

Whole School Policy on Inclusion, Equality and Community Cohesion

Mission Statement

Upholding the basic principles of inclusion, equality and community cohesion is the aim of the whole school community at Bowsland Green Primary School. These principles are linked to the vision of the school and our core values and should be reflected both in our strategic and day to day work. This policy sets out the school's approach to promoting inclusion, equality of opportunity and community cohesion. It reflects not just our statutory duties but also our will as a school to promote the highest possible standards of positive participation and achievement for every pupil, parent, member of staff and governor. We will not just respect diversity and promote inclusion but also challenge unlawful discrimination in any form and be proactive in working to eliminate it.

Definitions

Inclusion: The right to participate fully in every aspect of school life and to achieve to the best of your ability alongside your peers whatever your individual needs.

Equality: Equal treatment and respect; the right to have the same access to a positive educational outcome as everyone else whatever your gender, race, religion, disability or social circumstances.

Community Cohesion: working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and the wider community.

Rationale

Through this policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socioeconomic background. The principles of this policy apply to all members of the extended school community—pupils, staff, governors and parents/carers.

Aims

1. To promote inclusion, equality of opportunity and community cohesion we will

- Apply whole school policy consistently and review every two years to ensure it does not disadvantage particular or vulnerable sections of the community
- Establish and maintain a high profile for inclusion, equality of opportunity and community cohesion (IECC)
- Relate all IECC issues directly to the school's values and ethos
- Provide opportunities for children and adults to learn to understand and respect differences of gender, race, religion, age, learning ability, physical disability and social circumstance
- Ensure our provision of curriculum and resources reflects the spiritual, moral, cultural, emotional and physical development of all pupils at the school and in wider society
- Monitor the progress of identified groups within the school to ensure that all children make social, emotional and academic progress whatever their gender, race, disability or individual needs
- Challenge all forms of prejudice and discrimination
- Monitor any instances of discrimination and work to ensure they do not happen again
- Ensure we adhere to recruitment and selection procedures for staff which are fair, equal and in-line with LA best practice.
- Aim that staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

2. To make inclusion, equality and community cohesion a priority for all those associated with the school including pupils, parents, teachers and governors we will

- Appoint members of the Senior Leadership Team to lead improvement work and monitor progress -currently it is Mrs Williamson and Mrs Whitaker
- Thread the issues of IECC into all our work with children and talk about them openly and positively within our value of respect

- Share the IECC policy with parents and governors on a regular basis
- Use the school prospectus to promote our vision of IECC
- Keep the whole school community informed of issues in termly newsletter items
- Keep Governors up to date through regular feedback from the Headteacher
- Ensure regular professional development activities are available for all staff members to support their practice in relation to this policy

3. To develop a framework which defines our approach to IECC we will work to meet our statutory obligations and our moral responsibility for equality for all through a focus on the following areas:

Inclusion

We aim to fully include children in school life whatever their gender, race, religion, age, ability or social diversity. We recognise that children are at different stages of development and have individual needs. We aim to meet these as far as possible within the classroom context; using intervention support outside the classroom where appropriate for short periods of time. The detail of provision for pupils with Special Educational Needs (SEN) can be found in our SEN policy.

Gender Equality

The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (eg. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls. We expect all boys and girls to participate actively in all curricular subjects and monitor this.

Race Equality

Our school respects the cultural diversity of our community and welcomes the enrichment that diversity brings. Alongside this, we acknowledge the Race Relations Act and the specific duty for schools to do more. We will not just respect and value differences between people but also acknowledge the existence of racism and take steps to prevent it. We will oppose all forms of racism, racial prejudice and racial harassment and be proactive in tackling and eliminating discrimination. We monitor racial incidents and provide support and sanctions, including exclusion, as part of our follow-up to them. The detail of provision for ethnic minority learners can be found in our ethnic minority achievement policy.

Disability Equality

The school will make every effort to ensure that no member of our community is disadvantaged as a result of their disability. We will not treat disabled pupils/staff/ parents less favourably than their non-disabled peers and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. The school is currently accessible for all disabled pupils and staff and we will improve the accessibility of the physical environment within the resources available in response to rising needs.

Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration including:

- the financial resources available
- the cost of taking a particular step
- the extent it is practicable to take a particular step
- health and safety requirements
- the interest of other pupils

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.

Community Cohesion

We will promote community cohesion by providing meaningful opportunities for children to interact with and learn from and about those from different backgrounds. Through our inclusive ethos and curriculum we will promote discussion of a common sense of identity and support diversity, showing pupils how different communities can be united by shared values and common experience.

4. To provide support, advice and guidance to pupils and parents we will

- Communicate promptly with parents if any instance of inequality has been identified in relation to their child
- Provide support for victims of inequality and their parents including referral to local support groups
- Explain sanctions clearly to perpetrators of harassment or bullying and their parents and follow-up with relevant support and advice, including referral to local groups.