INCLUSION AND SINGLE EQUALITIES POLICY

Learning to know, Learning to be, Learning to live, Learning to learn

The core values of Marlborough School are:

- Enabling and inclusive: we include everybody
- Equality in diversity – we are all equal
- Creative and curious – we ask questions, we are creative
- Resilient life-long learners – we are learners

Mission Statement

To make Marlborough a place which promotes:

- High expectations in learning behaviour and attitudes towards each other.

- A happy, secure and stimulating environment where a positive attitude to learning is developed and children are able to achieve their best

- The beliefs and backgrounds of all children whilst promoting British values

- Parental involvement, interest and support.

- A balanced, stimulating, rich curriculum

- Staying safe and being healthy

This policy outlines the commitment of the staff, pupils and governors of MPS to ensure that we promote inclusive education and that equality of opportunity is available to all members of the school community. This means understanding the different barriers which could lead to unequal outcomes for different groups within the school whilst celebrating and valuing the achievements and strengths of all members of the school community.

We believe that inclusion and equality should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At MPS equality is a key principle for treating people fairly and creating a society in which everyone has the opportunity to fulfil their potential irrespective of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

School context (taken from School Summary: 2016/2017)

School roll: 343:   girls: 48%   boys: 52%

Ethnic make-up of pupils: the largest groups are White Other 18%, White British 13%, Black African 14% with many other ethnic groups represented

Languages spoken: 35 different languages are spoken with English, Arabic, Persian/Farsi and Somali being spoken the most

SEN pupils: 10%

EAL pupils: 48%

LAC: We currently have no looked after children

Pupil Premium Children: 27%

FSM: 13%

Accessibility of the building: The school has a lift, disabled toilets on every floor and ramp access to the main hall.

Ethos and atmosphere

- The leadership of the school community at MPS will demonstrate mutual respect between all members of the school community
- All staff will ensure that the school is a welcoming place for all and the atmosphere is one of openness
- The voice of the pupil is encouraged and heard
- Everyone within the school will challenge any kind of discriminatory and/or bullying behaviour
- All pupils are encouraged to greet visitors to the school with politeness and respect
- All displays around the school are of a high quality and reflect diversity across all aspects of equal opportunity and are regularly monitored
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies and classroom and externally based activities

Policy development

This policy applies to the whole school community. It has been drawn up with the input of staff, pupils and governors.

Monitoring and review

MPS is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. We involve pupils in monitoring and reviewing the work of the School.

We make regular assessments of pupil's learning and use this information to track pupil's progress as they move through the school. As part of this process we regularly monitor the performance of different groups to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans as necessary. The governing body receives regular updates on pupil performance information.

School performance information is compared to national and local authority data to ensure that pupils are making appropriate progress when compared to all schools and to schools in similar circumstances.

As well as monitoring pupil performance information we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Participation in extended learning opportunities

Our monitoring activities enable us to identity any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

MPS is committed to providing a working and learning environment where people can feel safe and free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Developing best practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest levels of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for a life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use material to promote a positive image of, and attitude towards, disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour

- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions

- Develop pupil advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity
- All subject leaders and phase leaders where appropriate promote and celebrate the contribution of different culture to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning future learning and setting challenging targets
- Make the best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to view their own children's achievement in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- As a school we place a very high priority on the provision for special educational needs and disability
- We will meet all pupil's learning needs including the more able by carefully assessed and administered programmes of learning
- The school will provide an environment in which all pupils have equal access to all facilities and resources
- All pupils will be encouraged to be actively involved in their own learning
- A range of teaching methods will be used throughout the school to ensure that effective learning take place at all stages for all pupils
- Consideration will be given to the physical learning environment both internal and external including display and signage

Curriculum

At MPS we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identify and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural background, linguistic needs and learning preferences

Pupil Voice

Each year children from Y1 to Y6 elect two children from their class to represent them on the School Council. The School Council members are involved in seeking the views of their class mates on matters related to school improvement and meet regularly with staff.

In Y6, Prefects, Prefect Captains and Deputy Captains are elected by their peers and have a very specific role acting as ambassadors for the school. The children on these teams are invited to SLT meetings and to governors committee meetings to give feedback and answer questions about the school.

Children may also be consulted by staff in order to gain their opinion, seek their views or as part of subject monitoring.

Resources and Materials

The provision of good quality resources and materials within MPS is a high priority. These will:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at MPS that all members of the school community use appropriate language which:

- Does not transmit of confirm stereotypes
- Does not offend
- Creates and enhance positive images of particular groups identified at the beginning of this document
- Creates conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where that is not the case.

Extended Learning Opportunities

Provision for pupils who do not speak English as their first language

At MPS we undertake to make to make appropriate provision for all learners. A high percentage of our pupils are EAL learners and we ensure they have access to the whole curriculum. Some children are new to English having just arrived in the UK. These pupils are catered for effectively with the class, in small groups or 1 to 1 sessions in order for them to access the full curriculum. These may include:

- Pupils for whom English is an additional language
- Pupils who are new to the UK
- Gypsy, Roma or traveller children
- Advanced EAL learners

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support as appropriate when the experience discrimination
- We recognise that perpetrators may also be victims and require support
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges

Staffing and Development

We recognise the need for positive role models and distribution of responsibility among staff.

Staff Recruitment

We aim to appoint staff who are the best people for the role regardless of race, religion, gender or any other protected characteristic.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school and are welcome in the school
- The school seeks to foster positive relationships with the wide community for the benefit of all pupils

Roles and responsibilities

- Our governing body will ensure that the school complies with statutory requirement in respect of this policy and action plan
- The Headteacher is responsible for the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The Headteacher has day-to-day responsibility for co-coordinating the implementation of this policy
- Staff will promote an inclusive and collaborative ethos in the school and challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issue
- All members of the school community have a responsibility to treat each other with respect, to feel valued and to speak out if they witness or are subject to any inappropriate language of behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

Measuring the impact of this policy

The impact of this policy will be measured through a range of regular on-going monitoring activities carried out by the SLT and Governors as well as from gathering feedback from pupils, staff and parents through surveys and informal conversations.

Publicising the Policy and Plan

This policy will be published on the school website. www.marlborough.rbkc.sch.uk

Race

The term race includes colour, ethnic origin, national origin and citizenship as well as race.

Reporting racist incidents in schools

Disability

What is disability?

Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

• Substantial (more than minor or trivial)

• Adverse

• Long term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (e.g. diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, and facial disfigurement).

Gender

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.

Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use. Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.