

ROSEBERRY ACADEMY



Inclusion Policy

**This Policy was presented and adopted by the
Academy Improvement Committee on
29th November 2018**

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1. INTRODUCTION

1.1 Policy Statement

Roseberry Academy acknowledges that all pupils irrespective of age, gender, religion, academic ability, ethnicity and social circumstance will have equal access to all aspects of the curriculum; including academic, social and sporting opportunities and that they will be encouraged to make the greatest possible progress.

Our school community actively values and celebrates the individuality of all of our pupils. We are committed to giving them all every opportunity to achieve the highest of standards.

The school believes that a whole school approach to equal opportunities is essential and that its implementation is the responsibility of all staff and should be present in all aspects of school life.

2. AIMS AND OBJECTIVES

2.1 Equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs or disabilities

- Any children who are at risk of disaffection or exclusion
- 2.2 We promote the principles of fairness and justice for all through the education that we provide in our school.
 - 2.3 We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
 - 2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
 - 2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
 - 2.6 We challenge the cultural diversity of our community and show respect for all minority groups. We actively promote community cohesion, encouraging children to work with adults and children from a range of cultural and social backgrounds within and beyond their local community.

We believe in working together towards a society in which there is a common vision and sense of belonging, a society in which the diversity of people's backgrounds and circumstances is appreciated and valued, a society in which similar life opportunities are available to all and where strong and positive relationships exist and continue to be developed.

TEACHING AND LEARNING STYLE

3. Roseberry Academy aims to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work staff take into account the abilities of all their children.

3.1 Staff ensure that children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Participate safely in clothing that is appropriate to their religious beliefs
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully, regardless of disabilities or medical needs

CHILDREN WITH DISABILITIES

4. Roseberry Academy is committed to providing an environment that allows children with disabilities full access to all areas of learning.

By adapting and modifying the environment and facilities, where appropriate, the school strives to facilitate access to all.

5. ANTI-RACISM

5. Roseberry Academy celebrates and values the diversity of a variety of racial, ethnic, religious and national backgrounds and aims to treat all with respect and dignity and seek to provide a positive learning environment free from racial discrimination, harassment or victimisation.
 - 5.1 We acknowledge 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.
 - 5.2 We endeavour to make our school welcoming to all, including all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
 - 5.3 Our curriculum reflects the attitudes, values and respect that we have for all ethnic groups. So, for example, the history curriculum gives due emphasis to the traditions and cultures in the work that the children do on the Ancient Egyptians. In the religious education curriculum topic on religious festivals, the children study the importance of Divali to Hindus and Sikhs.
 - 5.4 Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have and ensure that reporting procedures are followed.

THE ROLE OF GOVERNORS

6. The governors of Roseberry Academy has set out its commitment to equal opportunities in this policy statement and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
 - 6.1 The governors seek to ensure that people with disabilities are not discriminated against when applying for jobs at our school. An Enquire Learning Trust recruitment checklist is adhered to throughout the recruitment process. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
 - 6.2 The governors welcome all applications to join the school, whatever background or disability a child may have.
 - 6.3 The governors ensure that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural tradition.

THE ROLE OF THE PRINCIPAL

7. It is the Principal's role to implement the school's equal opportunities policy and she is supported by governors in so doing.

- 7.1 It is the role of the Principal to ensure that all staff members are aware of the school policy on equal opportunities, and that staff apply these guidelines fairly in all situations.
- 7.2 The Principal 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.
- 7.3 The Principal promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- 7.4 The Principal treats all incidents of unfair treatment and any racist incidents with due seriousness.

THE ROLE OF STAFF

8. Staff ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
 - 8.1 When selecting classroom material, staff pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Staff members strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of such groups.

- 8.2 When designing schemes of work, we use this policy to guide us, both in our choice of topics to study and in how to approach sensitive issues. So, for example, in geography topics staff attempt to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.
- 8.3 All our teachers challenge any incidents of prejudice or racism. We bring incidents to the attention of the Principal. The Principal completes a return for the Local Authority and informs the governors and Enquire Learning Trust of any incidents. Staff intervene in a positive way against any occurrence of discrimination.
- 8.4 We achieve equality of opportunity by continually reviewing what we do, through asking ourselves these key questions:
- Do all our children achieve as much as they can?
 - Are there differences in the achievement of different groups of children?
 - What are we doing for those children who we know are not achieving their best?
 - Are our actions effective?
- 8.5 When the attainment or progress of a child falls below the expected level, staff enable the child to succeed by planning work that is in line with that child's individual needs.
- 8.6 Where the attainment or progress of a child significantly exceeds the expected level of attainment, staff use materials to extend the

breadth of work within the area(s) for which the child shows particular aptitude.

MONITORING AND REVIEW

9. It is the responsibility of the governors of Roseberry Academy to monitor the effectiveness of this Equal Opportunities policy. Governors do this by:
 - Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school
 - Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against
 - Requiring the Principal to report to governors on an annual basis on the effectiveness of this policy
 - Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils
 - Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not treated unfairly