declaration des droits de l'homme et du citoyen".

This gives us a strong set of shared moral values which are introduced to and developed with all sections of our school community. The UNCRC provides everyone with a common language and moral framework for considering the consequences of many of our actions for the rights of others and for our own rights.

This gives us all a firm basis for promoting equality and community cohesion and for respecting and celebrating diversity. We also encourage all members of our school community to see themselves as active global citizens who challenge injustice wherever they meet it and take action for a just and sustainable world.

Teaching, Learning and Curriculum

The concept of community cohesion links into many aspects of everyday life at our school.

In meeting our duty to promote Community Cohesion, we will strive to ensure that all learners will enjoy opportunities to:

- *Learn about the Rights of the Child and the responsibilities that these rights imply*
- *Develop pride in their own identity and to learn about and develop respect for the identities of other learners, of groups in the local community, of groups in the wider UK and in the wider world based on ethnicity, socio-economic circumstances, gender, lifestyle, disability, sexual identity, age, faith and world view*
- *Develop a strong understanding and appreciation of what all human beings hold in common as well as respect for differences*
- *Develop a positive vision of a diverse, just and equitable society*
- *Learn about their own community, UK society including communities which contrast with their own and global society, including the challenges faced by the whole global community*
- *Develop skills of critical thinking including the ability to recognise and challenge myths and stereotypes about people and places and to appreciate how people may see things from different viewpoints*
- *Enjoy at first hand cultural experiences that reflect and celebrate the diversity within UK society*
- *To learn about how inward and outward migration have shaped UK society and how movement of people has been an enduring feature of human history*
- *Develop the ability to empathise with the feelings and experiences of others, including those from different backgrounds from themselves*

We will continue to strive to establish a learning environment in which all learners:

- *Enjoy the right to full, active participation knowing that their views and ideas are taken very seriously and where their voice is heard*
- *Feel safe, valued and respected and develop a strong, positive sense of belonging*
- *Have frequent opportunities to collaborate with others, sharing experiences, ideas and perspectives*
- *Develop skills of mediation and conflict-resolution*
- *Develop the skills of democratic decision-making*

Equity and Excellence

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We will continue to strive to ensure that all learners develop their abilities and talents to the full and enjoy equality of opportunity to participate fully in the life of the school. To this end, we will:

- *Regularly monitor and evaluate the academic, personal and social development of each child and of all the diverse groups that are represented in the school, including those for whom English is an additional language, taking effective steps where necessary to address any differences in outcomes across groups*
- *Use assemblies, classroom time and meetings of staff and proprietors to maintain a high profile for our commitment to equality of opportunity and social inclusion*
- *Ensure that all sections of the school community, including parents, are aware of our commitment to equity for all, of our procedures for promoting these principles and for dealing with infringements; this involves ensuring that all sections of the school community have confidence in our arrangements for tackling all forms of bigotry, racial and other prejudice, discrimination, bullying and harassment*
- *Regularly monitor patterns of discipline, including any exclusions by pupil group and take any action necessary to ensure equity and inclusion*
- *Promote the value of linguistic diversity and celebrate the diverse language skills of the school community, including heritage languages*
- *Take steps to enable pupils to encounter a range of positive role models including those that do not conform to stereotypes of age, gender, ethnicity, disability and social class*

Community Engagement

The school is fully committed to promoting cohesion within the local community and wider UK and global society. Therefore, we will:

- *Communicate our core values and vision of inclusion and equality to the whole school community and the wider local community*
- *Ensure that as a school we have full and accurate knowledge of the backgrounds of our children and their families and of the main socio-economic features of our local community and its relationship with wider UK society, using this knowledge to inform our provision*
- *Ensure that all pupils have opportunities to engage with members of their local community, from contrasting parts of the UK and from countries around the world; at each level, reflecting the diversity of these communities*
- *Ensure that the school is aware of changing patterns of migration into and from the local community and take steps to engage with and support groups that are new to the community*
- *Take rigorous steps to ensure that all parents and carers regard the school as open, welcoming and accessible and explore all possible ways of engaging all parents and carers and involving them in the life of the school*

Extended Services

- *A variety of after school clubs run and managed by our parent association APEB are available until 5 pm during term time on full days, and until 2 pm on Wednesdays*
- *We run a “garderie”, after-school care service every day for an hour after school.*

Policy implementation

The school implements community cohesion in the following ways:

Leadership and Management focus on:

- *the leadership, values and ethos of the school;*
- *learning, teaching and the curriculum;*
- *learner support processes;*
- *the management of risks and responding to events;*
- *the relationship between the school and its community; and*
- *the evaluation of the progress being made.*
- *the importance of Secularity as a French bilingual school.*

As a school, we:

- *are part of the AEFE; this means that l'Ecole Bilingue is a secular school.*
- *reflect the major world faiths and communities*
- *teach knowledge of the UK, France and the world*
- *teach awareness and tolerance of differences*
- *use resources to support teaching that aim to reflect the diverse population of the school*
- *place a strong emphasis upon PHSCE with life skills and sense of community being taught throughout all curriculum areas*
- *include Curriculum activities which promote community cohesion*
- *have our SENCO working with staff to monitor children and map provision*
- *have tutors to help support and challenge children*
- *have Circle-time*
- *have a School Council*
- *have a range of after school clubs*
- *organise Special themed days*
- *organise visits for new entrants*
- *offer Music tuition*
- *organise musical performances*
- *plan and lead Assemblies*

Communication with and Participation of Parents and Carers is achieved through:

- *Helping parents to access information, providing support*
- *Parent volunteers helping in schools/with trips*
- *Parent-teacher consultations*
- *Using ClassDojo*
- *Inviting them to School Productions*
- *Inviting them to our School leavers' garden party*
- *Inviting them to our Christmas Concert and End of year Show*
- *Inviting them to a Coffee morning and Art Exhibition*
- *Involving them in the running or Sports Day*

Curriculum outside of school:

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- *children have opportunities for community visits these can include visits to public buildings, areas of historic or social interest*
- *all classes regularly take trips into the local community to learn about our surrounding community and to practice life skills*
- *parents receive information on topic areas and curriculum covered by the school so that they can continue to explore these areas with their children if they wish to do so*
- *curriculum areas are taught as topic so that the children can have the widest range of experiences when they are exploring their community i.e. links to PHSCE, humanities*

Examples of on-going offsite activities the pupils engage in:

- *Swimming/ visits to the leisure centre*
- *Visits to local shops*
- *Visits to local parks*
- *Community walks*
- *Residential trips in within UK and to France.*
- *Using public transport*
- *Visits from guest speakers/ workshops (Science/Art/Literature)*
- *Visits to or from the community fire service*
- *Educational visits*
- *Raising money/food to take to the local Food Bank*

The school aims to build up links with the wider community offering our children more experiences of socialising and integrating with a wider, more diverse group of people.

Risk assessments will be written for all offsite activities taking into account children and young people's behaviour support plans. Risk assessments will take into account levels of staffing required for offsite activities. The school is also able to organise its own transport if necessary.

Ref:

National Curriculum non-statutory guidance KS1/2

Initial Guidance KS1 and 2

LEA Guidance

Race Relations Amendment Act (2000),

Disability Discrimination Acts (1995 and 2005)

Sex Discrimination Act (1975 as amended by the Equality Act 2006)

Improving the spiritual, moral, social and cultural (SMSC) development of pupils, DfE, 2014