



Brompton Community Primary School

Inclusion and Equality Policy

'Happiness Through Learning'



Introduction

Our school values the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school - regardless of their age, gender, ethnicity, attainment or background. We seek to educate our children to help them make the most effective use of their talents to the benefit of others and to ensure self-fulfilment. 'Legacy' is the vehicle used to drive aspects of the curriculum that we believe to be the foundation and ethos of our school. As we hang everything off 'Happiness Through Learning' we are also using 'Legacy' to promote Personal, Social, Health, Moral, Cultural, Spiritual, Emotional aspects of learning. Alongside this we promote the values and principals of the Convention as a Gold Rights Respecting School.

Legacy will turn our vision into action, purpose into practice and pressure into results. It will help us all to accept that 'Good isn't Good enough' and to be the best that we can be. As a result, Brompton Community Primary School will be a better place than when we found it.

'Build your Legacy - This is Your Time'

Aims and Objectives

Our school aims to be an inclusive school. This school is opposed to racism, stereotyping and all other forms of discrimination based upon a person's socio-economic grouping, ethnic origin, gender, age nationality, language, religion, disability, sexuality or size. The equalities programme and policies of this school apply to all employed in the school, pupils and all who are associated in Governorship and the school's provision. The school operates an equal opportunities policy, which will help individuals reach their full potential regardless of ethnic origin, ability, gender or religion. This means that 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:

The school has in place a system for recording incidents which demean or hurt others. Within this system incidents of a racist nature are clearly identified. All staff must be involved in the recording and reporting of incidents described above and will be trained to do so. The system for reporting and recording incidents so described has an automatic review process.

Health and Safety

If an issue regarding the health and safety is noted or highlighted by an incident this must be noted to the health and safety co-ordinator (Headteacher). Appropriate emergency safety action needs to be taken and where appropriate information disseminated to avoid repetition. This must be noted on the CPOMS Database. When the incident advice etc is logged, it should be analysed in terms of current risk assessments. If required a new or extended risk assessment needs to be made. The review procedure which is built into the data base will be automatically triggered.

In an emergency, accidents will be dealt with as indicated in the Schools Health and Safety Policy. ie secure the injured - summon help - call emergency services if needed - inform parents. All accidents must be logged on to CPOMS. The headteacher should decide in non-emergency situations if the child's parents should be involved. The Health and Safety policy gives detailed advice. Eg (bumps or damage to the head, suspected fractures, wounds that it is considered need medical help) If in doubt inform. If incidents are observed and dealt with by a TA/MSA or other teacher then they must inform the child's teacher who must ensure information is passed to the parent. Accident forms are held in the office, but teachers are advised to have copies in their classes. The head must be informed of all emergencies where a child is dealt with by emergency services or the parent is called to collect the child.

All accident forms must be placed in the school office. This will mean that all are brought to the heads attention each Friday before they are filed. Advice about dealing with accidents, incidents regarding health and safety is given in full detail in the devoted policies and programmes.

Child Protection

All Staff need to be regularly updated with advice about how to deal with issues regarding child protection. Staff are clear about how to act regarding disclosures as this can be vital to dealing satisfactorily with these issues. If directly or indirectly you receive information which leads you to suspect a child may be abused or in danger you must report this to the Head who is the named person. If this is not possible then the report should be made to the Deputy Head (Mrs James). This will be logged. Please use the school form to record events. Report the incident direct to the Designated Lead - Mrs Byrne - who will decide who is the most appropriate person to keep a record.

Discipline, Pastoral Care, Bullying

Teachers and all staff have a part to play in the maintenance of good discipline and in the pastoral care of pupils. It is the responsibility of all therefore to respond to incidents as they arise even if this involves those for whom there is no immediate responsibility. Most issues are dealt with within the normal days' activities without recourse to recording etc. Advice about dealing with issues is given in the Behaviour Policy. Where an incident causes more concern, the teacher should record this in the class incident book, indicating the issue, who was informed and what action was taken. Others who note such incidents should report this to the child's teacher who should record the incident. Where an incident is considered serious, then this must be recorded on CPOMS. The teacher should respond according to the advice in the behaviour policy. The Headteacher must be informed and a date set for the review of the incident. The record should detail clearly what actions need to be taken. They should indicate the responses required and if and at what stage the parents will be involved. The point of the system is to assist children make positive choices and to accept the consequences of these. The outcome sought is good discipline, but please note that forgiveness is a vital part of this. Where a child is suspected of bullying or being bullied the teacher must be pro-active in seeking information and record the concern. This should be noted to the Headteacher. The Headteacher and the teacher will need to decide, in the case of bullying, what is the most appropriate action, and who is to be involved. This should be recorded. If the incident cannot be dealt with swiftly and discretely then the parent should be involved. The teacher and the head will meet with the parents and it is hoped that action can be agreed with all parties. Where a child or parent identifies bullying then this must be regarded as a priority. Be careful to research such incident rigorously as they are often very complicated. Below is particular advice regarding incidents of a racist nature. All must be aware that the school regards all abuse regarding a person's race, sexuality, faith or social background totally unacceptable. Such incidents regardless whoever they involve must be dealt with through the school's disciplinary procedure. Incidents of a racist nature are for legal reasons recorded differently as indicated below. In spite of this no less rigour should be used to deal with other abusive incidents. All staff should be fully aware of the School's Equal Opportunities Policy

Incidents of a Racist Nature

A racist incident is defined as:

- Any abuse physical or verbal, conveyed by any media that is directed at individuals or groups recognised by their race ethnic group or faith;
- Abuse that is targeted directly or through other media, graffiti, books, ICT etc;
- Actions or words which are deliberately designed to demean or diminish another person or group or to affect their opportunities;
- Action or words perceived by the victim as racist.

Care must be taken in all incidents to ensure those involved understand the significance of remarks they make or actions they take. The responses made need to be differentiated to reflect the age and understanding of those involved. Teachers should note all incidents on CPoms in full, giving all details as indicated on the pro-forma. Incidents observed by others should be referred to the child's teacher who should note it down. Please note also any contributions by the perpetrator. Any disciplinary action taken needs to be appropriate and explained to all parties and logged. The incident must be then logged on CPoms. Incidents involving staff should be noted to the Headteacher or Deputy Headteacher who should log these in the personnel file and ensure they are dealt with under the school's staff disciplinary procedure. Further action including the involvement of parents must be noted. Records of the number of racist incidents recorded in the school incident book are to be made available to the LA as required. This information indicates number and nature, not names.

Teaching and Learning Style

The National Curriculum is our starting point for planning an ambitious curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

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

- do all our children achieve their potential?
- 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?

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. Teachers enable all children to succeed by planning work that is in line with that child's individual needs whether that is below expected standard or indeed above.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure that 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;
- participate safely in clothing that is appropriate to their religious beliefs if necessary;
- 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 a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

Children with Disabilities

From time to time, we may have children with disabilities in this school who require additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. (see Accessibility plan).

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

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- 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;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, visually-impaired children to learn about light in science and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We

achieve this through greater differentiation of the child's work or through the provision of additional learning resources. When necessary we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Summary

In our school the teaching and learning, achievements, attitudes and well-being of every child are paramount. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

Review date: Sept 2025

Governors: Oct 2025