



DANES HILL SCHOOL
STRONG & SAGACIOUS

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AUTHOR: ASSISTANT HEAD PASTORAL

INCLUSION POLICY

About this policy

Danes Hill is committed to being inclusive as we view the diverse population of both pupils and staff as one of the schools major strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core of all school activities. We believe that educational inclusion is about equal opportunities for all learners. We consider the needs of the whole child and recognise that many pupils, at some time in their school career, may experience difficulties which affect their learning. We aim to recognise and work closely with families to understand and support these needs as they arise and provide teaching and learning contexts which enable every child to achieve to their full potential.

“Inclusive systems value the unique contributions of all pupils of all backgrounds bring to the classroom and allow groups to grow side by side, to the benefit of all.” Unicef

Danes Hill is committed to a zero tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under the ‘protected characteristics – Equality Act 2010. The protected characteristics are defined as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex and sexual orientation.

Introduction

Danes Hill is committed to promoting and developing inclusion & equality of opportunity in all its functions and will seek to do this by:

- (a) Communicating its commitment to equality and diversity to all members of its community
- (b) Ensuring all staff and pupils are aware of the aims of this policy
- (c) Briefing for staff and pupils on the Inclusion Policy
- (d) Developing monitoring, evaluation and review mechanisms of school policies and procedures and decision-making
- (e) Demonstrating our zero tolerance attitude towards discrimination by taking all allegations seriously

Danes Hill is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad and balanced curriculum provides equal opportunity for all pupils, irrespective of difference, to maximise their potential and thrive. We aim to promote inclusion and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. This means that equality of opportunity must be a reality for all our pupils. We make this a reality through the attention we pay to the different individuals and groups of pupils within our school:

- Girls and boys;
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Children who need support to learn English as an additional language;
- Children with additional learning needs;
- Gifted and talented children;
- Children with special educational needs.
- Pupils with medical needs
- Pupils who are subject to Child Protection or Child in Need plans
- Pupils looked after by the local authority
- Young carers
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress
- Pupils with emotional and behavioural difficulties

Aims and Values

The aims of this policy and Danes Hill's ethos as a whole are to:

- Eliminate unlawful discrimination on the grounds of any of the protected characteristics
- Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language
- Promote equality of opportunity for all members of the School community
- Comply with the School's equality obligations contained in the Equality Act 2010
- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated
- Enabling children to become active, responsible and caring members of the school and wider community.
- Provide a learning environment where all individuals feel valued and feel they have a sense of belonging
- Prepare pupils for life in a diverse and inclusive society
- Provide and promote positive information about the diversity of UK society
- Actively challenge discrimination and ensure that all members of the School community learn from these experiences
- Embed inclusion through all our activities

To achieve these aims we will:

- (a) Publish and share school policies to the whole School community
- (b) Help to overcome any potential barriers to learning by providing for pupils' diverse needs and learning styles including any learning support needs and/or disabilities a pupil may have
- (c) Ensure the wider school curriculum promotes and celebrates equality and diversity
- (d) Operate a clear zero tolerance policy towards abusive or discriminatory behaviour
- (e) Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination

Responsibility

Senior Leadership Team have responsibility for ensuring that Danes Hill operates within the legal framework for equality and for implementing the policy throughout the School. Each member of the School community is responsible for being alert to and challenging discrimination; embracing diversity; respecting differences; and upholding equality of opportunity for all.

The Governing body is responsible for:

- (a) Ensure that staff act as role models of inclusive behaviour and practice
- (b) Ensure that the School complies with its equality obligations
- (c) Ensure that the School's policies & procedures are monitored in light of this policy and the School's wider equality obligations
- (d) Be involved, together with the Head, in dealing with serious breaches of this policy.

The Head's is responsible for:

- (a) Ensure effective implementation of this policy and its and procedures
- (b) Ensure that all staff are sufficiently aware and trained within equality & diversity
- (c) Actively challenge and take appropriate action in any cases of discriminatory practice within the School, be it by staff, pupils, parents or visitors
- (d) Have procedures in place to deal effectively with any reported incidents of discrimination, victimization or harassment
- (e) Ensure that all visitors and contractors are aware of, and comply with this policy.

All Staff

It is the responsibility of all staff to:

- (a) Positively role model inclusive behaviour
- (b) Actively challenge any forms of discrimination, victimization, harassment or bullying
- (c) Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture
- (d) Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

Framework

At Danes Hill it is considered fundamental that policies are implemented whereby there is equality of opportunity across the curriculum and children can access the whole spectrum of activities offered by the school. Whilst accepting that certain children will excel at, or show preference for, particular aspects of school life, strategies have been designed to ensure that individual pupils do not 'miss out' on particular opportunities during their time at the school. These strategies include:

Profiling

A record is maintained of individual pupil achievements and participation in teams, concerts and plays. Active analysis of past opportunities offered to some pupils will, to some extent, dictate future selection of others. Tutor books in the Upper School and 'Records of Achievements' in the Lower and Middle School are updated termly, by form teachers and tutors. Information is fed to Heads of Departments, Heads of Year and the Assistant Head, Pastoral.

Inter-year Transfer

As pupils progress through the school, information covering achievements, participation and non-participation issues are passed on to new form teachers and tutors.

Teaching Strategies

Teachers are encouraged to ensure that all pupils participate fully in lessons. This particular issue is a pivotal aspect of lesson observations (see the school's Appraisal System) when assessing the effectiveness of teachers' classroom management.

Children who appear isolated or withdrawn have the opportunity to discuss issues with the Assistant Head, Pastoral, as a means of detecting potential underlying causes of unhappiness and/or social exclusion. (See Anti-bullying policy.)

Extra-curricular activities

Whilst providing as broad a curriculum as possible, there are individual opportunities for pupils to develop particular interests and skills outside of the timetable.

Other Strategies of Inclusion

In order to raise pupils' self-esteem and increase participation in school life staff are expected to make a conscious effort to praise a child when appropriate and to look at achievements in a wider context. Such steps to raise pupils' self-esteem include:

- Displaying work around the school

- Giving a pupil a post of responsibility such as Classroom Monitor

- Rewarding progress of any description

- Asking Heads of Year to give positive feedback to pupils and parents

- Selecting, where possible, 'invisible' children for teams

Monitoring

In the Upper School the Head of Year is responsible for organising the regular administration by tutors of their tutor book records and the Heads of Lower and Middle School monitor the 'Records of Achievements' on every child. Heads of Year are responsible for devising positive action plans (such as recommending that a child joins 'High Five or 'Bigfoot' club) and they

alert staff to under-achievers or pupils with low self-esteem. The Assistant Head, Pastoral, receives feedback on pupils' achievements and where relevant shares this information the Head and members of the Senior Management Team.

Transition to Year 8

In all year groups from Pre-Prep to Year 8 children who are a cause for concern to their form teachers are discussed at weekly year team and Head of Year meetings. Additionally, Heads of Year from Pre-Prep to Year 1 discuss children with the Head of Pre-Prep, Heads of Year 2 through to Year 8 discuss pupils with the Assistant Head Pastoral. At these meetings positive action plans are devised and then put in place in order to include the child in appropriate activities.

Any policy issues which need addressing are discussed at Pastoral Care Committee Meetings.