Community School
Inclusion Policy

Introduction
This is an umbrella policy on Inclusion. It is a live policy which is monitored and reviewed and is linked to individual policies such as Race Equality.

Context
Millfields Community School has 604 children on roll and it serves a very diverse community. We are a large primary school that prides itself in being at the heart of its local community. We are a very happy and a very highly achieving school despite the significant levels of poverty many of our families face. Over 40 languages are spoken by our pupils, over 74% speak English as an additional language, over 50% take free school meals, 22% have special educational needs and approximately 20% of our intake are refugees and asylum seekers. We have a base for children with autistic spectrum disorders and children who use wheelchairs also attend our inclusive school.

Vision Statement

At Millfields Community School, we are committed to having an educationally inclusive school. All staff and governors share a commitment to this.

Our school has an important part to play in empowering the pupils and the parents by providing 'wrap around care' and quality lifelong learning opportunities within a safe, secure and trusting environment.

The school supports the 'Every Child Matters' agenda.

1. Being safe
2. Being healthy
3. Enjoy + achieve
4. Make a positive contribution
5 Achieving economic + social well being

Progress, Attainment and Assessment

- Pupils' attainment and progress in individual subjects is monitored by diversities and equalities (Disabilities, Gender, Race),
- The school develops strategies for tackling differences in the attainment and progress of pupil diversity and equalities

- The school values the achievements and progress of pupils in relation to diversity and equalities from all community groups.
- All pupils have access to extra-curricular activities.
- Assessment outcomes are used to: identify the specific needs of all the diverse pupil group, inform policies, planning and the allocation of resources.
- Data from monitoring by diversities and equalities is used in whole school targets and to deploy resources.
- The language and learning needs of bilingual pupils are clearly identified and appropriate support identified and used.
- The gifted and talented register is monitored to ensure it reflects the ethnic diversity of the school.

Behaviour, Discipline and Exclusion

- We have high expectations of behaviour of all pupils irrespective of cultural background.
- Behaviour is observed as part of lesson observations.
- The school's behaviour policy includes rewards as well as sanctions which are both to be monitored by diversities and equalities.
- The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of diversities and equalities.
- The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups.
- The process of excluding a pupil is fair and equitable to all pupils.

Teaching and Learning

- Teachers need to engage and motivate children and challenge stereotypes.
- All pupils have an equal right to high quality learning
- Lessons should take into consideration different learning styles.
- Assemblies should celebrate religious festivals from all faiths represented in the school.

Curriculum

- We promote an inclusive curriculum which reflects the multi-ethnic nature of our society.
- Equality and diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- Curriculum planning takes account of the diversities and equalities, background and language needs of all pupils.
- The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.

- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- Educational visits and extra-curricular activities reflect all pupil groupings.

Admissions and Attendance

- Steps are taken to ensure that the admission process is fair and equitable to pupils from all ethnic groups.
- Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.
- The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.

Partnership with Parents and Communities

- Parents are welcome and respected in school.
- People from all ethnic communities are encouraged to become school governors.
- Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The school seeks to support all governors in performing their role, for example through school induction procedures for new governors and through access to the Learning Trust's Governors Service.
- All parents are regularly informed of their child's progress and have access to an interpreter if necessary.
- Proactive steps are taken to involve parents from minority ethnic groups in school.
- Parents are welcomed to and encouraged to take an active part in the school's Parents Staff Association and Parents' forum.
- The school encourages links with minority ethnic groups, maintaining and supporting focus groups for Turkish-speaking parents and black parents.

Leadership, Management and Governance

- Monitoring of equality is clearly visible in the School Raising Attainment Plan.
- The School Improvement Plan includes equality targets.
- One member of the governing body will have responsibility for monitoring this policy acting as the designated governor for equality.
- The Head of School will demonstrate through personal leadership the importance of this policy and will ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy.
- Leaders of Learning will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is promoted.
- Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that it is implemented consistently. They will know the implications of the policy for their planning,
- Teaching and learning strategies as well as for behavioural issues.
- All administrative, ancillary, supervisory and support staff will familiarise themselves with his policy and know what their responsibilities are in ensuring that it is implemented consistently.

Staff Recruitment and Professional Development

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation.
- Everyone involved in recruitment and selection adheres to this Code.
- Steps are taken to encourage people from under represented minority ethnic groups to apply for positions at all levels in the school.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- The school monitors the employment and professional development of staff by ethnic group.
- Staff and governors go through regular and systematic training programmes on equality issues.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.

Monitoring the Race Equality and Equality of Opportunity Policy

The school will monitor the impact of this policy on pupils, parents and staff from different ethnic groups. In particular, we will monitor the impact of our policies on the attainment levels of our pupils. To monitor our pupils' attainment, we will collect information about pupils' performance and progress by ethnic group analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupil's attainment such as:
- Exclusion
- Racism, racial harassment and bullying
- Curriculum, teaching and learning (including language and cultural needs).

- Membership of the governing body
- Parental involvement
- Working with the community
- Support, advice and guidance

Monitoring information will help us to see what progress we are making towards meeting our equality targets and aims. In particular it will help us to:

- Highlight any differences between pupils from different ethnic groups.
- Ask why these differences exist and test the explanations given.
- Review the effectiveness of current targets and objectives.
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups.
- Take action to make improvements.