

'Growth through Jesus' love so that we learn, persevere, achieve and bear fruit together'



St Chad's
CE Primary

ST. CHAD'S C.E. PRIMARY SCHOOL

Inclusion and Equality Policy

2021-2022

Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness & Self-Control

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Introduction

St. Chad's Primary School recognises its legal duty under the Equality Act 2010 and our staff and governors are committed to giving every member of the school community the opportunity to achieve the highest standards in relation to the nine characteristics protected in law:-

- Age
- Sex
- Race
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Gender reassignment
- Disability
- Sexual Orientation
- Religion or belief

Aims

Our school aims to be an inclusive school.

At St Chad's we continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability.

This policy sets out our commitment to promoting equality and eliminating discrimination and harassment of any kind.

Managing Equality in Practice

Admission and Registration

The school adhere to LEA Admission Policy which does not permit sex, race, colour or disability to be used as criteria for admission. Pupils' names will be accurately recorded and pupils will be encouraged to accept and respect names from other cultures.

Discrimination

All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable. Staff should be aware of possible cultural assumptions and bias within their own attitudes. In all staff appointments the best candidate will be appointed based on strict professional criteria. Parents/carers should be aware of the school's commitment to equal opportunities.

Language

The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued.

Resources

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origin.

Inclusion

We achieve educational inclusion by continually reviewing what we do, by asking ourselves these key questions:

- Do all children achieve their best?
- Are there differences in achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. It builds on pupils' starting points and is differentiated to ensure equal access to the curriculum for:

- Children with special educational needs
- Children with disabilities
- Gender Equality
- More able children
- Racial Equality
- Children with English as an additional language
- Equal opportunities
- Looked after children
- Details regarding our policy for Special Educational Needs and Disability (SEND) are in our SEND offer

Teaching and Learning

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

- When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

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- Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area for which the child shows particular aptitude.
- Teachers are familiar with equal opportunities legislation covering race, gender and disability.
- We ensure equality of access for all pupils, and prepare them for life in a society of diverse cultures.
- We use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs.
- We challenge racial discrimination and stereotyping, and teach pupils how to recognise bias.
- We provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity.

Disability

The Disability Discrimination Act 1995 (DDA) and its amendments in the Special Educational Needs and Disability Act (SENDA) 2001 has significant implications for the school relating to all pupils or prospective pupils with disabilities. It is therefore 'anticipatory'.

The 2001 Act requires all educational providers to address disability equality and to anticipate and remove barriers to disabled pupils' participating. This Act gives disabled learners legal rights in their access to education.

The legislation combined with the Revised Code of Practice for SEN 2014, supports the needs of individual children. The legislation applies to the needs of pupils, families and carers, employees and visitors to the school.

St Chad's accessibility plan is reviewed annually by the Headteacher.

Equality for children with disabilities:

- In line with legal requirements, there will be no discrimination against children with special educational, pastoral or medical needs at the point of admission. Every opportunity will be taken to make children with such needs welcome in our school.
- Families of all children admitted to the school are made aware of our inclusive ethos.
- All school policies and procedures aim to promote inclusion of pupils with a range of learning needs.
- Our behaviour policy makes it clear that all forms of bullying are unacceptable. Clear, prompt and decisive action will always be taken to deal with any incidents of bullying such as name-calling or making fun of children who are different.
- Opportunities for staff training for teaching and support staff will be included in the school action plan, to increase awareness of disability, equality,

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supporting individual needs across the curriculum and dealing with specific health issues.

- All children will be encouraged to work together and support each other.
- The achievement of all pupils will be recognised and celebrated.

Improvement of Accessibility

- We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of resources available.
- Access to the School and Nursery by ramps and handrails
- Accommodation within the building ,by providing a toilet for disabled pupils
- Technology- resources selecting appropriate hardware and software
- In working towards these aims, the Governors and Staff of the school have written a 3 year Access Plan, which addresses inclusion issues relating to physical access, curriculum and learning and means of communication.
- The Disability Access Plan is based on a thorough audit of access in all these areas and will be reviewed annually. This plan is a legal requirement of the DDA and SENDA. All learners will be included at relevant levels of activity across the curriculum , with sufficient breadth and depth of opportunities.

Racial Equality

St Chad's values the individuality of all our children. We do not tolerate bullying or harassment of any kind.

This policy reflects the school's general and specific duties as detailed in:

- Race Relations (Amendment) Act (2000)
- Code of Practice on the Duty to Promote Race Equality (2001)
- Preparing a Race Equality Policy for Schools CRE(2002)

At St Chad's we:

- Strive to eliminate all forms of racism and racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial and ethnic groups

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Gender Equality

The Equality Act 2006 amends the Sex Discrimination Act to place a statutory duty upon schools when carrying out their functions, to have due regard to the need:

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity between men and women.

St Chad's aims to work actively to promote equality and foster positive attitudes to commitment to an education for equality.

We will do this by:

- Treating all those within the school community as individuals
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges stereotypes and prejudices.
- Encouraging everyone in our school community to gain a positive self image
- Having high expectations of everyone involved in the whole school community
- Promoting mutual respect and valuing each other's similarities and differences
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

British Values

These values are regularly promoted through high quality teaching, a diverse programme of collective worships and our behaviour policy. Fundamental British Values are also promoted through Spiritual, Moral, Social and Cultural (SMSC) development of pupils. This gives pupils opportunities to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

- Democracy is developed by listening to children's and parents/carers views.
- Rule of Law is taught to the children by them recognising the difference between right and wrong. Our behaviour policy is regularly shared with our pupils and our school council help to develop the policy.
- Individual Liberty is taught within our school every day. Children are encouraged to make choices, knowing that they are in safe and supportive environment to enable them to do well.
- Mutual Respect and Tolerance is built into our school ethos of having respect of ourselves and others. We are an inclusive school where everyone is valued.

EAL

St Chad's has a number of children who have particular requirements with regard to learning and assessment and these are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have linguistic skills similar to those of monolingual English speaking children.

The school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages. .

Additional provision for children who have EAL is overseen by our SENDCo. Extra support will be provided if necessary through the use of language cards and picture resources. Our SENDCo will assess pupils on their proficiency in English on their arrival to St Chad's.