



Inclusion

Contents:

1. **Inclusion**
 - Definition
 - Rationale
 - Objectives

2. **Our Procedures for Dealing with Harassment, Discrimination or Prejudice**
 - Definition
 - Dealing with Incidents

3. **Roles and Responsibilities**
 - Governors
 - Headteacher
 - Staff
 - Parents
 - Pupils

4. **Monitoring**

NB: Our Inclusion policy should be read in conjunction with our:

- SEND policy
- More able pupils policy
- Pupil Premium Policy
- Equality Information and Objectives
- Tackling Extremism and Radicalization
- Anti-bullying including cyber bullying, homophobic bullying and racial incident procedure

Inclusion

Inclusion is a term used to describe the process of ensuring equality of learning opportunities for all children and young people. It is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusion is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of the school.

Inclusion focuses particularly on those groups of children who have historically been marginalised or who have under-achieved. Inclusion does not mean that all learners necessarily learn the same way or together, but that practices are adapted to take account of all learners' individual needs.

Rationale:

At Peover Superior we are an educationally inclusive school, in which the teaching and learning, achievements, attitudes and well-being of every young person matter. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We are committed to providing an appropriate and high quality education to each child. We believe that all children, including those identified as having special educational needs and / or disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Peover Superior is committed to inclusion. We aim to engender a sense of community and belonging. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. For example, we are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Objectives

1. To ensure equality of opportunity for each child to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
2. To seek to eliminate harassment, prejudice and discrimination against any child or person
3. To prepare each child for life beyond Peover Superior Primary School, socially and academically, equipping our pupils to live and thrive alongside people from many different backgrounds.
4. To recognise the needs and talents of each pupil, ensuring effective identification and assessment of children's needs and provide early intervention.
5. To ensure the school complies with the following equality legislation and relevant Codes of Practice and that they are implemented effectively throughout school:

The Education Act 1996

The Education and Inspections Act 2006

The Equality Act 2010

The Special Educational Needs and Disability Regulations 2014

6. To ensure all members of school community feel secure in the knowledge that harassment, prejudice and discrimination will not be tolerated

7. To maintain a climate in school where pupils feel confident that they can confide in a member of staff and that the allegations will be taken seriously and fully investigated
8. To have agreed procedures for all staff for the investigation and recording of suspected incidents of harassment, prejudice and discrimination which are consistent throughout the school
9. To have strategies to help and support both the victim and the perpetrator to equip children with life skills to live harmoniously in society
10. To teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
11. To provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.
12. To provide an educational environment, enabling disabled pupils to take advantage of a full education and associated opportunities

Roles and Responsibilities

The Inclusion Policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting equality and raising the achievement of all pupils is the responsibility of the whole school staff.

Governors

The governing body of the school has agreed this policy and receives reports from the Head teacher on a termly basis.

Head teacher

The Head teacher is responsible overall for:

- dealing with discrimination related incidents.
- making sure the equality objectives are readily available and that the governors, staff, pupils, and their parents and carers know about them.
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related bullying.

Staff

All staff are responsible for:

- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good relations between people from different groups;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender (including issues of transgender, maternity and pregnancy), religion or belief, and sexuality;
- taking up training and learning opportunities.

The details of this policy are part of the induction training for new members of staff.

Parents

Parents are seen as partners involving/supporting/encouraging and praising all children. Parents are involved and kept informed about their child's progress and are given opportunities to meet to discuss this with the class teacher. Parents are invited to both formal and informal meetings about their child. All actions concerning a child are only carried out with full parental consent. Where access arrangements for parents due to issues such as language barriers, physical disabilities etc, we work to try to ensure they are fully included in parents/carers' activities.

All parents are expected to have good attitudes towards all members of the school community, avoiding discrimination against anyone for reasons of ethnicity, disability or gender;

Pupils

- All pupils are expected to have good attitudes towards other children, avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
- Fully participate in all learning opportunities re equality

Monitoring

- Analyse our own data on pupil progress to:
 - Ensure individual needs are being met and take further action where necessary
 - Highlight any differences between pupils from different groups
 - Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different groups.
 - Take action to make improvements.
- Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead
- Use responses from pupil and parent questionnaires to monitor the impact of our work on Inclusion

Dealing with complaints

- Any complaints will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.