



# Single Equality/Inclusion Scheme

## Introduction

Milverton Primary School is committed to inclusion. We recognise and value the importance of inclusion for all children and their families. We recognise that there are some individuals and groups who are at greater risk of exclusion or underachievement. These include (but are not limited to):

- Children from ethnic minority backgrounds
- Children with disabilities/special educational needs
- Children who are young carers
- Children from families with same sex parents
- Children and young people with certain religious observances
- Children eligible for Pupil Premium funding

We are aware that some children fit into more than one of these categories.

## Definition of educational inclusion

An educational inclusive school is one in which the teaching and learning achievements, attitudes and well-being of **every** child matter. Effective schools integrate diversity throughout the curriculum and school life. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may not be experiencing the same life chances. This does not mean treating all children in the same way rather it involves taking account of children's varied life experiences and needs.

## School Aims and Values

Our main aim is to enable every child to achieve his or her potential. To do this, we need to create a peaceful environment in which tolerance, mutual cooperation and stability are encouraged, so that each child can work productively, learn to make decisions, use his or her own judgement and co-operate courteously with others.

As a school, we are trying to achieve these high standards by responding professionally, sensitively and caringly to the needs of all our pupils.

Personal and social education is at the heart of the life of our school. We recognise that developing respect, responsibility and commitment to learning in all individuals will allow us to be an effective learning community.

## Purpose

The purpose of this scheme is to set out in detail how Milverton Primary School intends to meet the statutory equality duties placed upon all primary schools.

It will set out the school's whole approach to inclusion and show detail of the actions we intend to take. Through this scheme our aim is to:

- eliminate unlawful discrimination;
- advance equality of opportunity;
- foster good relations between all members of our school community.

## **Statement of Principle**

Milverton Primary School is committed to providing an appropriate and high quality education to all children. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and that they and their families should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We believe that equality at our school is the responsibility of every member of the school and wider community.

Milverton Primary School is committed to inclusion as such plans ongoing improvement to develop cultures, policies and practices that include all children. We aim to encourage and develop a sense of community and belonging, and to offer new opportunities to children, which take into account varied life experiences and needs.

Milverton Primary School supports and values diversity, actively promotes inclusion and openly opposes all forms of discrimination amongst all members of the school community.

We monitor our admissions, attendance, attainment, discipline and exclusions to ensure that there are no significant differences between diverse groups. Where there is any adverse impact, as a result of our practices or other identifiable factors, we will take the necessary steps to eliminate or to minimise them.

## **Development and dissemination process**

This scheme was developed in line with the requirements of the Warwickshire County Council Single Equality Scheme, the Healthy Schools Inclusion Policy and Warwickshire County Council's Inclusion Strategy. Warwickshire County Council has been recognised as an achieving Authority by the Local Government Equality Standard.

A summary of the scheme has been disseminated to parents through the newsletter, to staff and governors through meetings. Members of the school community are able to view the full scheme, a copy of which is held on our school website and in the school office. The associated action plan has also been communicated.

## **School Context:**

Milverton Primary School is situated in a well-established residential area in the north of Leamington Spa. It is a medium sized Primary School where although the majority of pupils are White British there are a significant number of pupils come from a variety of ethnic backgrounds. The number of children identified on the school SEN register is approximately 13% of the school population which is broadly in line with local schools with a similar demographic.

We have (on our records December 2013) 17 pupils on roll who are eligible for Pupil Premium funding, 15 languages spoken by pupils within our school (18 pupils for whom English is an additional language) and pupils coming to school from a variety of home situations including variations in social economic situation and family structure.

## **We will tackle discrimination by:**

- promoting positive images of a diverse range of people in our classroom and corridor displays, curriculum resources, as well as through our PSHE curriculum, Assembly programme and the visitors we have into school;
- challenging patronising or discriminating attitudes;

- making the school environment as accessible as possible to all members of the school community;
- the expectation on staff to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances;
- the obligation of staff to report all incidents of discrimination, harassment or bullying to the headteacher.

**We will promote equality of opportunity by:**

- removing barriers to accessibility, particularly in relation to our environment, our teaching, learning and the way we provide information;
- sensitively providing opportunities across the curriculum for pupils to appreciate their own culture and religions and to celebrate the diversity of other cultures;
- actively seeking to involve all parents/ carers in supporting their child's education;
- taking into account of the performance of all pupils and groups of pupils when planning future learning opportunities and setting targets;
- demonstrating the social model of disability in relation to our responsibilities as an employer, our partnership and our community work;
- Involving different groups of learners, their families, and staff in the changes and improvements we propose to make and implement;
- consulting with different groups of learners, their families, and staff on issues affecting them;
- encouraging active participation of different groups of learners, parents, staff in all aspects of all school life.

**We will foster good relations between different groups by:**

- sharing and celebrating different cultures and experiences through the school curriculum and school activities
- participation in learning opportunities with schools that have different diverse backgrounds
- striving to obtain the views of, and (in relation to key issues) feedback from all members of our school community;
- ensuring that all members of our school community feel respected, valued and welcome in our school.

**Participation of Parents**

- We will also monitor attendance / participation and consult different groups of parents to ensure they are able to attend parents' evenings, special assemblies, concerts, PTA events etc.
- We will hold family learning events to support parents who may have had a poor educational experience themselves and workshops to explain subject areas and how parents can support their children.
- We will sign post to parenting support and family learning events organised in other Leamington North Cluster Schools
- We are continually developing the role of our Assistant Inclusion Leader to build relationships and offer support to individual and groups of parents.
- We strive to have an 'open door policy' and are welcoming to all members of the school community

**Attendance**

Our Inclusion Leaders regularly monitor attendance of individual children.

Our Inclusion Leaders engage in regular training opportunities with a variety of agencies and are aware of issues which may affect certain communities and groups of children. They will take early action to address any issues of concern.

## **Monitoring**

The Inclusion Leader and Assistant Inclusion Leader, supported by the Head Teacher are responsible for monitoring related to this policy.

We make regular assessments of children's learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability (including SEN status), to ensure that all groups of children are making the best possible progress, and take appropriate action to address any gaps.

We monitor participation of different groups in:

- educational visits
- extra-curricular activities
- routine activities such as assemblies and P.E. lessons

and take action as required.

We monitor parent participation in a range of school activities including parents evenings, IEP meetings and other additional opportunities and work with parents and groups of parents to address any issues identified in this monitoring.

## **Reviewing**

This Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

Agreed by: Premises Committee

Date Agreed: Summer 2014

Date to be reviewed: Spring 2017