

Equalities and Inclusion Policy

Aims

- To achieve the highest standards of teaching and learning for all irrespective of ethnicity, religious belief, age, gender, ability and disability or social background
- To encourage respect for and understanding of the beliefs, doctrines and personal circumstances of individuals
- To involve, as far as possible, representatives from diverse groups, within our catchment, in school life
- To consider when defining school policy and procedure the implications for different groups within our catchment
- To seek to promote the welfare in school of individuals who have specific physical, emotional, learning and religious needs
- To deal swiftly, effectively and firmly with comments and incidents which are detrimental to the well-being of others

Rationale:

Stoke Park Primary School promotes the value of achievement for all.

At our school we benefit from the diversity of experience that our children bring. We welcome differences and celebrate culture, respecting the needs of the individual, the group and the school community as a whole. We seek to share the different cultures represented here to inform and enrich.

We recognise the importance of enabling all our children and their families equal access, as far as possible, to the facilities and activities we have to offer. High standards are possible for all and we seek to ensure that our expectations are challenging whatever the level of intellectual or physical ability, gender, race or religion.

Some of our children and families may have unequal starting points and may need special attention and provision in order to work with others on a more equal basis. We seek to provide these opportunities.

Stoke Park Primary School recognises the principles of educational inclusion as:

- setting suitable challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment

Stoke Park Primary School is committed to providing an appropriate education for all of our children and aims to do so in a way that seeks to remove barriers to learning and to all aspects of school life and experiences.

It is our intention to engage the participation of all members of our school community in the life of the school including children, parents, staff, governors, neighbours and the wider community.

We see Inclusion as a core principal to all that we do rather than simply fulfilling a statutory responsibility. As a result the development of inclusive policies and actions is an on-going process within Stoke Park Primary School.

Our School

Stoke Park Primary School has a population of 210 children. 63% of pupils are of white British heritage. 11% of pupils are from other white backgrounds (predominantly Eastern European). 11% of pupils have Caribbean heritage and 7% of pupils have Asian heritage. The majority of pupils live in areas affected by high deprivation.

Definitions

We understand equality of opportunities to describe an environment in which no child or adult is prevented from taking a full part in the life of the school as a result of:

- Gender
- Physical needs
- Behavioural needs
- Learning needs
- Ethnic background
- Religious background

This will influence our approach to:

- Constructing and delivering the curriculum
- School ethos
- Involving parents and the local community
- School procedures
- Admissions
- Employment
- Access to facilities
- English as an additional language
- Staff Well-being

Responsibilities

Stoke Park Primary School is committed to achieving all relevant aspects of The Equality Act 2010, The Race Relations (Amendment) Act 2000, Special Educational needs and Disability Act 2001 and Gender Equality Duty 2006. We consider them to provide the crucial guidance that supports our whole school inclusive ethos.

In supporting these aims we ascribe to the principals of inclusion as expressed in The National Curriculum which are intrinsic to our curriculum practice.

The Governors will be responsible for:

- Reviewing all relevant policies and practices on the annual timetable. In doing so to be sure that Stoke Park Primary School complies with the general and specific duties, as set out in the Equalities Act, the Race Relations and SEN and Disability legislation.
- Ensuring all agreed policies, procedures and practice are implemented.

The Senior Leadership Team will be responsible for :

- Enabling staff to develop their understanding of their responsibilities in matters of equality and inclusion through appropriate training and support.

- Ensuring staff are aware of expectations regarding the implementation of inclusive policies and strategies in their practice particularly for children with low prior attainment and those who are disadvantaged.
- Ensuring issues of equality and inclusion are addressed within the PSHE and Citizenship curriculum.
- Developing practice through regular consultation and training.
- Taking disciplinary action against staff who discriminate or contravene school policies.
- Presenting this and all related policies, strategies or action plans to the governors and staff of Stoke Park Primary School.
- Overseeing the organisation of any available training, information and support as is deemed relevant to the successful implementation of equalities and inclusion practice.
- Ensuring that all relevant details regarding incidents of racism, racial harassment, bullying, verbal or physical abuse are recorded and reported to the LA as required.

All staff will be responsible for:

- Attending training and information events in order to remain informed and aware of their responsibilities regarding equalities legislation.
- Not discriminating on the grounds of race, disability, or other equality issues.
- Reporting or dealing with, as appropriate, any incidents of discrimination that they become aware of.
- Knowing how to identify and challenge bias and stereotyping in a proactive and positive manner.
- The promotion of race equality, disability equality and diversity through relations with pupils, staff colleagues, parents/carers and the wider community.

Teaching Staff will be responsible for:

- Ensuring that all pupils from all equality groups have full access to the curriculum.
- The promotion of race equality, disability equality and diversity through teaching and through relations with pupils, staff, parents/carers and the wider community

We give pupils the opportunity to be involved in issues of equality and inclusion practice through:

- School Council
- An inclusive curriculum
- Target setting
- PEPs
- IEPs

We give parents and carers the opportunity to be involved in issues of equality and inclusion practice through:

- Parents evenings
- Parent questionnaires and consultation
- Parent forums

All visitors and contractors are expected to abide by Stoke Park Primary School's policies and practices as agreed or where they are informed as to expectations.

School Practice

Attendance and admissions

- We apply the LA procedures for attendance and admission, taking regular advice from the Educational Welfare Service on our practice and procedures
- Annual reviews with the Educational Welfare Service are used to identify and monitor those children whose attendance falls below 90%. This list is monitored by equality groups.

Attainment, progress and assessment

- The attainment and achievement of children from equality groups is monitored on a bi-termly basis and discussed in pupil progress meetings 3 times a year between the class teacher and the SLT.
- Progress is tracked bi-termly and annually to identify trends over time, patterns of achievement and focus areas for targeted intervention/training/support to raise standards.

School Ethos

- At Stoke Park Primary School we actively promote inclusion and openly oppose all forms of discrimination through the teaching of issues in PSHE and citizenship, the sharing of weekly themes in school assemblies and modelling of the principles of equality and inclusion by adults in school.

Behaviour, discipline and exclusions

- Our Behaviour Policy includes whole school procedures that enable flexibility in the application of rewards and sanctions in order to ensure that disciplining and the management of behaviour is fair and equitable for all groups..
- The rewards and sanctions are monitored by ethnicity, gender and SEN on a termly basis to identify any disparity between equality groups and to search for any patterns or trends that need to be addressed.

Curriculum

- Lessons are often planned and delivered within a cross-curricular approach to ensure that pupils are provided with learning opportunities that draw on children's own their interests and provide them with new experiences.

Staff recruitment and professional development

- To ensure that we are inclusive and non-discriminatory in our recruitment procedures all new posts are advertised to a wide pool of applicants.

Dealing with issues

We take pride in the way in which our children work together irrespective of differences of religion, ability and social background. However, on occasions, racism, sexism and bullying do occur. We aim to tackle it by:

- Maintaining an ethos of respect and tolerance towards one another
- Providing a range of opportunities for children to work and create together in partnership
- Setting a good example ourselves with positive role models
- Recording and addressing all incidents that are reported – incidents of racism being separately recorded along with any actions taken
- Applying our behaviour policy and appropriate sanctions where rules are broken
- Working in conjunction with parents to discuss unhelpful attitudes and difficulties with social skills

This policy was ratified by the governors on

Signed _____ Chair of Governors