

| | | Date | Review Date |
|-----------------|-------------------------|------------|-------------|
| Written by | Melanie Hawe | 11/2020 | 11/2022 |
| Reviewed by | Anna Hulme {re-written} | 02/03/2022 | 02/03/2024 |
| Reviewed by | | | |
| Signed by (Gov) | Michael Squire | 25-10-22 | |

Inclusion Policy

Equality is about the fair treatment of everyone and often linked to the legislative framework in the UK, The Equality Act 2010.

Diversity is the mix of people.

Inclusion is the culture in which the mix of people can come to work, feel comfortable and confident to be themselves, work in a way that suits them and delivers your business needs.

Inclusion will ensure that everyone feels valued and importantly, adds value. 2022 Inclusive Employers Inclusive Employers is a trading name of Inclusive Employers Limited

School Aims and Implementation

Intuition School aims to enable all students the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable students to acquire the skills, knowledge, and concepts relevant to their future
- Promoting an ethos of care, mutual respect and support, where effort is valued, and success celebrated
- Enabling children to become active, responsible, and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and exceptional attainment;
- Providing high quality curriculum entitlement and a high quality learning environment;

Promoting Intuition School's Student Agreement to enable the children to value themselves and each other:

Student Agreement

- Value everyone's right to learn {Your's too}

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- Use appropriate language to all
- Stay in the correct zone
- Look after school property
- Respect everyone's personal space

Inclusion Policy Introduction

'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'

Index for Inclusion – Booth and Ainscow 2000

- 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 their play or lunchtimes or when involved in any of our Extended School activities. Successful inclusion should promote every child's belief in themselves as a learner and valued member of our school community.
- Successful inclusive provision at Intuition School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

Meeting Diverse Needs

At Intuition School we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.

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- Tracking each child's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Need or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a child with their parents or carers and then seeking to work together with them, for the good of the child.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each child.

C. Potentially vulnerable groups

There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND)
 - Pupils whose home language is not English (EAL)
 - Pupils who are Gifted, Able and/or talented (GAT)
 - Pupils with physical or sensory impairments
 - Pupils whose families may be Asylum Seekers or Refugees
 - Pupils from Traveller families
 - Pupils who might be subject to abuse or harassment, for whatever reason
 - Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
 - Pupils who are young carers
 - Pupils whose family are in crisis or under great stress
 - Pupils at risk of significant harm
 - Pupils with poor attendance
 - Pupils who are at risk of disaffection and exclusion from school.
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D. Promoting and Supporting Inclusion

Our school values the individuality of all of our students. We are committed to giving everyone, every opportunity to achieve the highest of standards. We do this by taking account of students' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all of our students. The achievements, attitudes and well-being of all our students matter. This policy is intended to help to ensure that this school promotes the individuality of all students, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

In order to accommodate the individual's particular learning style, lessons will be planned, whenever possible, in a multi-sensory way, so that various activities will cater for all students in the spirit of inclusion. There will also be consideration of how to record lesson outcomes so that a student is offered a variety of methods and is not inhibited by any specific difficulty. Support is also available from our Learning Coaches.

All students are encouraged and taught to feedback their views as part of our "Assessment for Learning". These outcomes and opinions may be indicated in visual, auditory or kinaesthetic ways.

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all students and adults, giving due regard to groups with 'protected characteristics' in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

1. Principal and our Governing body:

- a) Responsibility for making Intuition School a truly inclusive school lies with the Principal and the Governing Body of the School.
- b) We aim to promote Inclusion at Intuition School through all of our policies, systems and practices.

2. Personalising the Curriculum

- a) School Leaders at all levels; including our teachers and Learning Coaches and Governors, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the School.

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b) The School currently uses the National Curriculum (2014), to support the staff, at all levels, in planning the formal curriculum.

c) The School has a long term Curriculum Map which is used by individual teachers to plan appropriate, differentiated activities for all pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individual needs.

d) School Leaders also ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes the variety of Extended Schools activities that are offered and break and lunchtime activities.

e) All members of the School Community are expected and encouraged to adopt behaviours which support the School's Inclusive ethos within both the explicit and hidden curriculum.

How will we monitor inclusion?

Every staff member is responsible for inclusion. However to ensure we are successful the following strategies will be used

- Regular tracking of pupil attainment through termly target setting meetings
- Monitoring and assessment schedule
- Termly review of provision management with the Senior Management and teachers to discuss progress of pupils receiving interventions
- Annual reviews for all pupils with an Education Health and Care Plan (EHCP)
- Review of targets in English and maths
- Lesson observations
- Talking to children and parents
- Teacher assessment
- SAT tests
- Monitoring teacher's plans and children's work

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Anna Hulme, the school's SENCo, leads in co-ordinating support and provision for children who are targeted or require specialist Special Educational Needs (SEN) provision; including support from outside agencies.

The SENCo monitors, advises, evaluates and plans for the development of inclusive practice and provision for targeted or SEN pupils across the school.

Teachers

- a) All students at Intuition School spend the majority of lesson times being taught alongside their peers. Teachers take the lead role in managing and creating the classroom environment.
- b) Teachers have overall responsibility for the planning and delivery of lessons to their class. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher by means of a School Support Plan. Parents are informed by their child's teacher of any additional or different provision being made for their child. **We seek to implement this policy when designing schemes of work, both in our choice of projects to study, and in how we approach sensitive issues. For example, our Curriculum Maps include examples of the significant contributions people from all over the world have made to shaping Britain's history and economic progress. When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.**
- c) Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class.
- d) Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents and colleagues.

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Learning Coaches

- a) Learning Coaches work with individual or groups of pupils during lessons to support pupils' learning and promote their well-being. The work of a Learning Coach is directed by the teacher during lessons.
- b) Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the literacy co-ordinator or SENDCo
- c) To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively, some work may occur alongside others within a small group, when the need is common to all.
- d) In order to best utilise their support for pupils' learning, the deployment of Learning Coaches within the school is strategically managed by the Principal/SENCo and Teachers.

Keyworkers

- a) The Keyworkers have a key role in promoting and supporting inclusive practice at the School.

Their roles include:

- Observing and engaging with any pupils who may be vulnerable, liaising with class teachers or senior staff regarding any concerns.
- Helping to devise ways of best supporting the pupils he works with.
- Observing the well-being of pupils within social settings and spending time within classes or in conference working with individual pupils.
- Undertaking individual or group work with pupils whose behaviour gives us cause for concern.
- The Keyworker for each student advises other staff on the running of groups aimed at developing pupils' social skills.
- Taking a supporting role in working alongside external family support agencies.

Special Educational Needs or Disabilities (SEND)

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1. What are special educational needs (SEN)?

a) 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

i. has a significantly greater difficulty in learning than the majority of others of the same age, or

ii. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

c) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

d) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' (Child and Families Act 2014 s20)

What is a disability?

'A person (P) has a disability if -

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

(Equality Act 2010 s6)

Identification of Special Educational Needs or Disabilities.

1. Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the

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relevant school and external agencies. This then informs the provision that is put in place for the pupil at Rosetta.

2. When a concern is evident the class teacher will liaise with the IM and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs.
3. Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.
4. There are four broad areas that give an overview of the difficulties a pupil may have. However it is important to note that a pupil's needs may cross one or more of the following:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs

The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place.

4.The kinds of interventions within this 'graduated response' are as follows:

a) Universal – All pupils will benefit from:

- High quality learning through the provision of high quality teaching; both formal and informal.
- Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
- On-going and timely assessments which inform any further provision needed.

b) Targeted Support – Some pupils may benefit from:

- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
- Interventions where progress is monitored by the SENCO teacher and the adult leading the intervention through the school tracking system. If a pupil has not made the required

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progress then the appropriate referral will be made to outside professional support (see below).

c) Specialist Support – A few pupils may benefit:

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

5. Outside Agencies who help us achieve inclusive practice and meet specific needs

In achieving provision which will meet the wide range of pupils' differing needs at Rosetta, we are supported by a number of specialised health or educational bodies.

Those agencies most commonly involved in supporting pupils are:

- Health
 - The Speech and Language Therapy Service to Schools (SALTs)
 - The Occupational Health Therapy Service for Pupils (OTs)
 - The School Nursing Service
- Education
 - The Educational Psychology Service (EPS)
 - The Behaviour Support Service
 - The Language Communication Team
 - Services for the Hearing or Visually Impaired
 - Dyslexia Team
 - Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Physiotherapy
- Occupational Therapy
- Educational Psychology
- Autistic Spectrum Disorder [ASD] Outreach
- Speech and Language therapists
- Specific learning difficulties team
- Visual and hearing impaired team
- Child and Adolescent Mental Health Service [CAMHS]
- LEA advisors
- Children's Society and Targeted Family Support Agency
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the Inclusion Manager will telephone to further discuss the child's needs. Children transferring to new schools will have

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records sent and the Inclusion Manager will discuss these children with other schools on request.

6. Before making a referral

Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstance we undertake our statutory duty by making a referral to the Children and Young People's Services.

The school then takes instruction from that team on how to proceed – whether to make a Child Protection referral and whether to inform parents/carers of that referral.

7. Exceptional Needs Funding to Support Inclusion

In a minority of cases and only when a pupil presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make representation to the Local Authority to apply for an EHC plan (education, health and care).

Subject to Annual Review, the funding is awarded to the school on behalf of the pupil to meet the costs of the necessary additional provision for the pupil.

Parents/carers and the pupil (as appropriate) are invited to each Annual Review meeting to discuss their pupil's progress and the support which they receive. The SENCO and Class Teacher attend this meeting and we invite all professionals involved in supporting the pupil.

The SENCO takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.

iv. The majority of SEN pupils will have their needs met through mainstream provision, however

v. Parents are entitled to ask the Local Authority to conduct an Education, Health and Care (ECH) needs assessment. If it is felt that this is necessary the LA will follow the statutory guidelines and produce a ECH Plan.

8. SENCo

Is responsible for:

Liaising with class teachers and those leading interventions to ensure pupils transfer learning from interventions into their learning in class.

Monitoring interventions and support their delivery.

Monitoring school support plans and contributing to evaluations and the development of new ones.

Sharing good practice and expertise amongst other staff.

Looked after Children (LaC)

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Children in public care will have targets set within a personal education plan (PEP) twice a year. The targets will be set by the school, the carer and social services. We aim to send a representative to all LaC reviews. We aim to work closely with social services and carers. Academic progress will be reported to the governing body.

English as an Additional Language

1. Definition and Rationale.

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential.

Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.

Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.

The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

2. Provision for EAL pupils

Ensuring good EAL practices throughout the school.

Ensuring appropriate resources are available for staff and EAL pupils.

Liaising and sharing monitoring with IM.

Liaising with IM to ensure that mid-phase admission EAL pupils are identified in a timely way.

G. Gifted, Able and Talented

1. Definitions

Gifted pupils

Gifted refers to students who achieve, or have the ability to achieve, significantly above average in one or more of the National Curriculum subjects other than art, performing arts or physical education.

Able pupils

'Able pupils' refers to students who achieve, or have the ability to achieve, above average in one or more of the National Curriculum subjects.

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Talented pupils

Talented refers to those students who achieve, or have the ability to achieve, significantly above average in art, performing arts, physical education or in areas requiring vision-spatial skills or practical abilities (these could include a range of non-traditional areas).

2. Identification

We use a range of strategies to identify more able and very able pupils. The identification process is on-going and begins when the pupil joins our school and involves staff, pupils, parents and carers.

Data taken into account will include:

- Information from parents and carers
- Information from previous teachers or pre-school records
- Discussions with pupils
- Identification by staff using professional judgements, classwork and test and assessment results.

Pupils gifted in English may be identified when they

- Demonstrate high levels of fluency and originality in their conversation.
- Use research skills effectively to synthesise information
- Enjoy reading and respond to a range of texts at an advanced level
- Use a wide vocabulary and enjoy working with words
- See issues from a range of perspectives
- Possess a creative and productive mind and use advanced skills when engaged in discussion
- Work confidently on objectives for year groups higher than their own
- Achieve levels in end of year tests above those expected for their year group.

Pupils gifted in Mathematics may be identified when they

- Explore a range of strategies for solving a problem
- Are naturally curious when working with numbers and investigating problems
- See solutions quickly without needing to try a range of options
- Look beyond the question in to hypothesise and explain
- Work flexibly and establish their own strategies

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- Enjoy manipulating numbers in a variety of ways
- Work confidently on objectives for year groups higher than their own

3. The School Register

Pupils who are identified by the school as being, Gifted, Able or Talented are entered on to the school register.

Parents or carers will be consulted before a name is placed on the register by the class teacher either during Parent Teacher Consultations or at another appropriate point.

4. Teaching, Learning Curriculum and Organisation

As appropriate, teachers will provide differentiated activities and a range of support and resources for gifted and talented pupils.

Ongoing assessment against year group objectives and National Curriculum Levels are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Pupils are involved in this process.

In addition and especially at the end of Key Stages, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.

Opportunities for Gifted, Able and Talented pupils to work on various projects.

If appropriate teachers would approach local secondary schools for resources and or advice to support pupils.

5. Staff Development and Training

The school makes use of local staff training and whenever possible staff to attend local courses and conferences.

6. Leadership and Management

The SENCo will:

Maintain the register in consultation with other staff

Monitor the school's provision for pupils identified as being Gifted, Able or Talented

Monitor the progress of pupils identified as being Gifted, Able or Talented by making a twice yearly review of individual assessments.

Monitoring and Review

- The Principal will monitor the effectiveness of this policy on a regular basis. The Principal will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.

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We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

We challenge personal prejudice and stereotypical views whenever they occur. We celebrate individuality and cultural diversity and show respect for all minority groups. Through positive educational experiences, and support for individual points of view, we aim to promote positive social attitudes, and respect for all.

Racial equality

In our school, we will 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. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see our school behaviour policy).

We endeavour to make our school welcoming to all. We promote an understanding of diverse cultures across the curriculum reflecting the attitudes, values and respect that we have for minority ethnic groups. Also, in our unstructured time and informal discussion students may learn about and discuss other faiths and religions.

The school provides additional support in the form of solution focused counselling and a Clinical Psychologist. All staff are trained to understand the needs of the individual and how behaviour is a form of communication, and to act accordingly. We aim to help students understand themselves and learn to manage their own behaviour.

Gender Equality

We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of students making the best progress possible in our school.

We have put in place measures to raise the achievement of the boys. These include:

- removing gender bias from our resources;
- making sure that our displays reflect boys and men as effective learners and achievers
- encouraging boys to read
- begin a lesson by stating the learning outcomes, and giving the 'big picture'

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- employ a variety of activities, and include a kinaesthetic element when possible
- deliver work in bite-sized chunks, with 'brain breaks' and new starts
- provide challenge, competition and short-term goals
- give regular recognition
- set cross-curricular writing tasks, appropriately modelled and/or scaffolded where necessary

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance, therefore, our curriculum maps include a strong emphasis on developing cultural capital. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

The role of the Governing Body

In this policy, the Governing Body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The Governing Body collects, analyses, and evaluates a range of school data. We check that all students are making the best possible progress, and that no group of students is underachieving. We monitor: admissions; attainment; exclusions; parents' and students' questionnaires.

We seek to ensure that people from the protected groups, as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs at our school. We welcome all applications to join the school, whatever background or minority group a child may come from.

The Principal and Director treat all requests to join the school in an equal way.

Alongside the Staff Recruitment Policy, interview panels give due regard to this policy, to ensure equal opportunity.

We promote the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

Monitoring and Review

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It is the responsibility of our Governing Body to monitor the effectiveness of this policy. The Governing Body will therefore:

- have due regard to the aims of the Equality Duty when a policy is developed, decided upon, implemented, and reviewed.
- monitor the progress of students from minority groups, comparing it with the progress made by other students in the school
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against
- require the Headteacher to report to Governing Body annually on the effectiveness of this policy
- take into serious consideration any complaints from parents/carers, staff or students regarding equal opportunity
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that students from minority groups are not unfairly treated.

Related policies

Accessibility Plan

SMSC Policy

PREVENT – preventing radicalisation and extremism

Relationships Policy

Partisan and Political Policy

Staff code of conduct

SEN Policy and Information Report

Assessment policy