



## ST. PETER'S CE PRIMARY SCHOOL

'Opening Doors with Learning, Faith and Care'



### Equality and Inclusion Policy

#### **1. Introduction:**

Members of staff; the Local Governing Body at St Peter's Primary School and trustees of the Mid-Trent MAT are committed to giving every member of the school community the opportunity to achieve to the highest of standards.

#### **2. The Mid-Trent MAT**

The Mid-Trent MAT currently comprises three neighbouring primary schools. The Trust was formed on 1<sup>st</sup> February 2016 when the three schools converted to academy status. The Trust mission statement is as follows:

*"Our vision is always to put the children first. We offer education of the highest quality, underpinned by Christian values, from beginning to end. We are a family of schools which pool together our expertise, resources and joy for learning to give all our children an education fitting them to be members of the wider community, preparing them for the opportunities, responsibilities and experiences that lie ahead."*

#### **3. St Peter's CE Primary School**

St. Peter's Primary School is located in the village of Hixon and serves a mainly English speaking admission group annually. The school is currently over 90% white British in its ethnicity. The background of pupils is mixed, but largely lower to middle range socio-economic group with parental support and a certain number of parents in professional positions. Currently there are no children with Education and Health Care (EHC) plans and no children with physical or mobility problems.\* The school is a Church of England academy within a wider multi academy trust (see above) and has a strong Christian tradition within itself and within the community. Relations with the local Church are reasonably good.

\*See current Accessibility Plan for further details.

#### **4. Aims and objectives of the school policy:**

All schools in the Mid-Trent MAT, including St Peter's Primary School, aim to be inclusive and committed to promoting equality and good relationships. Any discrimination will be tackled quickly and firmly. It is aimed to make equality of opportunity a reality for the children and families within the school. This is achieved by recognising and paying attention to the different groups of learners within the school:

- Males and females;
- Minority ethnic and faith groups;
- Learners with English as an additional language;

- Learners with special educational needs;
- Learners with a disability and/or a specific medical need;
- Gifted and talented learners;
- Learners who are at risk of disaffection or exclusion.

#### **5. Curriculum:**

Within this school a curriculum is planned and delivered which meets the needs of all learners through:

- Setting suitable learning challenges;
- Responding to the children's individual and diverse learning needs;
- Providing support for children who find it difficult to access all areas of the curriculum;
- Providing challenge for children who are gifted and talented;
- Recognising and addressing potential barriers to learning;
- Providing additional curriculum opportunities outside the National Curriculum to meet the needs of learners (this may include speech and language therapy and mobility training).

#### **6. Progress**

Educational inclusion is achieved by continually reviewing the provision within the school and by monitoring the well-being and progress of every child. This is done through assessment procedures, as outlined in the school's Assessment policy and is monitored at Pupil Progress meetings which are held regularly. There are always opportunities for informal discussions regarding the provision for learners to ensure inclusion for all.

Teaching and support staff within the school ensure that children:

- Feel secure and know that their contributions are welcomed and valued;
- Appreciate and value the differences they see in others;
- Are supported in learning to take responsibility for their own actions;
- Are able to experience success in their learning;
- Use materials that reflect a range of social and cultural backgrounds without stereotyping;
- Are encouraged, and are able, to participate fully in all areas of school life.

#### **7. Disability:**

Some learners have disabilities and may require additional support and resources in order to access the curriculum. The school's Disability Equality Scheme provides details of measures taken to improve the extent to which learners with disabilities can access the curriculum and to improve the physical environment for members of the school community who are disabled.

#### **8. Roles and responsibilities:**

Trustees of the Mid-Trent MAT:

- Monitor inclusion and equal opportunities across the MAT schools;

Members of each school's Local Governing Body:

- Work with the Headteacher and SENCO to monitor inclusion and equal opportunities in school;
- Review the school's policy and practice in this area;
- Ensure that the school's policy and practice are followed.

The Headteacher:

- Works with the SENCO and Senior Leadership Team to monitor inclusion and equal opportunities in school;
- Keeps records of prejudice-related incidents (i.e. racist, sexist or otherwise), and deals with these incidents quickly and firmly;
- Reports prejudice-related incidents (racist, sexist or otherwise) to the Ethnic and Minority Advisory Service (EMAS) at the Local Authority;
- Reports prejudice-related incidents (racist, sexist or otherwise) to members of the school's Local Governing Body and to the trustees of the Mid-Trent MAT via the usual reporting systems;
- Informs the parents/carers of victim/s and perpetrator/s.

The SENCO in this school:

- Leads the staff to develop aspects of inclusion in the curriculum and monitors and evaluates the impact;
- Meets with parents of children with disabilities and/or special educational needs as appropriate to discuss progress and plan for continued support;
- Keeps records of groups of children requiring additional support (SEN register; class provision maps; Pupil Premium impact document etc);
- Liaises with classroom staff to monitor and review progress and support for children requiring additional support.

*(See full job description for further details.)*

Class teachers in this school:

- Ensure all staff working within the classroom are aware of the individual needs of children;
- Ensure all staff working in the classroom are aware of their roles and responsibilities in supporting children who may need additional support or resources to access the curriculum;
- Keep up to date records of progress for all children.

### **9. Policy Review**

This policy will be reviewed every two years by staff and local governors at St Peter's Primary School.

Date Policy Approved by St Peter's School Local Governors: 19.6.18

Next Review Date: Summer Term 2020

Signed (Headteacher) \_\_\_\_\_

Signed (Local Governor) \_\_\_\_\_