

Saint Norbert's Catholic School

School Inclusion and Equal Opportunities Policy

Date Adopted: Summer 2017

Date of Review: Summer 2020



ST. NORBERT'S
CATHOLIC PRIMARY SCHOOL

Our Mission Statement

St. Norbert's strives to nurture and develop the whole child through a
Love of God
Love of one another
Love of life itself

Article 2 (Non-Discrimination)

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child)

The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children.

Article 29 (Goals of education)

Children's education should develop each child's personality, talents and abilities to the full.

School Inclusion and Equal Opportunities Policy

At St. Norbert's we provide a Catholic education which promotes the spiritual, academic, physical, emotional and social wellbeing of each individual child, underpinned by the belief that everyone is made in the image and likeness of God. Every child is supported to achieve their full potential, through a child centred curriculum, which develops independent learning.

At St Norbert's we believe that every pupil has an entitlement to develop their individual talents. A wealth of educational experiences are provided which develop pupils' achievements and recognise their individuality. Inclusion is at the heart of our school ethos and through this we recognise a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities. Diversity is valued as a rich resource, which supports the learning of all.

Definition of Inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that might be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

Definition of Equal Opportunity

Equal Opportunity is the right of an individual to be treated fairly and without discrimination, especially on the grounds of one's age, ability, gender, ethnicity, language and social background.

Purpose of the Policy

The School Inclusion and Equal Opportunities Policy has been written to represent the agreed principles of Inclusion and Equal Opportunities that permeate St Norbert's school ethos and curriculum.

It should be followed in conjunction with:

- Special Educational Needs & Disability Policy
- Equality and Diversity Policy
- Medicines in Schools Policy
- Accessibility Policy
- Gifted and Talented Policy
- EAL Policy

Aims of the Policy

The school aims to:

- Help pupils develop their individual personalities, skills and abilities.
- Provide quality first teaching which makes learning challenging and enjoyable.
- Provide equality of educational opportunity for all pupils at an appropriate age and ability level.
- Provide a depth of knowledge and understanding to develop mastery for all.
- Provide all children with opportunities to overcome potential barriers to learning.
- Support pupils to grow in Christian love through the teachings of the scriptures.
- Teach children to acknowledge and respect diversity and difference.

- Encourage pupils to love and feel loved, and be inclusive of each other's differences.
- Inspire pupils to respect our environment.
- Teach children to forgive and be forgiven.

Objectives of the Policy

The Headteacher is the person responsible for co-ordinating the day-to-day operation of the Inclusion and Equal Opportunities Policy.

The Governing Board is responsible for monitoring and holding the Headteacher to account with regards to Inclusive and Equal Opportunities provision.

The Headteacher will:

- Ensure implementation of government, diocese and Local Authority inclusion recommendations.
- Ensure the school's Inclusion and Equal Opportunities policy is implemented consistently by all staff.
- Ensure any negative discrimination or prejudice is eradicated.
- Ensure that staff identify barriers to learning and participation, and provide appropriate intervention to meet a diversity of needs.
- Ensure all pupils have access to a mastery curriculum, to promote depth and breadth of skills, knowledge and understanding that can be applied across the curriculum.
- Ensure that all staff recognise, value and celebrate all pupils' achievements.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all school staff, governors and parents in inclusion issues.

The Governors will:

- Promote, encourage and expect, equality of opportunity for all, regardless of sex, race, religion or disability.
- Respect the Catholic character and ethos of the school when making appointments to the staff of the school.
- Respect the Catholic ethos of the school and the Admissions' Policy when a decision is required on the admission or refusal of a pupil.

- Not tolerate discrimination against any member of Staff, either teaching or non-teaching, on the grounds of sex, race, religion or disability. They will take any necessary steps to deal with discrimination when it does occur.
- Not accept discrimination against any pupil, parent or any other person having business with the school, on the grounds of race, sex, religion or disability.
- Action will be taken to ensure that any discrimination is dealt with in an appropriate manner.
- Ensure that all pupils receive their full entitlement to the National Curriculum and children will not be excluded from any aspect of the National Curriculum on the grounds of race, sex, religion or disability (see Inclusion below)
- Ensure that all pupils have an equal opportunity to take part in extra curricular activities and that if numbers have to be limited, then whatever criteria is used for such limitation must not be on the grounds of race, sex, religion or disability.

Co-ordination of Inclusion

The Inclusion Manager is responsible for co-ordinating this role.

It is the responsibility of the Inclusion Manager to:

- monitor the implementation and effectiveness of the Inclusion and Equal Opportunities policy.
- Monitor and assess inclusive provision.
- identify barriers to learning and provide support for staff in identifying appropriate strategies to support children.
- share relevant expertise to support the professional development of all staff.
- monitor pupils' progress.
- liaise with parents.
- co-ordinate cross phase/ cross school transition and work with the Headteacher to co-ordinate external specialist provision.

All teachers are responsible for meeting the needs of all pupils in their classes and providing quality first teaching and learning.

Inclusive Provision

The school offers a continuum of provision to meet the diversity of pupils' needs. Class teachers will differentiate accordingly dependent on the needs of pupils in the class while continuing to provide a mastery curriculum for all. Additional or enhanced support for any children should be focused, targeted provision, which is monitored over short time periods to ensure provision is adequate, relevant and effective. Targeted provision should be inclusive of providing support where gaps in learning have been identified and/or to challenge those who are working at a greater depth.

A range of activities are available after school for all pupils, which support all areas of pupil development and wellbeing.

External Provision and Support

The school has close links with external support agencies such as the Specialist Teaching Team (STT), Behaviour Outreach Support Team (BOSS), Early Support Care Co-ordination (ESCO), Working Together Team -Autism Outreach, Speech and Language Therapy (SALT), Extended Communication and Language Impairment Service (ECLIPS), Educational Psychology Services and Lincolnshire health services. These outreach agencies work closely with the Inclusion Manager to ensure that the relevant assessments and support is provided for all pupils who require enhanced provision.

Resource allocation

The Inclusion Manager coordinates additional provision in school with class teachers having overall responsibility of the interventions put in place to support all vulnerable pupils, including those identified with the Headteacher at termly Pupil Progress Meetings. Most vulnerable pupils will be regularly supported by the Class Teaching Assistant or identified additional one to one adult but additional time may also be spent working with the Pupil Premium Teaching Assistant or EAL Teaching Assistant.

Assessment Procedures

All children deserve to have their achievements recognised and the school's curriculum and assessment procedures reflect the different levels of progress and attainment likely to be achieved.

The school has a rigorous whole school assessment system which identifies the progress pupils make from EYFS through to Year 6. All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are made, teachers annually moderate and standardise samples of work and achievements across the core subjects three times per year.

Any child at risk of being vulnerable through underachievement, being gifted and talented, having a special educational need, having English as an additional language, being identified as Pupil Premium, Forces or Looked After Children, are identified as early as possible through teacher referral, observations, progress data, concerns reported by a parent and the use of standardised test data.

The school's reward system of house points and certificates of achievement for outstanding work and performance, effort, and improved behaviour, contribute to raising pupil's self-esteem and motivation.

Professional Development

The headteacher oversees the professional development of all the staff. They are kept fully informed about relevant training courses and research. Staff are expected to disseminate and share their knowledge with other staff after attending following any professional development training they receive.

Parent Partnership

The knowledge, views and first hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the Inclusion Manager if they have any concerns with regard to inclusive educational provision. Parents are also encouraged to keep in regular contact with the school regarding their child's progress. A termly curriculum newsletter for parents is produced by each class teacher, outlining which topic

areas will be covered in each curriculum subject area. A weekly school newsletter and the school website and Twitter feed, provide parents with regular updates and information.

Equal Opportunities - Multi-Cultural:

It is our school policy:

- To incorporate a balanced view of the world through a multi-cultural approach.
- To recognise that our pupils are world citizens who will meet a wide variety of cultures throughout their lives.
- To evaluate our practice to ensure that it is not at the expense of indigenous cultures;
- To incorporate Rights and Respecting, Philosophy for Children (P4C) and Global Citizenship and Development sessions to develop all pupils' understanding of their place in the world.

Equal Opportunities - Gender

It is our school policy:

- To seek to promote positive attitudes in both children and staff which are inclusive of all children regardless of gender.
- To allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations.
- To work towards the eradication of gender stereotyping.

In order to work towards the eradication of such differences we will ask ourselves the following types of questions when evaluating our practice.

- 1) Are all children able to explore new roles in play and learning activities?
- 2) Are all classroom tasks shared equally between girls and boys?
- 3) Do all children get an equal chance to use equipment and resources?
- 4) Do all displays and teaching aids promote equal inclusion of boys and girls?
- 5) Are our responses to inappropriate behaviour the same for all children regardless of gender?
- 6) Are men and women from other cultures presented to children in a non stereotypical way?
- 7) Do all children have equal access to playground space and other play facilities?

Equal Opportunities - Race:

It is our school policy:

- 1) That no child or adult should be treated in any way differently because of their race or ethnicity.
- 2) To challenge racism in the context of a caring school community.
- 3) To promote inclusion of diversity of race, religion and ethnicity.

In order to fulfil this, the following types of behaviour will not be tolerated:

- 1) Provocative behaviour, i.e. wearing of any racist badges or insignia.
- 2) The use of verbal abuse or name calling of a racist nature.
- 3) The encouragement of others to behave in a racist manner.
- 4) The ridiculing of an individual for cultural differences.
- 5) The telling of racist jokes or stories.
- 6) The exclusion of others because of their culture, ethnicity or race.

Equal Opportunities - Ability:

It is our school policy:

- To recognise good effort and attitudes regardless of academic achievement.
- To allow all children access to equipment, resources and teacher time regardless of their academic achievements.
- To value all efforts and achievements of children in all areas of the curriculum.

Every child has an entitlement to a positive, helpful learning environment, with carefully planned work which matches develops mastery and depth for all, in order that they may reach their potential

Equal Opportunities - Class:

It is our school policy:

- That children and staff should not be treated in any way differently because of an assumed social class.
- That assumptions will not be made as regards class difference.

Equal Opportunities - Physical Disability:

It is our school policy that:

- Children should not be treated in any way differently to others due to their individual physical disabilities and needs.
- Provision should be made for the individual special needs of any disabled children within our school community.
- A physically disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so.

Signed _____

(Headteacher)

Signed _____

(for and on behalf of the *Governing Board*)

Date _____