

## Northchapel Community Primary School

### Equality and Inclusion Policy

<b>Review Date</b>	Autumn 2022
<b>Reviewed By</b>	D Coggin
<b>Approved By</b>	Teaching and Learning Committee
<b>Due for next review</b>	Summer 2026

### Rationale

This policy details the approach to ensure inclusion (which includes disability and disadvantaged families, equality in race, ethnicity, religion, gender and sexual orientation) at Northchapel Primary School and informs all other related policies. These policies are: Teaching for Learning, SEN information Report and Local Offer, Behaviour, Admission, Attendance, Gifted and Talented, School Access Plan and the School Development Plan.

- Our school values the individuality of all our children and staff.
- We are committed to giving all our children every opportunity to achieve the highest standards.
- Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children. All staff are responsible for dealing with incidents relating to racism, ethnicity, religion, gender, and sexual orientation and are able to recognise and tackle racial, ethnic, religious, sexual and gender related bias, discrimination and stereotyping. A careful note is made of any incidents in the School's 'incident book'. It is made clear to the offending children that such behaviour is unacceptable. If there are subsequent incidents parents are involved. Any racist symbols badges or insignias on clothing and bags are forbidden. Any graffiti is removed immediately.
- We value diversity amongst the staff. In all appointments the best candidate will be appointed based upon strict professional criteria. We will not unlawfully discriminate because of the Equality Act 2010 protected characteristics of age, disability, gender reassignment, marriage and civil partnership,

pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex or sexual orientation.

- The school is required to supply the LA with employment data related to racial groups employed within the school. The school is committed to attracting and developing a workforce on a basis of merit. The recruitment process will be monitored to ensure that there is neither ethnic nor any other bias.
- Learning diversity is recognised and planned for, any barrier to learning and participation is challenged and removed and all pupils are provided with equality of opportunity. The teaching and learning achievements, attitudes and well being of every pupil matter. This includes those with; disabilities; special educational needs; those whose families are under stress; Looked After children, Travellers, Asylum Seekers, Refugees; pupils who need support to learn English as a second language; young carers; gifted or talented and those who may be sick or at risk of exclusion or disaffection.
- Parents are involved in the education of their children and they are fully consulted and informed when special educational provision needs to be made for their child. This policy ensures that provisions of the Special Educational Needs and Disability Act 2001 and the SEN Code of Practice 2014 are in place in this school.
- Efforts are made to ensure the staffing of the school reflects the diversity of pupils. We seek ways to increase the school's ability to address the diversity of pupils needs. As children's needs are assessed appropriate training for staff is sought.

## The Curriculum

- This school provides a learning environment and curriculum that promotes motivation for learning, commitment to learning and an enjoyment of learning from every pupil.
- The school provides an inclusive curriculum where planning and differentiation is undertaken and monitored throughout the school in order to ensure that it considers the different learning styles and the range of diverse needs. Personalised learning enables staff to be responsive to the diverse needs of individual children. The curriculum is regularly reviewed.
- Clear procedures for identifying pupils with SEND are followed and PLP (Personal Learning Plan) targets produced with pupil and parental involvement. Our procedures are:
  - 1) parental concern raised with class teacher or pre-school supervisor;
  - 2) staff concern raised with SENDCo;
  - 3) SENDCo/headteacher liaise with outside agencies if appropriate;
  - 4) termly PLP review meetings with involved staff, parents and pupils.
- Teachers make regular assessment, evaluation and analysis of the assessment data to establish if pupils are making good progress.
- To ensure success for all strategies the following are used: differentiating the presentation of work, modifying the environment, modifying the demands and modifying materials.
- PSHE and Citizenship are implemented to minimise prejudice and isolation. Increasing emotional awareness and development is supported through the Educating for Safeguarding Curriculum in

order to promote equality and social inclusion, assemblies, Disability Week and the promotion of positive behaviour.

## **Admission, Attendance, Discipline and Exclusions**

- The School follows an Admissions Policy that does not permit, race, ethnicity, religion, sexual orientation, gender or gender reassignment to be used as criteria for admission.
- The school is committed to ensuring that all processes are fairly applied. If ethnic or other discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.
- Pupil and staff names are accurately recorded and correctly pronounced. We encourage our pupils to accept and respect names from other cultures. Registers are organised in alphabetical order or in year groups.

## **Language**

We view linguistic diversity positively at Northchapel. We are aware of the language and dialect spoken by the children and their families. These are very much valued within the school and can be used to enrich the curriculum and support learning. Children can use their home language in school so long as it does not exclude others. Provision for pupils requiring language support is sought from the Local Authority. Sexist, racist and other derogatory language is challenged and actively discouraged at Northchapel.

## **Dress**

Any school rules regarding appearance and dress are enforced sensitively and with respect for different cultures and traditions.

## **Resources**

Whenever possible, we ensure that the resources used in all curriculum areas are multi-cultural and non-sexist and reflect positively the diverse nature of our society.