



Pebbles

EDUCATION

Inclusion Policy

March 2023

For admission to

Pebbles Education



Aims

We aim to provide a happy, healthy and safe school by recognising and celebrating the diversity of our school community, by providing high quality pastoral care, support and guidance. As an extended school, we will endeavour to involve members of the local community in life - long learning and family learning opportunities. For the purpose of this document the term parents will refer to birth families and carers who hold corporate responsibility. Parents are partners in our children's education and views are frequently sought and their contribution to many areas of school life are valued.

The school has a strong anti bullying ethos and issues are discussed through the curriculum, school council and assemblies. The Behaviour policy reflects consequences for those who do not adhere to the policy. The school ensures that its procedures for disciplining pupils and managing behaviour are fair, and equitable to pupils from all groups including SEMH.

We aim for equality of opportunity, mutual respect and trust for all our children and pay attention to the groups who may have additional or varying needs. We aim to prevent children from underachieving or from becoming segregated. All children will be given access to an assessment system that is able to demonstrate their progress and achievements at all levels.

We pay special attention to the following groups in order to overcome potential barriers to learning whilst recognising that further groups may be added with new admissions:

- Minority ethnic and faith groups
- Children who have English as an additional language (EAL)
- Children with special educational needs and disabilities (SEND)
- Children who are looked after (CLA)
- Children with Emotional and Behavioural Needs

As a school, we aim to publically support and value diversity, actively promote inclusion and openly oppose all forms of discrimination. Our students whatever their disability, learning difficulty or personal circumstances have a part to play in society.

We can provide this with an appropriate educational setting which will give our children the best preparation for an integrated life. The schools Anti-Bullying policy refers to incidents relating to equalities issues in the form of name calling, personal remarks and comments about an individuals sexuality.

General Statement of Principle

The staff of Pebbles Education believe that every child has the human and moral right to develop their full potential. Educational experiences are provided for the children so that they develop their achievements and recognise their individuality.

Diversity is valued as a rich resource that supports the learning of all. In our school, we recognise every child's entitlement to a broad, balanced, relevant, challenging and enjoyable curriculum. The curriculum is appropriate to the individual whatever their abilities, talents and personal qualities. We are committed to providing an environment where a child will feel safe, cared for and valued in

line with Every Child Matters Agenda. The ethos of the school demands that this policy statement should apply to the whole school community.

Definition of Inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning that may be experienced by children and to maximise resources to reduce these barriers. As a school, we operate equality of opportunity for **all**.

School's Objectives

- To ensure the implementation of government and LA inclusion laws and recommendations.
- To ensure that this policy is implemented consistently by all staff
- To ensure that any discrimination or prejudice is eradicated.
- To identify barriers to learning and provide appropriately to meet a diversity of needs
- To ensure that all pupils have access to an appropriately differentiated curriculum.
- To recognise, value and celebrate children's achievements, however small
- To work in partnership with parents/carers in supporting their child's education
- To guide and support all school staff, governors and parent/carers in inclusion issues.
- To ensure the Admissions Policy is in line with other policies and gives priority to particular groups to administer consistency and fairness to all pupils, across all schools.
- To work in partnership with parents/ carers and the community to develop positive attitudes to diversity and difference.
- To monitor outcomes of inclusion within the Every Child Matters (ECM) (2003) agenda, with particular reference to Being Safe and Making a positive contribution.
- Cross curricular lessons will incorporate understanding of other people's beliefs, values and traditions.

Current Profile of the School

- Student feedback forms are completed each term to assess needs and school improvements
- Citizenship projects including visiting cultural places have been placed upon the curriculum.
- Food Studies now explores foods from around the world.
- Mixed group lessons now means students get to mix with peers in lessons and can work outside in the community.
- Building links with other schools (Local schools) to improve community based projects.
- Visitors are invited into the school regularly to enhance the curriculum and give expert guidance.
- Individual timetable and assessments of needs are conducted on starting the school.
- Staff Attachment training has been undertaken to give more understanding the needs of SEMH students.

Policies

The school's Development Plan supports and reflects the Inclusion Policy. Staff will provide learning opportunities for all pupils through, setting suitable learning challenges, responding to pupils diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of children.

The following school policies also complement and uphold the Inclusion Policy:

- School Development Plan
- Anti-Bullying Policy
- Race Equality Policy
- Behaviour and Discipline Policy
- Care & Control Policy
- Health and Safety Policy
- Teaching & Learning Policy
- Social Moral Spiritual & Cultural Policy
- Subject Policies

The school aim to build on:

- School Disability Access Plan
- Community Cohesion

All these principles of the above policy will be reflected through all documents, daily teaching, planning and interaction with all children. The School Development plan prioritises inclusion at all levels for all members of the school community. The school includes the LA Inclusion plan, this monitors exclusions by ethnicity/ gender and disability to establish patterns and trends and take appropriate action if needed.

The Local Authority Educational Development plan of which the school is part has inclusion at the heart of its vision and states 'We will promote achievement for all and we will ensure inclusion and equal access to resources and learning opportunities.'

Leadership Management

This policy has been written in accordance with the following laws/guidelines:

- SEND Code of Practice: 0 to 25 Years (2014)
- The National Curriculum 2000 Inclusion Statement
- The Race Relations (Amendment) Act (2000) to promote race equality actively
- Every Child Matters Framework (2003)
- Equality Act (2010)

The Head of Education will

- Ensure that the school complies with the policies specified above.
- Ensure that the policy and its related procedures and strategies are implemented.

- Ensure all posts, including those for non-teaching staff are formally advertised and open to the widest pool of applicants.
- All managers involved in the recruitment and selection process are trained and are aware of what they should do to avoid discrimination and ensure good practice.
- Ensure the school premises and facilities are fully accessible to all groups from the local communities (as much as possible)
- Have lead responsibility for Inclusion and Equality issues.

The Head Teacher will

- Along with the Head of Education, ensure that the policy and its related procedures and strategies are implemented.
- Ensure that all staff are aware of their responsibilities and legal obligations and are given appropriate training (refer to CPD co-ordinator and school development priorities.) and support to fulfil these responsibilities and requirements.
- Ensure that the issues of equality and inclusion are addressed within the SMSC curriculum, in tutorial, in the classroom, in the playground, the school environment and the wider community
- Monitor and evaluate current practice within the school to ensure Inclusion issues are addressed.
- Track and monitor identified groups and individuals throughout the whole school through target tracker and evaluate and identify trends and patterns of underachievement.
- Monitor assessment approaches to ensure they are, as far as possible, free of cultural or linguistic bias.
- Monitor and evaluate the school's effectiveness in providing an appropriate curriculum for pupils from all groups.
- Take steps to ensure that all pupils have access to mainstream curriculum, e.g. by taking account of cultural and lifestyle backgrounds, linguistic needs, and learning styles.
- Be sensitive to relevant community / family/ religious issues when following up absenteeism of staff and pupils.
- Follow the Behaviour and Discipline and Code of Conduct policy to address any discrimination or inequality that is identified by staff.
- When administering the behaviour policy account is taken of the effect of the background and / or disability of the child and school community.
- Take steps to encourage people from under representative groups to apply for positions at all levels in the school.

All Staff will

Take into account and not discriminate against any student on the ground of the any of the Protected Characteristics as described in the Equality Act (2010)

- age;
- disability;
- gender reassignment;

- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

All staff will also:

- Create an environment where pupils can contribute fully and feel valued.
- Be aware of the Safeguarding arrangements to protect themselves and their colleagues
- Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping
- Not discriminate on grounds of race, disability, gender or any other equality issues
- Keep up to date with equalities legislation and information by attending training and meetings organised by the school or LA
- Seek the views of pupils and parent/ carers when personal targets are set.
- Track and monitor the progress of individuals and groups of children within their classes.
- Be sensitive to relevant community / family/ religious issues when following up absenteeism.
- Operate consistent systems of rewards and sanctions in line with the school behaviour policy.
- Be given the appropriate support and contacts of external agencies if they are a victim of harassment.
- Provide positive role models for all groups of pupils.
- Provide resources and displays which portray positive images of different people from all groups and cultures.
- Be encouraged to undertake training in line with the SDP/ national priorities to develop and achieve their full potential.
- Receive, on induction an Equality and Inclusion policy amongst others to support them in their work.
- Liaise with outside agencies about the welfare and situation of pupils from a variety from groups.
- Monitor and evaluate current practice within the school to ensure Inclusion issues are addressed.
- Deal with incidents of racial harassment/ bullying/ verbal or physical abuse.
- To monitor the attendance of identified groups and individuals.
- Follow the school's behaviour policy and take disciplinary action to address any discrimination or equality that is identified.
- When administering the behaviour policy account is taken of the effect of the background and / or disability of the child.
- The SMSC teacher(s) will ensure the curriculum will cover issues of equalities, diversity, human rights and inclusion.
- Admin staff will ensure applications for employment, training and promotion, along with details of staff in posts, are monitored on equalities issues and the data is supplied to the LA.

All Teaching Staff will

- Ensure that the pupils from all equality groups have full access to the curriculum through differentiation.
- Ensure each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards diversity and difference.
- Ensure pupils have the opportunity to explore concepts and issues relating to identity and equality.
- Take account of pupil's cultural backgrounds, disability, linguistic needs and different learning styles to include collaborative learning.
- Use a range of sensitive teaching strategies when teaching about different cultural traditions and life styles and to ensure they are valued and meaningful.
- Help pupils make connections between learning and their own life experiences.
- Help pupils challenge stereotypes and build their awareness so they begin to detect bias and challenge discrimination.
- Promote race, disability equality and diversity through teaching and through relations with pupils/ staff / parents/ carers and the wider community.
- Ensure that the children feel secure, are encouraged to participate fully and that their opinions are valued
- Ensure that the children are taught in groupings that allow them to experience success and have access to a curriculum experience that is best suited to their individual ability and capability and that allows for a range of different learning styles
- To ensure all pupils are appropriately supported in assessments so that they are able to show fully both what they know and what they can do.
- Use appropriate assessment approaches and ensure they are, as far as possible, free of cultural or linguistic bias.
- Set challenging targets for learning
- Ensure that work/displays celebrate the diversities in society
- Provide a welcoming environment for all
- Make information accessible to parents/ carers for identified individuals/ groups.
- Ensure work is prepared for pupils who are on extended leave or sick leave or pupils travelling.

Involvement of Pupils

- The views of pupils are sought when personal targets are set through IEP's/PEPs and subject targets.
- Whole school issues are discussed and acted upon through the school council and morning tutorial.
- School council represents the common consensus of the school on items for the whole school council meeting
- Through the curriculum and tutorial, the opinions of the children are sought on a variety of inclusion issues, eg feeling safe.

Visitors

- Comply with the school's inclusion policy

This policy has been written by the Head Teacher in collaboration with the Head of Education, to reflect the current practice within the school. Inclusion is a management responsibility and is overseen by the Head Teacher.

Training has been undertaken by staff on a variety of issues concerning the Inclusion of all. The Head of Education visits school on a regular basis and is reported back to through the Head Teachers reports on the inclusion issues within the school.