



MARLBOROUGH PRIMARY SCHOOL AND NURSERY

INCLUSION POLICY

(Incorporating Equal Opportunities and Race and Gender Equality)

Introduction

Marlborough Primary School and Nursery serves a diverse community in terms of its social, economic and ethnic characteristics; this is also reflected in the profile of the learners and staff. All members of the school community will have unique contributions to make, which may be derived of or expressive of their gender, physical, emotional and/or learning needs, sexuality, ethnic, cultural, religious, social and economic backgrounds. These contributions and differences should be used to enrich the learning experiences of the whole group and promote an inclusive educational setting but never to restrict access or opportunity.

Aims

- To provide a safe and secure learning environment in which all its members and visitors are respected and valued
- To ensure high expectations and inclusion of all learners and enable them to fulfil their potential regardless of their individual, social and personal characteristics or circumstances
- To promote inclusion, positive values, good behaviour, high attendance and a sense of pride and belonging
- To make significant contributions towards community cohesion

Objectives

- To monitor, evaluate and narrow any gaps in progress, achievement and attainment between learners of different genders, those with different developmental needs and pupils from different social, economic, cultural, religious and ethnic backgrounds
- To engage with and encourage the involvement of parents/carers from all ethnic and social groups in the development of the school and in supporting their children's learning
- To promote equal opportunities, race and gender equality awareness among all members of the school community and as an integral element of the curriculum
- To challenge negative behaviours derivative of racial or other discrimination based on the personal characteristics of an individual
- To monitor, evaluate and reduce the number of racist incidents

Inclusion, Equal Opportunities and Personalisation

- An inclusive educational experience describes the process by which a school responds to all learners as individuals and refines its structures, curriculum and the allocation of resources in ways which to enhance equality of opportunity for all. Inclusion is also defined in the way a school responds positively to diversity and celebrates difference. The learners, staff and other stakeholders are 'included' when they are viewed as an equal member of the community.
- Equality of opportunity is determined by the way teachers deliver effective learning experiences for all pupils. We recognise that this will not necessarily mean treating all children 'equally' or result in every child achieving the same way. The promotion of equal opportunities and inclusion focuses on tackling barriers to learning in order that all pupils can fulfil their potential.

Main Responsibilities

Governors

- Ensuring that the school complies with relevant legislation and conducts regular policy review
- Monitoring the full implementation of the policy and any related procedures including the reporting of racial incidents, adherence to the school's admission policy
- Ensuring that the Inclusion Policy is taken into account within other areas of responsibility e.g. staff and governor recruitment and the development of the school improvement plan

Headteacher and the School's Leadership Team

- Leading the development and implementation of the policy and the curriculum
- Ensuring that the policy is readily available and brought to the attention of stakeholders
- Monitoring and evaluating the impact of the policy and reporting back to governors
- Ensuring all staff members and learners are fully aware of and discharge their responsibilities
- Taking appropriate action in response to any incident of discrimination or harassment
- Providing on going opportunities for the continuing professional development of staff
- Challenging negative behaviours derivative of unreasonable discrimination

Assistant Headteacher for Inclusion

- Encouraging and supporting all teachers and learning support assistants in helping all vulnerable learners to fulfil their potential
- Overseeing and monitoring personalised provision for children with Special Educational Needs and those learning English as an additional language

Teaching Staff – including specialists

- Dealing appropriately with any incident of discrimination or harassment involving the learners and in accordance with our behaviour management policy
- Supporting the monitoring and evaluation of the policy
- Delivering and facilitating fully inclusive curricular and additional curricular opportunities for the learners including those with Special Educational Needs
- Helping all the learners understand the importance of issues pertaining to equality, inclusion and citizenship
- Challenging negative behaviours derivative of unreasonable discrimination

Support Staff

- Understanding and supporting the implementation of the policy
- Reporting any incidents of discrimination or harassment to an appropriate line manager

Learners

- Understanding and respecting the principles and values of the policy
- Conducting themselves in ways which support the principles of the policy

Parents and Carers

- Understanding and respecting the principles and values of the policy
- Supporting the ethos and values of the school and providing appropriate support and guidance for their children

Visitors and Contractors

- Conducting themselves in ways which support the principles of the policy

Learning and Curriculum

The curriculum in all Key Stages should include regular opportunities to recognise and celebrate diversity, promote good citizenship, equality and respect. All year groups will also focus on developing the personal, social and emotional capacity of the learners. Whole school themes pertaining to inclusion will be delivered through assemblies and related class-based activities according to the Social and Emotional Aspects of Learning (SEAL) initiatives e.g. new beginnings, getting on and falling out, going for goals, relationships, say no to bullying and good to be me.

The school will provide opportunities for the children to engage with positive role models from each gender and ethnic minorities and further celebrate diversity through special occasions, festivals and assemblies covering events such as Black History Month, Eid-ul-fitr and Diwali. Teachers will be expected to identify and address underachievement of specific groups by ensuring high expectations for all, engaging in partnership with parents and carers and modifying learning activities where appropriate.

The school will also act to encourage boys and girls to learn from the generic strengths of each gender and provide learning opportunities that encourage the development of self reflection and assessment, problem solving, risk taking within a safe environment, creativity and key elements of healthy competition. Teachers will guard against any unnecessary stereotyping, groupings such as undertaking of tasks and activities according to gender e.g. boys only football teams

Representation

Within a framework of good practice in terms of equal opportunities, the school will promote the representation of stakeholders from different backgrounds on the staff, governing body and parent/carer consultation groups. This will be achieved by actively encouraging and welcoming job applications, offers of support, involvement and membership. Such representation will be closely monitored and the impact evaluated.

Learning English as an additional language (EAL)

The school will endeavour to provide appropriate support for all children who are learning English as an additional language. Specialist teachers will be employed to support the class teachers in providing resources, delivering suitable learning activities, monitoring and evaluating progress, planning for improvement and celebrating the diverse range of languages spoken by all members of the school community.

Special Educational Needs/Disabilities and Vulnerabilities

The school will continue to do its utmost to meet the complex needs of vulnerable children and those identified with Special Educational Needs / Disabilities according to the Code of Practice. Our Assistant Headteacher with responsibility for inclusion will support the teaching staff in providing an appropriate learning environment and learning activities. They will also support teachers in terms of liaising with relevant agencies such as educational psychologists, social care workers and early intervention teams.

Parental and Community involvement

The school should continue to provide regular opportunities for parents and carers to have a voice by making suggestions, generating ideas, raising concerns and sharing issues. This will be facilitated through the contribution of our parent governors, regular meetings of our parent representative group, opportunities for parents/carers to engage in learning workshops, help in the school and give feedback through an annual questionnaire. In addition our parent/staff association 'Friends of Marlborough' will continue to organise and facilitate events which help to promote community cohesion such as the summer fair.

The school will also aim to extend community involvement through the sharing of facilities, the development of our Children's Centre and encouraging members of the community to support children's learning.

The children will also be encouraged to make positive contribution to the local and wider communities through activities such as charity fundraising, preparing harvest gifts, performing to the elderly at Christmas and undertaking projects agreed by the school's council.

Behaviour Management including Monitoring Racial Incidents

In accordance with our behaviour management policy and relevant legislation the school will continue to implement behaviour management strategies and monitor racial incidents. These are to be reported to the Local Authority and the Governing Body on a termly basis. The Leadership team and Governing Body will also monitor and evaluate any trends in terms of pupil behaviour and exclusions according to characteristics and groupings. This information will be used to help the school to plan for improvement.

Conclusion

In order to provide positive outcomes for all the learners in our school it is vital that all stakeholders support our shared values and make positive contributions towards our aspirations. This policy provides a framework through which this could be achieved. However it is also essential that the school remains proactive in terms of identifying any significant changes to the characteristics of the community and the learners and that we can quickly adjust to these changes to maximise the potential of our pupils.

This Policy was:

- Written on 11.09.12
- Amended on 26.04.16
- Reviewed on 05.04.16
- Fully adopted at the Full Governing Body Meeting TBC

This Policy will be reviewed in Summer Term 2018 or earlier in the event of new legislation.

Gary Murrell – 29.04.16