



*Inclusion and
Equalities Policy*

Easton CE Academy

Inclusion and Equalities Policy

“Everyone is an insider, there are no outsiders - whatever their beliefs, whatever their colour, gender or sexuality” (Archbishop Desmond, 2004)

“Classrooms are Mini Versions of Society” (Foucault 1978)

Introduction

At Easton Church of England Primary Academy, we believe that all should feel welcomed, valued and nurtured as part of our community. This inclusion is essential as preparation for our children so they can make a positive contribution to life in the multi-cultural, multi-faceted world in which we live. Hospitality, inclusion and reverence for all are part of the core values which underpins all our work and practice and is central to our Christian ethos.

Our School aims to provide an environment where all feel valued and free from discrimination, reflecting the world in all its rich diversity. We are committed to promoting the understanding of the principles and practices of equality - treating all those associated with our school as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively promote an anti-bullying stance which includes making explicit the unacceptability of racist, disabledist and homophobic remarks. In fact we actively seek to combat all forms of negative discrimination.

Special Education Needs

Within the umbrella of inclusion we understand that, as individuals, children and adults alike all require some form of support. We recognise for some this may be specific and sometimes require the help of professionals and outside agencies.

Accessibility

The school has worked hard to be as accessible as possible. However, should any individual encounter any difficulties with our provision we would actively seek to support them.

The Curriculum

At Easton CE Academy, we provide a broad and balanced curriculum that is accessible to all children, recognising individual needs and working in close partnership with parents and other professionals. We plan our curriculum to extend our children's knowledge and experience of Christianity as a global faith and of other religions, cultures, languages and celebrations. We ensure that our curriculum echoes the diversity of our society. Our curriculum planning, the resources we select and the behaviour we expect reflect the commitment from staff, parents/carers and volunteers to actively include all our children.

Educational inclusion is about equal opportunities, for all children, whatever their age, gender, ethnicity, attainment and background. It ensures particular attention to the provision made for the achievement of different groups of pupils within a school. We are aware that specific groups of children are more likely to under-achieve and/or suffer discriminatory practice than others within our society

These groups include:

- girls and boys; transgender children;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- pupils where family members are in prison;
- pupils who need support to learn English as an additional language (EAL);
- pupils with disabilities;
- pupils with special educational needs;
- gifted and talented pupils;
- children 'looked after' by the local authority;
- other groups of children (such as sick children, young carers and children under stress, children from single parent families, children with parents/carers with drug or alcohol dependency issues, children with same sex parents/carers);
- any pupils who are at risk of disaffection and exclusion.

At Easton CE Academy, we are committed to constantly monitoring, evaluating and reviewing our practice to ensure that the entire school community and, in particular, all our pupils:

- make good progress and achieve
- are able to learn effectively without interference and disruption
- are treated respectfully
- receive additional help according to their needs
- have access to a broad and balanced curriculum
- feel safe, secure and happy within the school setting

We take seriously our legal duties regarding discrimination. When drawing up this policy we felt that, whilst this is a stand-alone document, inclusion permeates all aspects of school life and this document should therefore be read in conjunction with other policies (e.g. Equalities Policy, SEN Policy, Behaviour Policy and Anti-bullying Policy).⁴