

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST
8225755

Inclusion and Equalities Policy (students)

Responsibility: Assistant Head (7-11 and Post 16)

Reviewed: March 2016

Date for Review: March 2020

Our aim is to provide an education appropriate to each individual's needs regardless of their race, colour, ethnic or national origins, gender, sexual orientation, disability or religious beliefs. We will have due regard to relevant statutory legislation in our endeavours to achieve this aim. We welcome and celebrate difference, diversity and individuality. For us, inclusion means making sure that everyone who is part of our community can easily understand, access, feel part of and benefit from all that the school can offer. More than this, it means doing all we can to recognise and remove or overcome barriers to learning, achievement and well-being, and to work towards ensuring that students of all abilities have their learning needs met.

Crossley Heath School students, families and staff are from a rich variety of social backgrounds, family structures, ethnic groups and religions. We are opposed to any form of discrimination or exclusion and will actively work to ensure that all adults and students are given every opportunity to achieve, to recognise their own worth and to play an important part in our community.

This policy helps to ensure that this school promotes and appreciates the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender or family background. The different aspects of this policy are interrelated and should be considered and implemented together.

OUR GUIDING PRINCIPLES

We will apply the following guiding principles to help us make decisions, to evaluate the impact of our work and to inform the way that we act individually and collectively as members of The Crossley Heath School community:

- Students are valued as individuals and encouraged and enabled to be confident, successful and open-minded learners
- Parents, students, staff and governors work together to set and meet high standards of attendance, learning and behaviour. Parents and carers views are welcomed and valued at all times. We ask that parents/carers fully support this policy
- Discrimination and exclusive practices are opposed, and we will work to ensure that everyone is regarded as important in our community
- Students who have experienced racist or sexist behaviour, abuse, bullying or intimidation will be supported by the school and in particular by their Form Tutor/Achievement Leader. Anyone who has committed such offences will be appropriately dealt with in line with school policy
- We will provide a high-quality learning environment and an inclusive and wide-ranging curriculum
- We will make clear and informed decisions that best support students' learning

BEING AWARE AND BEING CLEAR

We are aware of institutional racism, discrimination, stereotyping and exclusive language and practices. We know that we all make assumptions that are not helpful and mistakes that are insensitive. To counter this, we keep ourselves well trained and informed and make ourselves ever more aware so that we can address our shortcomings positively and openly. We must all directly challenge what we understand to be bias, discrimination, exclusion, prejudice and harassment. We address equality issues through a broad and balanced

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curriculum, in particular we use PSHE (personal, social, health education) and citizenship teaching to promote personal development and positive practices. Other curriculum areas support students' understanding of equality issues through, for example, the study of historical events in History and social prejudice in English.

In order that we are all clear, we work to the following definitions:

- Discrimination is the practice of treating a person or group of people less favourably than others because of an assumption that their needs, lifestyle, culture or practices are less important or less acceptable than others
- Prejudice is pre-judging people or groups of people on the basis of false assumptions or inadequate evidence. The judgement is usually negative and involves holding opinions or having attitudes which are not founded in fact
- Institutional discrimination is the *collective* failure of an organisation (such as a school) to provide an appropriate and professional service to people because of their colour, religion, sexuality, lifestyle, gender, ethnic origin or physical appearance. It can be seen in practices, attitudes and behaviour (things you do and things you say) that discriminate through prejudice, ignorance, thoughtlessness and stereotyping and that disadvantage certain individuals or groups of individuals
- It is possible for an institution and individual to discriminate by *not* doing something as well as by doing something. It is discriminating to ignore, omit, disregard, make invisible or 'gloss over' an important aspect or feature of a person's life or community
- Harassment is a form of bullying where the intention is to cause insult or injury or harm for specific reasons connected to the recipient's identity or culture

INCLUSIVE LANGUAGE OR PRACTICES

This is a way of behaving or speaking which makes all people feel included and *no one* feel left out. It never assumes that the audience or recipient has the same perspective as you or belongs to the same group as you or feels or responds in the same way that you do. It needs careful thought but can readily and easily be learnt. It needs empathy and a conscious appreciation of the uniqueness of each individual.

Examples are:

- asking students 'Tell me one thing that you enjoyed during the summer holiday'; rather than 'Where did you go for your summer holiday?'
- making sure that you always offer non-alcoholic and non-stimulant drinks at a school family function

ACCESS AND ENTITLEMENT TO LEARNING

All students will have access to the national curriculum and be entered for the appropriate examinations. Students with individual needs will have their needs met through personalised curriculum and specific access arrangements.

We provide a curriculum that is broad, rich, inclusive and relevant. The main focus is to create an achievement culture, providing the right opportunities, with support and encouragement, to each student in order to develop a desire to learn and to achieve as much as possible. We present students with learning that challenges, stretches and excites them, in an environment that celebrates excellence. We celebrate both effort and achievement across the curriculum.

We aim to make learning vivid and real, developing understanding through enquiry, creativity and problem solving, within and beyond the classroom. We make learning an enjoyable and challenging experience, using a variety of teaching styles and matching tasks to learners' maturity and preferred learning styles. Students will have their individual needs addressed. If they start to fall behind in their learning, additional support will be given to help them get back on track quickly.

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We provide a range of challenging teaching and learning strategies, including upward differentiation and extension in schemes of work; teaching thinking skills in a subject context eg problem solving and decision making; asking higher order questions that encourage investigation and enquiry; enabling students to evaluate their own and others' work; a wide range of extra-curricular activities and clubs; opportunities for artistic, musical, dramatic and sporting development.

Parents:

- receive regular updates that give clear understanding of what their child can currently do, how they can progress and what help can be given at home
- are involved in engaging with and supporting their child's learning
- are confident that their child is receiving a high-quality education that is designed to meet their learning needs and that will equip them with the skills they need to thrive throughout their lives

Teachers and support staff:

- have high expectations of every learner, and use a range of teaching strategies to give them the confidence and skills to succeed
- have access to and are able to interpret data on each student to inform teaching and learning
- are in a strong position to share and exchange information about best practice among their colleagues in different schools and through external networks, resulting in opportunities to develop a wide repertoire of teaching strategies
- participate in high-quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them
- are able to depend on each other and on other adults from outside the school to provide a holistic, tailored educational provision for all their students
- accept and assume that every child comes into the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations.

ADMISSIONS and EXCLUSIONS

The school operates a joint admissions process into Year 7 with North Halifax Grammar School. Appropriate access arrangements are put in place for students with a disability/medical need or SEND. Arrangements for admission into the 6th form are detailed in the 6th form admission policy (Annex to Admissions Policy).

The number of exclusions from school is monitored on a termly basis in order to ensure that groups of students are not over-represented in such figures.

ATTENDANCE

All students have the right to their education and to arrive and leave school at the appropriate time each day. We monitor attendance and punctuality of all students and keep careful records, and we will always take action if a student does not attend regularly or there are concerns about reasons for non-attendance. If a student has 4 weeks where they have not attended every day for each of the weeks, parents will be contacted. Information regarding what constitutes authorised and non-authorised absences is on the school website.

MEDICAL NEEDS

We are committed to supporting students with specific health conditions in an appropriate and consistent manner. Parents/carers are encouraged to provide the school with full information about their child's medical needs. Any medical information is treated confidentially and Health Care Plans used where necessary. We work together with specialist agencies to ensure equality of access for all, and we recognise that medical conditions, if not properly managed, can limit a child's access to education.

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SEND LEARNERS

Refer to SEND Policy.

GENDER EQUALITY

Achievement is monitored on the basis of gender. We look for developing trends and patterns, and we use this data to raise standards and ensure inclusive teaching. We aim to provide our learners with a firm foundation that will enable them to fulfil their potential, regardless of gender. We actively challenge gender stereotypes and provide support for students who are transgender.

HBT (Homophobia, Biphobia and Transphobia) ATTITUDES AND BULLYING

HBT among adults is classified as a hate crime, and incidents may be reported to the police. HBT in and among students is much more likely to be about their lack of understanding. It is usually a learned response and not a considered view or opinion based on experience. In short, it is prejudice.

We do not allow or support discrimination or prejudice or accept language or behaviour that is harmful or negative or less than respectful to any individual person or group of people. We always respond in a consistent, clear and positive way in dealing with any and all kinds of HBT abuse or HBT name calling in school. We will enable students to understand that there are a range of options and choices in people's sexuality, lifestyle and partner preference, and that differences are valid, valued and recognised.

DISABILITY EQUALITY

We do not treat disabled students or adults less favourably than their non-disabled peers, and we make reasonable adjustments to ensure that school users who are disabled are not put at a substantial disadvantage in comparison to those who are not disabled. We will meet the requirements of the general and specific duties through promotion of equality of opportunity, elimination of discrimination and harassment and promotion of positive attitudes. We have an action plan to outline our targets for meeting requirements. The school ensures full access to school premises for all users and full access to the curriculum for those with disabilities.

RACE EQUALITY, ETHNICITY AND CULTURAL DIVERSITY

We provide a culture and ethos in which everyone feels safe and valued. We try to engender a sense of belonging among every member of the school community. We celebrate cultural, religious and ethnic diversity via the PSHE programme and assemblies. We value the individuality of all our students and believe that every student should be helped to develop a sense of personal and cultural identity that is receptive and respectful towards differing identities. We are committed to giving all our students every opportunity to achieve the highest standards and to develop the knowledge, understanding and skills they need in order to equip them for their future life. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

We will work to ensure that all school users feel part of the school community and see their cultures represented in our curriculum. We will seek to include a multi-cultural, multi-faith perspective in planning all areas of the curriculum. All staff are committed to responding to and dealing with any racist incidents in accordance with our clear guidelines and expectations as published in our protocol for responding to racist incidents.

SOCIO-ECONOMIC STATUS

We ensure that students from different socio-economic groups have access to the full range of educational opportunities. We believe that financial difficulty should not be a barrier to students' participation and

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enjoyment of enriching experiences such as school trips and use Student Premium and Crossley Foundation money to support this.

Where possible and appropriate, we put families in contact with other agencies who may be able to offer them some additional support, such as the school nurse, child and adolescent mental health services (CAMHS) or social care and health.

We recognise the value of a truly inclusive school where students learn, mix and become friends with others of differing abilities and from a range of different family backgrounds and circumstances.

THE GOVERNING BODY

The governing body ensures that:

- the school complies with race relations, disability, gender and SEND-related legislation, including the general and specific duties
- this policy and all its related procedures and strategies are implemented
- monitoring is undertaken by the link governor with responsibility for equality
- this policy is reviewed regularly and kept up to date

IMPACT ASSESSMENT

Governors and staff actively seek support from the whole school community in achieving the aims set out in this policy. Our commitment will be demonstrated through:

- monitoring the impact of all our policies on different groups including ethnicity, gender, disability
- monitoring and addressing issues relating to student progress, attainment and assessment
- monitoring and addressing issues relating to behaviour and exclusion
- ensuring high expectations for all
- drawing on the diverse experiences and skills of all staff, students and the wider community
- removing barriers in order to maximise participation and achievement for all
- providing training for staff so that they are confident in promoting equality and in challenging any form of discrimination
- seeking views from all stakeholders and from students in relation to the range of issues around equality and inclusion

BREACHES OF THIS POLICY

If any student believes he/she may have been discriminated against they are encouraged to raise the matter with their form tutor.

Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Students who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however be dealt with under the school's Disciplinary procedure.

NB any issues with regard to discrimination in terms of staff are dealt with in accordance with the Staff Equality and Diversity Policy.

REVIEW AND MONITORING

This policy should be read in conjunction with:

- SEND Policy
- Anti-bullying Policy
- Accessibility Plan
- Equality and Diversity (Staff) Policy
- Recruitment and Selection Policy