



Dream Believe Achieve

Inclusion Policy

September 2015

Inclusion

As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. The leadership and all staff endeavour to provide the appropriate provision for this to occur.

Policy statement

- a) In accordance with our Mission Statement and school values and school ethos we pledge:
 - To respect the equal human rights of all our children;
 - To educate them about equality; and
 - To respect the equal rights of our staff and other members of the school community.

- b) We will assess our current school policies and practices implementing all necessary resulting actions in relation to:
 - Ethnicity,
 - Religion or belief,
 - Socio-economic background,
 - Gender and gender identity,
 - Disability,
 - Sexual orientation, and
 - Age

- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
 - Ethnicity,
 - Religion or belief, and
 - Socio-economic background

Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

Community cohesion

Almost all our children are from a White British background; therefore we have adopted a more explicit approach to multicultural teaching and learning in order to prepare them for their diverse world, with many cultures and beliefs. The social context of the area indicates that we are in a disadvantaged and deprived area of Burnley. The proportion of children known to be eligible for free school meals is well above average. The proportion of disabled children and those with special educational needs is in line with national averages.

Responsibilities

One named governor Mrs Bullock, takes the lead, but the governors as a whole are responsible for:

- Drawing up, publishing and implementing the school's equality objectives
- Making sure the school complies with the relevant equality legislation; and
- Making sure the school Equality Scheme and its procedures are followed
- Monitoring progress towards the equality objectives and reporting annually

The Head Teacher is responsible for:

- Making sure steps are taken to address the school's stated equality objectives;
- Making sure the equality, access and community cohesion plans are readily available and that the governors, staff, children, and their parents and guardians know about them;
- Producing regular information for staff and governors about the plans and how they are working;
- Making sure all staff know their responsibilities and receive training and support in carrying these out; and
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- Promoting equality and community cohesion in their work;
- Avoiding unlawful discrimination against anyone;
- Fostering good relations between groups; and
- Dealing with prejudice-related incidents;
- Being able to recognise and tackle bias and stereotyping;
- Taking up training and learning opportunities.

Mrs H Kershaw and the Senior Leadership Team, are responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

Staff development

All staff are given equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

Publication and review

This equality scheme fulfils statutory requirements under the terms of legislation. As a public document, the school governors publish it by making it available on request and by being available for viewing on the schools website.

The scheme will be kept under regular review for three years and then replaced in September 2016.

Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter etc. at the end of each school year, i.e. July 2013, 2014 and 2015. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

How we conduct equality impact assessment

As a school we carry out rigorous monitoring and analysis of all children and their progress half termly, termly and annually so the Head teacher, SLT, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all children regardless of race, disability, socio-economic background, belief or gender. Through analysis by the Head teacher, SLT, SENCO and subject leaders we are aware of any groups or individuals who are not making at least expected progress.

Evidence of this process can be found in the Head teacher's office.

How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. From the monitoring and analysis of pupil progress including the monitoring of all identified groups.
- ii. From the following data- Raise on Line, Lancashire School Information Profile, schools own tracking system, pupil progress and teacher assessment records, assertive mentoring records and pupil files. SEN and behaviour files
- iii. And from involving relevant people (including disabled people) from the start in consultation and discussion

The evidence was then analysed in order to choose objectives that will:

- i. Promote equality of opportunity for members of identified groups
- ii. Eliminate unlawful discrimination, harassment and victimisation, and
- iii. Foster good relations between different groups in terms of
 - o Ethnicity,
 - o Religion or belief,
 - o Socio-economic background,
 - o Gender and gender identity,
 - o Disability,
 - o Sexual orientation, and
 - o Age

Equality objectives
To ensure that identified vulnerable groups of children achieve challenging targets and the gaps in attainment for these children are reduced. Children to make at least expected to good progress.
To raise attainment of Gifted and talented children throughout the school.
To improve the outcomes for children with special educational needs.
To improve the outcomes for those children identified as disadvantaged.
To increase the understanding and respect for different cultures and religions from their own.
To improve access and make positive reasonable adjustments for disabled children and disabled parents of the school.