



## **THE GREEN LEEK FEDERATION** **EDUCATIONAL INCLUSION AND EQUALITY POLICY**

### **1. INTRODUCTION**

The Green Leek Federation comprises All Saints Primary CofE Academy and Burton Green CofE Academy. This policy is an integral part of the Christian ethos of our school.

This policy helps to ensure that the aims statement is implemented for all the children in our school- regardless of their age, gender, ethnicity, attainment or background. In developing this policy governors and staff have due regard for the school's duties and obligations under the existing legislation concerned with sex discrimination, race relations, special educational needs and disability discrimination.

### **2. AIMS**

Our federation aims to be a fully inclusive. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys;
- Minority ethnic and faith groups;
- Travellers;
- Transient pupils;
- Asylum seekers and refugees;
- Children who need support to learn English as an additional language;
- Service children;
- Children with a disability;
- Children with special educational needs;
- Gifted and talented children;
- 'Looked After' children;
- Sick children, young carers and families under stress;
- Any children who are at risk of disaffection or exclusion.

### **3. LEADERSHIP**

We believe that our school is led and managed for the benefit of all our pupils. The responsibility for educational inclusion and equality in this school lies within the remit of the Head of the Federation and the Governing Body, who will ensure that all staff is clear about their responsibilities for implementing this policy.

We support all members of staff in carrying out their responsibilities for implementing this policy by:

- Making explicit the underpinning aims, values and attitudes of educational inclusion;
- Setting good examples and establishing role models for staff and pupils;
- Preventing and addressing sexism, racism and other forms of discrimination;
- Promoting racial harmony so that pupils know they are valued and important to the school;
- Ensuring that all pupils achieve as well as they are able to, both academically and in their personal development;
- Regularly reviewing our practices and procedures to ensure that we do not unwittingly create barriers for any particular group;
- Seeking and making provision for professional development for all staff in relation to educational inclusion and equality;
- Promoting the development of good relationships within and beyond the school.

### **4. PUPIL INDUCTION, GUIDANCE AND SUPPORT**

We ensure that all pupils, especially those at particular risk, are safe, that their welfare is safeguarded and that they learn effectively. We do this by:

- Providing an effective induction programme that ensures the needs of particular pupils and their families are met;

- Being well informed about the pupils' languages, cultures, values and customs;
- Being alert to cultural differences e.g. in manner and demeanour in pupils' expressing emotion;
- Making links with parents and carers (using translators if necessary) community organisations and other agencies that support children and their families;
- Supporting children 'looked after' by the local authority, young carers, sick children, pupils on the child protection register;
- Promoting good attendance and behaviour and working to eliminate all forms of oppressive behaviour;
- Investigating all reported incidents of bullying and harassment;
- Ensuring all pupils, staff and parents/ carers know our policy, procedures and practice relating to bullying and harassment;
- Supporting all pupils experiencing bullying or harassment;
- Setting up programmes and working with pupils and parents/carers to prevent disaffection and alienation;
- Working with pupils and parents to prevent exclusion.

We regularly monitor and evaluate how well our rewards and sanction systems work to ensure specific groups are not over-represented.

## **5. CO-ORDINATION**

The Head Teacher is responsible for the coordination of all aspects of educational inclusion and equality.

The coordinator has the following responsibilities:

- Know the pupils for whom she has specific responsibility;
- Know how well the pupils are doing in terms of attainment and achievement;
- Ensure that support is available if needed;
- Be in regular contact with specialist services where appropriate;
- Regularly consult with colleagues about the needs of these pupils;
- Disseminate information and support colleagues in evaluating the effectiveness of strategies designed to support learning and personal development of these pupils;
- Report on these pupils' progress to governors as and when appropriate.

## **6. CONTINUING PROFESSIONAL DEVELOPMENT**

We recognise the influence that staff has on pupils' development of attitudes and values. We therefore believe that it is important for all staff, including support staff and those involved in Extended Services, to have access to professional development and support that relates to educational inclusion and equality.

We identify a range of provisions that will meet their needs across a variety of roles and responsibilities. Areas of staff expertise and individual staff development needs are identified through performance management systems accessed by all staff.

## **7. CURRICULUM ORGANISATION AND PLANNING**

The Early Years Foundation Stage Framework and The National Curriculums are the starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges through a combination of curricular and individual target setting;
- Responding to children's diverse learning needs through differentiated provision within class and year groups;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils through early intervention provision;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children within and beyond the school day through Extended Services.

Educational inclusion and equality is achieved through a combination of planned opportunities and other whole school approaches:

- Discrete curriculum time:
- The subject curriculum;
- Out of school hours activities;
- Working in partnership across our federation;
- Working in partnership with schools in the Kenilworth Cluster to extend opportunities;
- General school ethos;
- Activities and events.

## **8. TEACHING AND LEARNING STYLE**

In order to meet the diverse learning needs of individuals and groups we are committed to planning and implementing a range of teaching and learning styles.

We aim to:

- Ensure that pupils understand the objectives of their learning experiences and to ascertain through discussion with them, how well these objectives are met;
- Use language that will be accessible for all pupils and give support to those who have additional language needs including the development of a 'Communication Friendly Learning Environment';
- Target support for individuals and groups which recognises specific needs and starting points;
- Challenge the 'Gifted and Talented' within school experiences and working in partnership with our cluster;
- Encourage pupil self evaluation of learning and ensure feedback is given in such a way as to ensure that high expectations are held of all pupils;
- Monitor participation of all pupils across a range of classroom activities and throughout all curriculum areas;
- Take positive action to provide opportunities for all pupils to enhance their IT skills bearing in mind the unequal distribution of facilities within the home environment.

## **9. RESOURCES**

The content of resources, the way they are used and the degree of access that pupils have to them can inhibit or support members of different groups in their learning experience at school.

We ensure that we use resources that:

- Show sensitivity to the various groups and cultures within society;
- Do not through the use of inappropriate images or stereotypes demotivate or offend pupils;
- Do not reinforce prejudiced views that some pupils may hold;
- Provide a wide variety of positive images especially of groups of people who are marginalised or discriminated against;
- Are modified to take account of the specific needs of individual pupils;
- Avoid language that cannot be understood;
- Are up-to-date and relevant to pupils of different ages and abilities;
- Are reviewed and updated regularly by subject leaders.

We ensure that resources are organised in a way that is open and freely accessible to all adults and that all pupils are able to access relevant materials for their use.

## **10. PARTNERSHIPS**

We value working in partnership with parents, carers and the wider school community and see this as an essential element of a fully inclusive school.

We continue to develop strategies that facilitate the support which can be given at home, particularly recognising barriers which may prevent involvement by some groups of parents.

We promote partnership working through:

- Home school contracts;

- Use of the local community as a resource;
- Parental access to the curriculum;
- Working with parents on an individual basis, pupil progress meetings and via curriculum evenings;
- Social events;
- Reporting to parents orally and in written form.

WE ensure separated parents are treated equally through:

- Letters home and emails sent to both parents;
- Provision for both parents to attend parents evening separately if requested;
- Involvement in meetings about a child's exclusion;
- Information Sharing;
- Parent Governor Elections.

Where necessary we will provide translation and interpreters for parents/ carers whose English language skills are limited. The school values and encourages the involvement and support of external agencies e.g. Inter Cultural Support Service.

We actively promote partnerships with the local and wider community, including a link with a religious, culturally and socially different primary school to ourselves, through visits out into the community and welcoming visitors into school.

### **11. EXTENDED SERVICES**

The Green Leek Federation is committed to providing out of hours activities before and after the school day.

We aim to:

- Plan a range of activities to provide for diverse interest needs of children aged 4-11years.
- Vary activities over the week and year to include active and relaxing opportunities;
- Ensure equality of access and opportunity for all pupils in our school community;
- Advertise all opportunities openly with criteria for booking that are clear, transparent and fair;
- Make opportunities affordable for all parents by charging in a way that enables us to meet costs, liaising with local trusts to support funding of some places, and enabling use of childcare vouchers and tax credits to pay for provision.

### **12. MONITORING AND EVALUATION**

Provision within the school day is monitored by the Senior Leadership team and results shared with Governors. Out of Hours provision is monitored by the 'Extended Services Coordinator and results reported to the Governors' termly.

### **13. DECLARATION AND REVIEW**

The Education Inclusion and Equality Policy in respect of All Saint's Primary School and Burton Green Primary School was agreed by the Full Governing Body in February 2017 and reviewed in March 2022.

Date of next routine review: February 2025

**Signed by:** Chair of Governors: Bal Kaur-Pierpoint

Headteacher: Andrew Morris