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**St Paul's CE Primary School  
Inclusion policy  
2018 - 2021**

# Inclusion Policy 2018 - 2021

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## **Section 1: Inclusion Statement**

At St Paul's C.E. Primary School we are dedicated to meeting the individual needs of all our children.

We respect diversity and aim to provide an educational environment in which all our children can thrive. We promote inclusion so that all children can realise their potential in terms of academic and personal achievement. We provide support which is tailored to individual needs through our broad and balanced curriculum.

### **Definition**

- Successful inclusion should result in every pupil feeling safe, confident and happy at school.
- Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school – be that in lessons, during play or lunchtimes or when involved in any of our after school activities.
- Successful inclusion should promote every pupils belief in themselves as a learner and valued member of our school community.
- Successful inclusive provision at St Paul's is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

## **Section 2: Equality Duties**

We recognise and accept our statutory duties contained within The Equality Act 2010 and our responsibilities to:

- eliminate discrimination, victimisation and harassment
- promote equality of opportunity
- foster good relations.

We will ensure we identify opportunities for promoting our vision, our key aims and our duties on equality legislation across all aspects of school life, including the provision of extended services.

## **Section 3: Our approach to Equality: policy into practice**

St Paul's operates equality of opportunity in the day to day practice in the following ways.

### **3a) Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender disadvantage and disability and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

### **3b) Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **Section 4: Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

### **4a) Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and promote equality across all groups within our workforce.

Actions to ensure this commitment is met include:

- monitoring recruitment and retention including bullying and harassment of staff
- continued professional development opportunities for all staff
- senior Leadership Team support to ensure equality of opportunity for all.

## **Section 5: Equality and the law**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act 2000, Disability Equality Duty 2010 and Equality Act 2010.

### **5a) Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2011.

The General Race Equality Duty requires us to have due regard to the need to:

- eliminate racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups.

Under our specific duty we will:

- assess the impact of our policies, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils
- monitor the impact our policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

### **5b) Disability**

This section should be read in conjunction with the school's Special Education Needs and Disability Policy and Accessibility Plan.

## Definition of disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'

- substantial is defined as '*more than minor or trivial*'
- long term is defined as '*a year or more.*'

The Equality Act 2010 has also extended the definition of disability as follows:

- severe disfigurements
- impairments which are controlled or corrected by the use of medication, prostheses, or other aids (excluding spectacles)
- progressive symptomatic conditions
- a history of impairment
- people with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

## Legal duties

The Equality Act 2010 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering service:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share protected characteristics and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

Advancing equality of opportunity involves removing or minimising disadvantages suffered by people due to their disability, taking steps to meet the needs of disabled people where these are different from the needs of non-disabled people, and encouraging disabled people to participate in public life or in other activities where their participation is disproportionately low.

These requirements can be encapsulated into the two duties inherited from the Disability Discrimination Act:

- LESS FAVORABLE TREATMENT

Disabled children are entitled not to be treated less favourably than a non-disabled child for a reason relating to their disability, without reasonable justification.

- REASONABLE ADJUSTMENTS

Disabled children are entitled to have reasonable adjustments made with respect to admission arrangements or in the provision of education and associated services, to prevent them being placed at a substantial disadvantage, unless the refusal to make those adjustments can be justified.

## 5c) Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- promote equality between men and women.

Under our specific duty we will:

- prepare and publish our Equality Plan which covers the requirements of our Gender Equality Scheme, identifying our gender equality goals and actions to meet them
- review and revise this Scheme every three years.

## **5d) Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief or sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

## **5e) Disadvantaged pupils**

St Paul's is committed to raising the achievement of pupils eligible for free school meals or have been eligible in the last six years. The ongoing aim is to narrow the gap between children eligible for free school meals and those that are not.

We recognise that there will be pupils that do not qualify for free school meals that have similar needs. The school will ensure their needs are met. (See Pupil Premium policy)

## **5f) EAL**

This section of the policy reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by the Race Relations (Amendment) Act 2011

St Pauls recognises the importance of community languages in their own right and the ability of their speakers to acquire other languages.

We will:

- take into account each child's individual life experiences and needs
- recognise that children learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children
- encourage children to aim for the highest possible standards
- provide learning opportunities to enable all children to make good progress.

## **5g) CLA Children Looked After**

Children and young people become 'Looked after' either if they have been taken into care by the Local Authority or have been accommodated by the Local Authority (a voluntary care arrangement). Most CLA will be living with foster parents but a smaller number may be in a children's residential unit/home, living with a relative or even placed back at home with their natural parent(s).

St Paul's recognises that notionally, there is considerable educational underachievement of CLA compared to their peers. We are committed to narrowing the gap.

### **Key Measures**

- to ensure designated Teachers are nominated in every school
- to ensure Personal Education Plans (PEPs) are in place for all Children Looked After.

The Governing Body is committed to ensuring that Designated Teachers and staff are enabled to carry out their responsibilities effectively.

## **Section 6: Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- feedback from the annual parent questionnaires, parents' evening questionnaires, and parent forum meetings
- input from staff surveys or through staff meetings / INSET
- feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school
- issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- feedback at Governing Body meetings.

## **Section 7: Roles and Responsibilities within our school community**

Our governing body will:

- ensure that the school is fully inclusive to pupils and responsive to their needs based on race, gender, disadvantage and disability
- ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disadvantage or disability
- ensure that no child is discriminated against whilst in our school on account of their race, sex, disadvantage or disability
- take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils
- welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability
- support the Headteacher in implementing any actions necessary to meet the aims of this policy
- inform and consult with parents about the policy
- evaluate and review the policy.

Our Headteacher will:

- ensure the principle of equal opportunity and respect is embedded in the school's ethos
- ensure that all staff, parents/carers and pupils are informed about the Inclusion policy
- ensure staff have access to training which helps to implement the policy
- develop partnership with external agencies regarding the policy so that the school's actions are in line with the best possible advice available
- monitor the policy and report to the Governing Body
- ensure the Leadership Team is kept up to date with any developments affecting the policy or actions arising from it
- ensure all visitors to the school are adhering to the school's commitment to equality.

Our school staff will:

- be fully aware of the Inclusion Policy and how it relates to them in their day to day practice
- support each other in promoting an inclusive and collaborative ethos in school
- challenge any incidents of inappropriate language and behaviour
- respond appropriately to incidents of discrimination, victimisation and harassment, recording incidents and reporting them to the Headteacher
- voice any concerns or training requirements.

Our pupils will:

- have a responsibility to themselves and others to treat each with respect, to be valued and to speak out if they witness or are subject to any inappropriate language or behaviour
- be involved in the ongoing development of the scheme through the curriculum and school council.

Our parents/carers will:

- be given opportunities to become involved in the ongoing development of the policy
- have access to the Inclusion Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the policy
- be informed of any incident related to the scheme which could directly affect their child.

## **Section 8: Responding to equality-related incidents**

We recognise that prejudice-driven victimisation, harassment or bullying behaviour is underpinned by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

Harassment on account of race, gender, disability, faith/religion/belief, disadvantage or sexual orientation is unacceptable and it is not tolerated within the school environment. All staff are expected to deal with discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to pupils' individual circumstances. Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to class teacher/ Headteacher where necessary. All incidents are reported to the Headteacher and racist and homophobic incidents are reported to the Governing Body.

### **What is a discriminatory incident?**

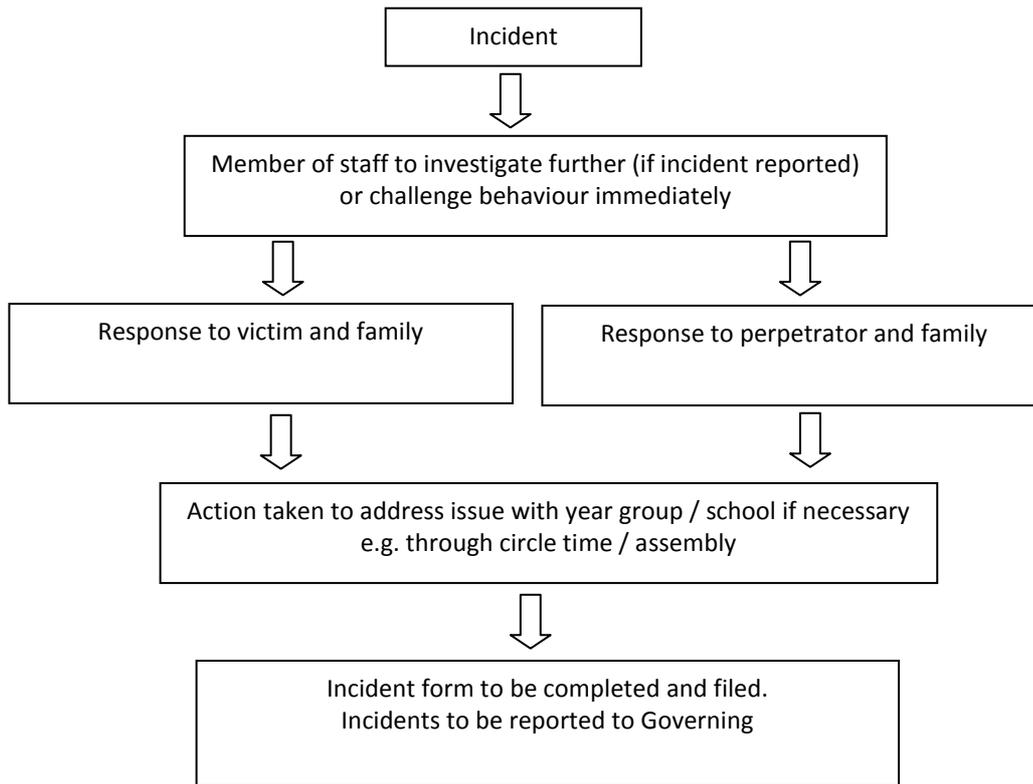
Harassment or victimisation on the grounds of race, gender, disability, faith/religion/belief, disadvantage, sexual orientation or other factors such as socio-economic status, can take many forms. The Stephen Lawrence Inquiry Report (1999) stated that a racist incident can be defined as: 'any incident which is perceived to be racist by the victim or any other person'. This definition can extend to cover discrimination, victimisation or harassment for all people covered under one of the protected characteristics.

### **Types of discriminatory incidents that can occur are:**

- physical assault against a person or group
- use of derogatory names, insults and jokes
- graffiti that victimises, harasses or discriminates against a person or group
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- bringing discriminatory material into school
- verbal abuse and threats
- incitement of others to discriminate or bully a person or group
- discriminatory comments in the course of discussion
- attempts to recruit others to discriminatory organisations and groups
- ridicule of an individual for difference e.g. food, music, religion, dress etc
- refusal to co-operate with other people on grounds of race, gender, disability, faith/religion/belief or sexual orientation.

Responding to and reporting incidents:

It should be clear to pupils and staff how incidents should be reported. All staff should view dealing with incidents as vital to the well-being of the whole school.



## **Section 9: Complaints Procedure**

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the school's complaints procedure.

Complaints by staff will be dealt with under the Discipline, Grievance & Related Issues policy as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority Procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the Single Equality Scheme.

## **Section 10: Review of progress and impact**

The Inclusion policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our policy.

We have used our existing policies to inform our Inclusion policy. These include

- Disability Equality Scheme
- School Improvement Plan
- School Admissions Policy
- School Inclusion and SEND policy

- Accessibility policy
- Anti-Bullying policy
- Pupil Premium policy

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender, disadvantaged and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

Headteacher: .....

Chair of Governors:.....

Date:.....

Review Date:

## **Appendix 1: Check list for school staff and governors**

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- Is information collected on race, disability, disadvantaged and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions and staff training. Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability, disadvantaged and gender? Are there trends or patterns in the data that may require additional action and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

## Appendix 2: School Profile, Values and Vision

St Paul's is a Voluntary controlled, Church of England Primary school where high priority is given to maintaining links with the church, parish and the wider community. The work and ethos of the school sets out to encourage an awareness and respect for all and to promote inclusion.

### School Data Matrix: St Paul's CE Primary School

#### Summer Term 2017

	Summer Term 2017	Overall Academic Year 2016/2017
NOR	349/354	
Reception – Year 6	310	
Nursery	39	
Free School Meals	37	
Ever 6 Free School Meals	74	
<b>Attendance</b>	<b>4.6%</b>	<b>5.2%</b>
<b>Persistent Absentees</b>	<b>9.2% (32)</b>	<b>9.2% (32)</b>
Mobility:		
♦ In	8	
♦ Out	10	
♦ Vacancies	5	
Exclusions:		
– Fixed term (incl no of days)	0	
– Permanent	0	
SEN:		
Educational Healthcare Plan	6	
SEN Support	29	
Statements	0	
LAC (Looked After Children)	0	
Racist Incidents	0	
Bullying Incidents	0	
Homophobic Bullying	0	
Child in Need	2	
Children with EAL	88	

#### Staffing:

Name	Resignation/Appointment	Post	Status	wef
Mary Bailey	Appointment 01/09/17	Teacher		
Munira Kapacee	Appointment 18/04/17	Teaching Assistant		
Jenny Anderson	Appointment 01/09/17	Teaching Assistant		
Sarah Hynes	Resignation 31/08/17	Teacher		
Daniel Richmond	Resignation 31/08/17	Teaching Assistant		
Joe Wilson	Resignation 31/08/17	Teaching Assistant		
Harriet Hamilton	Resignation 31/08/17	Teaching Assistant		
Liz Kidd	Resignation 31/08/17	Teaching Assistant		
Curtus Kennedy	Resignation 31/08/17	Teaching Assistant		

#### Autumn Term 2017

Ethnicity	Percentage of Staff	Male	Female
Any other ethnic background	3.85	0	3.85
Asian or Asian British, Bangladeshi	1.92	0	1.92
Asian or Asian British, Indian	1.92	0	1.92
Asian or Asian British, Pakistani	3.85	0	3.85

Black or Black British, Any other Black background	5.77	0	5.77
Chinese	1.92	0	1.92
White British	67.31	3.85	63.46
White Irish	3.85	0	3.85
White any other background	3.85	0	3.85

Category of Staff	Any other ethnic background		Asian or Asian British, Bangladeshi		Asian or Asian British, Indian		Mixed, White and Black Caribbean		Asian or Asian British, Pakistani		Black or Black British, Any other Black background		White British		White Irish		White any other background		Chinese	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Teachers									5.5%				66.7%	5.5%	11.1%		5.5%		5.5%	
Site Staff													100%							
Lunchtime Organisers	18.1%				9.1%				9.1%		9.1%		45.45%				9.1%			
Admin													100%							
Teaching Assistants								5.56%			11.11%		77.78%							

Appendix 3 Accessibility Action Plan

**Appendix 3 Accessibility Action Plan 2018 - 2021**

Item	Action	Who is responsible for implementing & monitoring	Timescale	Cost £
Physical Access	<p><b>Parking:</b> To ensure school is accessible through ensuring that the visitors' car park is only used by holders of a blue badge or holders of a temporary parking permit.</p>	Leadership Team	Ongoing	Staffing Costs
	<p><b>Building:</b> Yellow lines to be added to the stairwells to make the steps more visible.</p>	SBM		£1,000
	<p><b>Hearing Loop:</b> To update the loop system.</p>	SBM		£1,000
	<p><b>Physio Room &amp; Hygiene Suite &amp; Sensory Room:</b> To be kept useable and safe for the physical and medical needs of pupils. Service of equipment (beds/lifts/hoists) bi-annually.</p>	SBM		£300
Curriculum, Equipment & Aids	<p><b>Resources:</b> Increase resources to support accessibility. To purchase books, fiction and non fiction, equipment/ICT and play resources to promote awareness and accessibility.</p>	Leadership/SMT	Ongoing	Ongoing Costs
	<p><b>Raising Awareness:</b> To invite adults with physical disabilities into school to raise awareness and promote disability e.g. to invite positive role models into school to lead assemblies or support the</p>	SMT	Ongoing	Ongoing

	<p>curriculum. One Voice. Whole School Awareness day. Focus Weeks/days &amp; assemblies.</p> <p><b>Specialist Resources:</b> Following recommendations from outside agencies.</p> <p><b>Training:</b> Training from sensory services and outreach.</p> <p><b>Learning Environment:</b> <i>Adapting Furniture</i> - Individual work stations (desks/chairs/working area/classroom layouts/reasonable adjustments for every child to access the curriculum)</p> <p><b>Communication friendly school environment:</b> Photographs, labels. School layout, signs.</p>	<p>SENCO/Class Teacher / Teaching Assistant</p> <p>SENCO/Class Teacher / Teaching Assistant</p> <p>SMT/Class Teacher</p> <p>SMT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Ongoing Costs</p> <p>Ongoing Costs</p> <p>Ongoing Costs</p> <p>Ongoing Costs</p>
Communication	<p><b>Website:</b> Availability of written material in alternative formats when specifically requested. School website has google translate for parents preference.</p> <p><b>Groupcall:</b> For parents/carers with additional needs (Hearing Impaired/translates to parents preferred language)</p> <p><b>Interpreter Services:</b> Used for parent meetings when required.</p>	<p>Leadership Team</p> <p>SBM</p> <p>DH – SENCO /VN – Office</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>£500</p> <p>£500</p> <p>£500</p>

	<b>Parents with poor literacy/IT skills:</b> Support from family worker.	Family Worker/SENCo/Officer	Ongoing	Ongoing
Training	<b>Staff:</b> Ensure all staff are have all the relevant training to carry out the roles and responsibilities, e.g. Manual Handling, First Aid.  Whole staff annual induction meeting regarding SEND children.	DH – SENCO  SENCO	Ongoing  Ongoing	£500
Audit & Review	Leadership Team to review the plan each term to monitor and evaluate the actions set out above.	Leadership Team	July 2019	

