



Exmoor Link Federation

East Anstey and Bishops Nympton Primary Schools

Federation Inclusion Policy

1. Introduction

The governing body fully accepts the huge overlap in coverage that exists between this policy and others. The governing body feels however that it is necessary to confirm its intention to fully embrace all aspects of this principle.

The governing body is aware of the vast scope of any Inclusion Policy and hence is aware of how difficult it is to write an all-encompassing policy document. The following pages reflect an earnest desire to fully subscribe to the principle of Inclusion, even where a possible omission may be identified

2. Equalities and Educational Inclusion Policy

Aims

This Policy and Framework has been developed to:

- Provide clear guidance for the future work of the school on matters of equality and educational inclusion issues.
- Make sense of the wide range of initiatives that promote inclusion and to enable them to operate within a coherent framework, that is explicit about the meaning of inclusion, and the principles that should underpin it.
- Bring some cohesion to the different requirements that relate to the groups at risk of social exclusion.
- Challenge discrimination and celebrate diversity.
- Ensure that incidents of racism, racial harassment, or bullying or harassment related to any other equalities issues are dealt with firmly and sensitively.
- Ensure all staff feel valued and able to contribute fully to all aspects of the school.

Statement of Principle

"Educational Inclusion" can be defined as:-

"The process by which all those who provide education develop their cultures, policies and practices so as to include all learners. It is a crucial part of strategic planning for improvement. An educationally inclusive school is one in which the learning, achievements, attitudes and well being of all learners matter. They are able to engender a sense of community and belonging, and also offer new opportunities to learners who may have experienced previous difficulties. This does not mean that they treat all learners the same way. Rather, it involves taking account of learners' varied life experiences and needs. Educational inclusion is about equal opportunities for all learners, whatever their ability, age, gender, ethnic origin, religious belief, impairment or

social or economic background. However, it also goes much further, and is about tackling the underachievement and exclusion of groups who have been marginalized or disadvantaged in the past, through taking positive action to ensure that they have their rights upheld.”

Inclusion also relates to the hidden curriculum.

OFSTED is now using the term "educational inclusion" to cover all the following equalities groups: -

- o Girls and boys, men and women
- o Black and Minority Ethnic and faith groups
- o Asylum Seekers and Refugees
- o Learners with "special educational needs"
- o "Gifted and talented" learners
- o Children “looked after” by the local authority
- o Sick children
- o Young carers
- o Children from families under stress
- o Learners at risk of disaffection and exclusion

Who does this Policy apply to?
Everyone.

Guidance in Implementing the Policy

- The school will aim to be an inclusive school at all times.
- Admissions to the school will follow an inclusive agenda and national and local guidelines.
- Staff who follow up absences should be aware of, and sensitive to, relevant community issues.
- There must be an awareness of the rights of staff and learners to provision made for leave of absence for religious observance.
- Results should be monitored by ethnicity as well as overall.
- Expectations must be high for all learners in the school.
- Cultural, linguistic or gender bias must be removed from all aspects of school life.
- The access needs of all learners should be addressed so that they do not face barriers to learning, particularly in any assessment processes.
- Learners should be appropriately supported in assessments so that they are able to show fully both what they know and what they can do.
- Specific attention should be paid to identifying and meeting the needs of groups that are particularly disadvantaged.
- The school will publicly support and value diversity, actively promote inclusion and openly oppose all forms of discrimination.
- There should be a positive atmosphere of mutual respect and trust between learners and staff from different groups.
- Children must be encouraged to share their worries and fears with adults.
- School discipline must be fair and equitable.
- Teaching styles should include collaborative learning so that learners appreciate the value of working together.
- Teachers and tutors should use a range of sensitive teaching strategies

when teaching about different cultural traditions.

- Learners should have the opportunity to explore concepts and issues relating to identity and equality, and to make connections with their own lives.
- All posts within the school, including those for non-teaching staff, should be formally and equitably advertised and open to the widest pool of applicants.
- All those involved in recruitment and selection should be aware of what they should do to avoid discrimination and ensure good practice throughout the selection and recruitment process.
- Questions relating to equalities and inclusion issues should be raised at all staff interviews.
- Any incidents of staff harassment or bullying will be recorded and analysed on equalities grounds.
- All information and material for parents/carers should be made accessible in user-friendly language.

Finally

National research has shown a link between effective inclusion and school improvement. The governing body believes the recognition that tackling underachievement for particular equalities groups is central to raising standards in schools is vital. Such a belief is an underlying principle of this document.

On a legal note this document refers to:

- The Race Relations (Amendment) Act 2000
- SEN and Disability Act 2001 (Part 2)

However, the governing body wishes to state that its convictions in this matter would be the same whether or not the legal framework, such as above, was in existence.