



EQUALITY STATEMENT & INCLUSION POLICY

SPRING 2014



Equality Statement

(To be read in conjunction with policies for Special Educational Needs (SEN), Intimate Care Policy, Behaviour Policy, Safeguarding and Anti-Bullying Policy.

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Therefore The Stonebridge School will promote the rights of all individuals to respect and equality through its ethos, processes and curriculum. We will, on every occasion, oppose all forms of prejudice and support positive attitudes towards a multi-cultural society. We recognise that a protected characteristic under the 2010 Act covers the groups listed below:

- Age (for employees not in service provision)
- Disability
- Ethnicity
- Gender
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual identity
- Marriage and Civil Partnership (for employees)

We:

- Believe that all learners are of equal value
- Recognise, welcome and respect diversity
- Foster positive attitudes and relationships and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely about our practice and when making significant change
- Strive to ensure that the wider community will benefit from our work

Therefore The Stonebridge School will, through its ethos, procedures and curriculum, attempt to ensure that all Pupils and employees overcome challenges, thrive and succeed. The school will implement national agreements and guidance on equal opportunities, race relations, sex discrimination, equal pay, disability discrimination and child protection. The Stonebridge School will publish this statement, equality information and equality objectives as required by the 2010 Act on the school website.

Ethos

We will strive for the school to:

- Protect and safeguard children
- Be welcoming, secure and comfortable for all members and visitors
- Challenge the notion of fixed abilities and promote the development of the untapped potential of all
- Celebrate the achievement of all pupils
- Understand the significance of progress from starting points as key performance indicators

- Display the work of pupils of varying aptitudes and backgrounds
- Promote the Inclusions policy in assemblies, meetings and displays
- Create a sense of belonging and involvement for all pupils, parents, staff and community partners
- Deploy resources to secure equality of opportunity

Curriculum

We believe that all pupils have the potential to achieve highly and learn effectively. This confidence in the learning capacity of all pupils is reflected in curriculum design and delivery.

- The curriculum is both broad and balanced. A range of learning experiences is experienced by all pupils. Pupils will also have the opportunity to suggest and select some areas of study according to their individual learning needs and interests. In this way Pupils will experience a personalised curriculum.
- The curriculum will, through its range of experiences, promote respect and understanding of diverse and different cultures and religions.

Resources

The Stonebridge School curriculum is inclusive. The school will provide support, within the resources that it possesses, to:

- Ensure access and achievement in all curriculum areas through personalised learning for Pupils who have Special Educational Needs or have difficulty with certain aspects of their learning programmes.
- Provide experiences for pupils who have English as an Additional Language so that their acquisition of English is accelerated and thus allowing more access to the curriculum.
- Ensure that gifted and talented Pupils are challenged in lessons, experience curriculum enrichment and, like all our pupils, have their particular attainment monitored on a regular basis
- Support the progress of vulnerable pupils with cognisance of the particular needs of pupils who are; looked after, asylum seekers, young carers, from a background of social deprivation.

Challenging prejudice, discrimination and harassment

- Equality issues are raised in a clear and consistent way with pupils enabling them to challenge prejudiced attitudes and behaviour
- The pastoral needs of all sections of the school community are understood and responded to
- Clear procedures are implemented to deal with racial, sexual or other harassment or bullying
- Incidents are recorded and monitored and reported to governors in order to ensure and continually improve the effectiveness of action.
- These procedures are informed by and inform school behaviour and anti-bullying policies
- Staff will strive for consistency in handling both the promotion of positive behaviour and responding to abusive behaviour
- Challenging discrimination and harassment will, when appropriate, include sensitively discussing and addressing of deep rooted prejudices of perpetrators.

D. Pupils and parents

- The school will strive to:
- develop a strong sense of self-esteem and robust self confidence in all Pupils
- recognise and celebrate the achievement of all Pupils
- promote understanding of value added and evaluating achievement
- promote Pupils' and parents' understanding of our equality policies and practices and secure their commitment to them
- disseminate our equal opportunities philosophy to parents
- Promote parental involvement in their children's education and encourage their regular participation of all parents in celebratory, consultative, information gathering and social events
- Develop and implement a range of methods to gather Pupils and parent opinion and take serious consideration of the trends and ideas expressed

Staff

- The Head teacher and senior leaders will promote key messages to staff, parents and pupils about equality, what is expected of them and how this is to be implemented.
- The Head teacher will ensure that the whole school community receives adequate training to meet the needs of delivering equality
- The school's appointment and human resource procedures will implement all aspects of good practice in equal opportunities and safeguarding
- There is particular attention paid to ensure that all candidates for positions have equal access to selection criteria and to ensure useful feedback for all candidates who desire it. This may be probed in the staff selection process when appropriate to the role.
- The Head teacher and governors will monitor the school's current staffing profile with regards to ethnicity, gender and disability
- All staff are expected to demonstrate a commitment to the principles and implementation of the school's equal opportunities policy. This includes a responsibility to record and report prejudice related incidents.

Governors

The governing body...

- Has overall responsibility for implementation of all policies through the offices of the Head teacher and staff
- Will involve and engage the whole school community in identifying and understanding equality barriers and setting objectives to address these
- Supports and monitors the school's contribution to the development of community cohesion
- Should monitor the diversity of its own composition and consider action to ensure it reflects the diversity of the local community
- Should ensure its involvement in school self-evaluation, the school improvement plan and vision for the future
- Will ensure its sub committees incorporate equal opportunities priorities into their work
- Should ensure regular liaison between themselves and all groups in the school who are addressing or should address equal opportunities concerns
- Holds responsibility for the school's compliance with the Equality Act 2010 (as it did for the, replaced, Race Relations Act, Sex Discrimination Act and Disability Discrimination Act) and should ensure, through monitoring, that this i

INCLUSION POLICY

PHILOSOPHY

Stonebridge School provides an education for all, acknowledging that the society within which we live is enriched by ethnic diversity, culture and the faith of its citizens.

At Stonebridge School we aim to value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs.

We offer a creative, broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter.

This Policy is intended to help to ensure that our school promotes the equality of all children in relation to the protected characteristics.

All staff and Pupils should expect to receive fair and equal treatment. The school does not tolerate discrimination on the grounds of gender, race, and colour, and disability, ethnic or socio-economic background and is committed to working with diversity in a positive way.

This policy reflects the general and specific duties on schools in the Equality Act 2010 which replaced all previous legislation in relation to equal opportunities. In line with that legislation, seeks to ensure that The Stonebridge School provides equal opportunity for all children 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.

PRINCIPLES

We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, sexual orientation, marital status, gender (including gender reassignment) or background.

Every person in school will contribute towards a happy and caring environment by showing respect for and appreciation of each other, as individuals.

An objective for our school are to educate, develop and prepare our children, whatever their creed, gender, culture, colour, origin or ability, for life. This is shown in our school moto 'Learning for Life'.

We promote the principle of fairness and justice for all through the education that we provide in our school.

We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups, for example by ensuring that resources reflect a diverse society.

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 value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

We endeavour to make the school a welcoming place for all racial and cultural groups represented in the community including travellers, asylum seekers and refugees.

PROCEDURES

The diversity of our society is addressed through our Creative Curriculum, R.E. sessions, assemblies and adherence to the Core Values of Consideration, Positive Attitude and Respect. The PSHE programme and Creative Curriculum contains strong elements that promote equality for all individuals.

Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity. All teachers use the 'inclusive checklist' when planning and this is highlighted on the numeracy and literacy planning.

All staff will have opportunities for training to develop their skills for working with children from different cultures and ethnic groups.

'Language of the half term' takes place in each classroom which will represent and value the different languages spoken in the school in order to promote equality.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this teaching and learning will:

- ✓ Ensure equality of access for all pupils including the needs of the gifted or less able children and prepare them for life in a diverse society.
- ✓ Use materials that reflect a range of cultural backgrounds, without stereotyping.
- ✓ 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.
- ✓ Provide educational visits and extra-curricular activities that reflect all pupil groupings
- ✓ Take account of the performance of all pupils when planning for future learning and setting targets;
- ✓ Make best use of all available resources to support the learning of all groups of pupils.

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.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. 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 Behaviour Policy).

We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through our lively and interesting creative cross curriculum, and we reflect this in the displays of work shown around the school.

The PSHE programme contains strong elements that promote respect for all individuals for 'the content of their character, not the colour of their skin'. In our school the School Council's forms an important peer pressure group to promote race equality.

Our admission Policy follows the LEA and the Governing Body Admission Policy, which does not permit gender, race, colour or disability to be used as criteria for admission.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali and Eid.

The school takes into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils. Racial incidents are recorded.

Gender equality

We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

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

- dealing with negative aspects of boys' behaviour, including bullying and name-calling;
- removing gender bias from our resources;
- making sure that our displays reflect boys and men as effective learners and achievers;
- encouraging boys to read fiction.
- linking with outside agencies to promote boys achievement for example 'Boys to Men'.
- Analysing data in relation to boys and girls. If our analysis of pupils' attainment data indicates areas where girls achieve less well than boys, for example in mathematics or science, we will take measures to address this discrepancy. These may include:
- ensuring that boys do not dominate certain lessons, for example by answering the teacher's questions more readily;

- ensuring that mathematical and scientific subject matter is relevant to real life situations and problems;
- beginning lessons by clarifying the learning intentions, and giving the 'big picture';
- minimising female stereotyping and learning about female role models, for example, in the realms of science, technology and sport;
- using praise and celebration of girls' achievements in those areas where they may traditionally achieve less well than boys.

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 the relative achievement of boys and girls. We also seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

Disability non-discrimination

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled children.

The school is committed to providing an environment that allows disabled children and adults full access to the school premises and to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.

ROLE OF THE COORDINATOR

The role of the Inclusions Co-ordinator (INCO) is to work collaboratively with all stakeholders to promote and ensure the equality of all children at Stonebridge.

The INCO is expected to be a role model and demonstrate good practice at all times.

The INCO works in close partnership with a range of outside agencies in order to support pupils and families. Parents/carers are informed if any outside agency is involved. These include:

1. Social Services
2. Education Welfare Service
3. School Nurse/ GPs
4. Community Paediatricians
5. Physiotherapy
6. Occupational Therapy
7. Speech and Language therapists
8. Mental health team
9. LA advisors for SEN, G and T, EAL pupils
10. Place 2 Be Hub Manager

The INCO with the EMCO (Ethnic Minority Co-ordinator) offer in class support via 'team teaching' in order to promote equality. The Co-ordinators monitor planning and feedback to teachers and offer support in planning to all staff.

The INCO as the Designated Teacher for Child Protection (DTCP) works in close partnership with the Head teacher who oversees Child Protection to ensure close monitoring of vulnerable pupils including pupils on Child Protection Plans, Child In Need plans and Children Looked After (CLA).

The Inclusions Manager and EMCO monitor the range of resources available in the school and budget for the subject development on a yearly basis.

The EMCO provides an induction programme for all new children in order for them to achieve the best possible beginning to their time in Stonebridge. This programme includes a meeting with the parent and child on the day the child arrives at school. This programme includes out of class work with the EMCO.

The new children are given an information handbook about the school in their home language if possible.

The INCO and EMCO monitor standards in equality across the school for new arrivals, EAL learners and pay particular attention to pupils from particular ethnic backgrounds through lesson observation, teachers planning, data analysis and discussion with pupils.

The EMCO provides all staff with an EAL folder that includes data for their class (showing EAL steps), languages spoken by pupils and whole school data. The class teachers are expected to update this data termly. This is to be used by the teacher to promote equality and accelerate progress for EAL pupils.

The EMCO will attend courses in order to learn about new developments and share information with staff in order to raise the attainment of all EAL children.

THE ROLE OF THE CLASS TEACHER

Class teachers ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups or of boys and girls. All staff ensure that the language they use does not reinforce stereotypes or prejudice..

Teachers should seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics will include work on famous people from different minority groups. In geography, the teacher will counter negative stereotypical images of Africa and Asia, and show the true diversity of development in different parts of the world.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents and draw them to the immediate attention of the Head teacher.

As our school is ethnically very diverse, teachers put every effort into the celebration of cultural diversity of our community, planning multicultural activities at various points during the year e.g. Chinese New Year, Eid and Black History Month and other festivals.

The role of the Head Teacher

The role of the head teacher's is to:

- ensure that the school's policy on Inclusion is implemented effectively;
- ensure that all staff are aware of the school policy on Inclusion, and that teachers apply these guidelines consistently in all situations;
- ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;
- promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- promote respect for other people in all aspects of school life; in school assemblies, for example, respect for other people is a regular theme, as it is also in displays around the school;
- manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

The role of governors

In this policy statement, 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 analyses and evaluates a range of school data and checks that all pupils are making the best possible progress and that no group of pupils is underachieving. To do there is monitoring of:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

The governing body seeks 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. The governors welcome all applications to join the school, whatever background or minority group a child may come from.

The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governing body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform are applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

RESOURCES

Resources are stored in individual classrooms. The ranges of resources are aimed to provide children with access to the curriculum and hence promote equality. This in turn will raise their levels of achievement and accelerate progress. All coordinators monitor the range of resources available in the school and budget for the subject development on a yearly basis.

ASSESSMENT

Assessment of all children follows the school Assessment Policy. Tracker sheets which identify individual pupil's levels are completed on a termly basis. Assessment takes place of all children in all subjects by the class teacher.

This data is analysed by the year group leaders, SLT and subject Co-ordinators for Literacy and Numeracy and programmes and strategies are put in place to ensure all children are achieving their full potential.

Assessment takes place on three connected levels for example, short term, medium term and long term. These assessments are used to inform teaching in a continuous cycle of planning, teaching and assessment.

Underachievement is addressed with differentiated work, and where appropriate, with additional input by support staff within the school and from outside agencies.

Class targets are set for all children. They are highlighted on the Literacy and Numeracy weekly planning and are displayed inside the children's books. (See Literacy Policy).

PROFESSIONAL DEVELOPMENT

Training can be provided as a whole school or to an individual member of staff. CPD is also led by the Co-ordinator, outside agencies as well. All members of staff feedback to colleagues and disseminate skills and expertise.

Working with Parents

Parents are involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEN Code of Practice. Parents are involved right from the initial stages. Parents are given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Pupils will also be given the opportunity to express their views and comment on their success. To support parents, coffee mornings are organised, curriculum specific meetings are planned and organised key areas of the curriculum including developing their understanding of their children's special educational needs. Parents have opportunities to meet with their child's class teacher in a formal meeting three times year.

MONITORING AND REVIEW

The Head teacher and the governors monitor the progress of pupils of minority groups and compares it to the progress made by other pupils in the school.

The Governors monitor the staff appointment process, so that no one applying for a post at the school is discriminated against.

The Head teacher monitors the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

SLT team monitors the progress of minority groups, monitors relationships, keeps up to date records of pupils progress to ensure that gender, ethnicity or ability do not impair either the emotional or the academic achievement of children within the school community.

The take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity; monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy are reviewed by the governing body every three years or sooner if it is considered necessary.

Policy Agreed by Governors - January 2014

Policy Agreed by Staff – January 2014

To be Reviewed - 2017