



## **Inclusion Policy**

### **Aims**

Ashfield Primary School is an educationally inclusive school where the teaching and learning, achievements, attitudes and well being of every pupil matter. We seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- girls
- boys
- children who are eligible for Pupil Premium (children who are or have been FSM, children who are looked after, children adopted from care, armed forces families)
- children who need support to learn English as an additional language
- children with additional learning needs
- children with a physical disability or medical need
- children with social, emotional and mental health needs
- able and talented children
- ethnic groups
- faith groups
- travellers
- asylum seekers
- children who identify as LGBTQ

We will provide an inclusive curriculum, which will meet the needs of all its pupils. Learning diversity will be recognised and planned for, any barriers to learning and participation will be challenged and removed and all pupils will be provided with equality of opportunity. Parents will be fully involved in the education of their children and they will be fully informed when special educational provision is made for their child.

### **Compliance with public sector equality duty**

- This policy will underpin all the other policies of this school.
- This policy will ensure that the provisions of the SEN and disability as set out in the SEND code of practice and Equality Act 2010 are put into place in this school.
- The policy will ensure that we are responding to the introduction of the Equality Act 2010. This replaces all previous policies and legislation relating to Race Equality, Gender Equality and Disability Equality.
- This policy will ensure we are complying with the public sector equality duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic\* and those who do not.
- Foster good relations between people who share a protected characteristic\* and those who do not.

### **Approaches to Teaching and Learning**

The National Curriculum is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting appropriate learning challenges
- responding to the diverse needs of the children
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing other curricular opportunities to meet the needs of individuals or groups of children
- implementing prevention and early intervention strategies for children who are vulnerable.

We achieve educational inclusion by continually reviewing what we do, by asking ourselves these questions:

- Do all our children achieve their best?
- 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?
- What can we improve in that group or child's offer?
- Are we successful in promoting harmony of race, faith and sexual orientation, preparing pupils to live in a diverse society?
- Is the language that we use in the classroom promoting an environment of inclusion and equality?

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We monitor the attainment of different groups of pupils to ensure that all pupils are achieving. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we adapt a programme of intervention or a tailor-made curriculum if a child has needs which are significantly different to those of his/her peers.

Teachers and support staff ensure that all children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions

- use materials that reflect a range of social and cultural backgrounds without stereotyping
- have challenging targets that enable them to succeed
- participate fully regardless of disabilities or medical needs
- are prepared for an inclusive society, celebrating diversity of heritage and uniqueness of each individual, adapting a flexible approach to meet their needs and to work with people from the communities we serve.
- to ensure all staff have access to training and support needed to address all needs and to share and celebrate best practice.

#### **Approaches to working with our community:**

- to support parents / carers who need help to access additional resources and services.
- to put children and families at the centre of our work, working in a welcoming and effective way with all our partners (parents / carers, other agencies and the community).
- to tackle cultural and practical barriers to working together.

#### **Children with disabilities**

All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. The school is committed to providing an environment, within its resources and Health and Safety consideration, which allows disabled children full access to all areas of learning.

All classroom entrances are wide enough for wheelchair or walking aid access and the designated points of entry for the school also allow wheelchair or walking aid access. Classrooms and corridors are arranged so that children using a wheelchair or walking aid can safely move around them.

For children with non-physical disabilities we review school routines and the curriculum to ensure that children and adults are not placed at a disadvantage.

The school will seek to use specialist desks, chairs and other furniture / equipment as and when necessary for pupils with specific physical needs. Our Access Plan identifies how we intend to ensure that children with disabilities can take advantage of all that the school has to offer.

Teachers modify their learning and teaching expectations as appropriate for children with disabilities. For example, they may be given additional time to complete certain activities or modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers and support staff ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use

- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- uses assessment techniques that reflect their individual needs and abilities
- takes account of pupils whose disabilities impact upon their behaviour and make reasonable adjustments to accommodate this

### **Inclusion: racism and homophobia**

Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. Teachers use resources that reflect a diverse British society. All racist and homophobic incidents are recorded and reported to the Governing Body by the Headteacher. The school contacts parents of those pupils involved in racist and homophobic incidents.

### **Staff Responsibilities**

- Racist and homophobic attitudes must be challenged.
- All staff, should be vigilant in class and in the playground at all times, in order that racist or homophobic behaviour does not go undetected.
- All staff should investigate any allegations of racism or homophobia, take the child's concerns seriously and report the incident to the head teacher.
- Staff should remain calm and take time to listen impartially to all involved.
- Staff should avoid labelling pupils as 'racist' 'homophobic' and 'victim' - after an incident both pupils may need support to rebuild or reinforce self-image and esteem.
- All reports of racist or homophobic incidents must be recorded and a note made of any action taken. Parents (of the perpetrator(s) and victim(s)) will be informed and involved in responding to the incident.

### **Pupil Responsibilities**

All children should adhere to Ashfield's Golden Rules.

Children who perceive themselves to be the victims of racism or homophobia, and children who witness incidents of racism or homophobia have a responsibility to report this.

Pupils should ask for help from staff in defusing a difficult situation instead of retaliating.

### **Additional Support**

Pupils with concerns about racism have the opportunity for discussion, counselling and support from the Learning Mentor, teachers and teaching assistants. They may talk to an adult they feel comfortable with.

### **Curriculum Statement**

It is essential that work to address issues of racism, homophobia and equality should take place at every opportunity through the taught curriculum, as an integral part of a whole school approach to policy development in this area. Overt curricular areas may be: Religious Education and Personal, Social and Health Education (PSHE). However, opportunities should not be missed, for example in the teaching of History and Geography.

There are a wide range of strategies which teachers can adopt in their classroom which can support a school's approach to dealing with and addressing racism with all children. These could include:

- providing positive images and role-models in resources and displays which reflect the experiences and backgrounds of all children in our diverse and multicultural society
- critically examining existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated developing global dimensions to the curriculum which value contributions of all people to world culture and critically address issues of world development and interdependence
- exploring with children at the appropriate level, issues of racism, homophobia and equality in a range of personal, community and global contexts, and inviting them to develop strategies of promoting justice and challenging injustice
- encouraging co-operative and collaborative approaches to learning and ensuring that children's cultural and linguistic experiences are reflected and built upon positively in the classroom
- building positive links with community groups and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed
- having high expectations of children of all ethnic backgrounds and making known to them our confidence in their abilities

The staff at Ashfield Primary School are committed to supporting any children and their families who may face discrimination due to their gender identity. Working with Mermaids (one of the UK's leading LGBTQ+ charities), we have completed training to ensure that we provide children and their families with the support, freedom and safe space to explore their gender identity.

In order to support a child through this we would:

- Listen to the child and ensure they know they can discuss their thoughts and feelings with their class teacher/learning mentor/adult they trust in school.
- Support the child when discussing their thoughts and feelings with their family.

- From discussions with the child and their family, come up with a personalised plan to support that child as they explore/transition.

This will include: who the child wants to know about their exploration/transition, how the child wants to continue with their exploration/transition and include regular meetings/catch ups with the child/family.

- If the child/family agree, staff (some/all dependent on the child/family's wishes) will be made aware of the child's personalised plan.
- The child will continue to be supported throughout their time at school and any incidents of gender identity bullying will fall in line with the procedure for Racist/Homophobic incidents e.g. the incident will be investigated and recorded. Families will be informed and the children will have discussions with the member of staff who dealt with it/class teacher to come up with a resolution. Staff are able to use their Mermaid training to continue to support the children through this.

### **Conclusion**

The commitment to educational inclusion will be an integral part of every aspect of the school's life and work. It will be marked by the child centred approach to all we do to ensure that the needs of each individual are met.

### **Consultation**

Ashfield has consulted with those affected by inequality in the writing and carrying out of our equality policies. A group of parents, pupils, staff and community members have helped the Pupil Support Committee of the Governing body of Ashfield in reviewing these policies and analysing their impact.

**Ratified by Governing Committee of Ashfield Primary School: 15/05/2024**  
**Review Date: Spring 2027**

**Related policies:** Anti Bullying, Child Protection, PSHCE, Positive Behaviour, SEND, Single Equality Scheme, Accessibility Plan and Managing Medicines and Medical Conditions

\*A protected characteristic is: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity