

HASSENBROOK SCHOOL Specialist Technology College



INCLUSION POLICY

(incorporating Equal Opps and Racial Equality)

HASSENBROOK SCHOOL

Inclusion Policy

- A. Equal opportunities
- B. Racial equality

INTRODUCTION

The focus of inclusion is on raising educational attainment for those pupils who are demonstrating disaffection or failing to participate fully in the school experience through challenging behaviour or poor attendance. The policy is however, relevant to other groups of pupils who may be perceived as vulnerable, including:

- refugees and asylum seekers
- travellers
- children 'looked after'
- teenage mothers / pregnant school girls
- young carers
- homeless children
- children with mental health needs
- victims of abuse
- victims of domestic violence
- minority ethnic and faith groups

The school is committed to the following principles:

1. To seek to intervene early to identify pupils at risk of disaffection and to plan proactively to meet their essential needs.
2. To seek to meet the needs of all pupils, including those who may be missing out, difficult to engage or feeling in some way apart from what the school seeks to provide.
3. Social inclusion is best promoted when the teaching and learning within the school is of the highest possible standard in order to enhance the educational experience of every child. Ensuring social inclusion is the responsibility of every member of staff, teaching and non-teaching.
4. Children and their parents are entitled to be treated fairly with respect to important educational decisions which affect their lives, especially concerning admission, attendance, exclusion and assessment for any special needs. Procedures will be applied in accordance with DFES, Ofsted and LEA guidance.

A. Equal opportunities

1. ADMISSIONS (see Admissions Policy)

The school operates its admission procedures in accordance with the policy laid down by the governors/LEA. This policy will not discriminate on grounds of race, religion or ethnic origin. The school will not automatically refuse entry to pupils on the grounds that they have special, social, educational or behavioural needs or because they have a history of disruption. The school is willing to consider offering new opportunities to pupils who have experienced difficulties previously where it is reasonable to do so. Parents and pupils may be asked to make agreements as to future conduct and attendance but such an agreement will not be used as a condition of entry.

2. ATTENDANCE

Pupils are expected to attend the school full-time, on time, unless the reason for their absence is unavoidable. Parents are expected to work closely with school staff in resolving any difficulties at an early stage. The school will operate in accordance with the prescribed regulations covering the marking of registers, granting of leave, the removal of pupils from roll and the authorisation of absence. Maximising attendance at the school is a priority and the school will seek creative solutions to attendance problems wherever possible, recognising any particular needs of individuals or groups. This includes the use of curricular flexibility – and educational alternatives at key stage 4 – as appropriate.

3. BEHAVIOUR (See Behaviour Policy)

The school sets high standards of behaviour for its pupils and is working towards being a community which values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable. The school aims to prepare pupils for living in a diverse and increasingly interdependent society. Where pupils infringe these standards, the school will seek to respond in a way which sees the behaviour as unacceptable but still recognises the needs of the individual who carries it out. Pupils having difficulty with their behaviour will be offered individual support, for example through a revised timetable, a Pastoral Support Programme, or where appropriate, an Individual Education Plan designed to meet their needs. Sanctions will be applied fairly in accordance with DfES guidance and exclusion used only as a last resort when no other alternatives are available.

4. STRATEGIES

The school is seeking to promote social inclusion in the following specific ways:

- use home/school agreement as working consultation document.
- the use of Standards Fund grants
- support programmes and curricular developments
- pastoral systems
- training programmes for staff
- development of Learning Support Skills
- first day absence contact
- home-school link work / EWO
- flexibility for 14-16
- working with other agencies.

5. RESPONDING TO PUPILS' DIVERSE LEARNING NEEDS

- 5.1 When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural background and pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively.
- 5.2 To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.

Teachers should take specific action to respond to pupils' diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting targets for learning.

6. OBJECTIVES

All members of the school community should feel that they are regarded as being of equal worth, irrespective of race, gender, language, religion, lifestyle, class, cultural background, age, sexual orientation, disability or special learning needs. All members of the school community should work towards developing practices in the context of the policy statement which lead to this end.

7. STUDENT ISSUES

7.1 Each department should provide a broad, balanced and coherent curriculum relevant to our society. Planning, implementation and evaluation of the curriculum should ensure this. A balance needs to be achieved in respect of gender, culture and ability, in particular when dealing with curriculum choice, content, access, delivery and resources.

7.2 Students should be encouraged to participate and achieve in all aspects of school and community life. These may include extra-curricular activities, social events and voluntary activities.

7.3 We must ensure that all students will have equal access to learning and resources, that their learning needs are identified and met and that skills are developed and knowledge gained.

7.4 Students should see themselves as equally valued.

8. STAFF ISSUES

Everyone who works at Hassenbrook School should have access to:

- Pay policy
- Grievance and discipline procedures.
- Job training and professional development.
- Continuing Professional Development.
- Recognised contracts of employment.
- Relevant information to enable them to do their job.
- Management opportunities.
- Promotion opportunities.

Everybody will be expected to address and review the issues raised in this policy.

9. PARENTS ISSUES

All parents should have equal access to appropriate information regarding:

- Reports on their children.
- Open evenings
- Invitations to school events
- Teaching staff
- Non-teaching staff
- Governors

10. CURRICULUM ISSUES

The organisation of teaching rooms, sanctions, access to time and resources must acknowledge equal opportunities.

- 10.1 Departments should monitor teaching materials to promote positive attitudes and to eliminate bias, stereotyping and lack of awareness.
- 10.2 Displays should reflect the principles underlying equal opportunities.
- 10.3 Teaching and learning styles should be varied and encourage teachers and pupils to look beyond their own assumptions.
- 10.4 Equality should be achieved in terms of teaching groups and where possible a gender balance between teachers taking groups of different abilities and subjects.

11. PASTORAL ISSUES

- 11.1 An understanding and acknowledgement of the students' background should be shown when dealing with parents, students, outside agencies, when giving praise, credit and responsibility.
- 11.2 Staff should ensure that their expectations of students are not formed by preconceptions. They should also ensure that guidance, tutoring and counselling given encourages students to achieve beyond stereotype, both at school and in later years.
- 11.3 The curriculum of the school and the relationships between adults and students should ensure the promotion of self-esteem, encouraging all students to raise their level of achievement and know they are valued.
- 11.4 Bullying, intimidation and other forms of harassment should be dealt with promptly and the agreed procedure for dealing with incidents followed. (see School Behaviour Policy / Bullying Policy / Pupils' Charter.)

12. MANAGEMENT AND ORGANISATION ISSUES

- 12.1 Class lists and registers are arranged alphabetically.
- 12.2 Displays, assemblies and extra-curricular activities should support the Equal Opportunities policy of the school.
- 12.3 Role models, the environment, uniform and the way in which we speak to each other should support the policy.
- 12.4 Written and spoken language should be used in such ways which do not assume stereotypes.

13. IMPLEMENTATION

- 13.1 Through choice of curriculum content to give students an interest in and understanding of other cultures, societies and religions.
- 13.2 To provide for all our students a balanced set of courses, the content and perception of which will help challenge gender stereotyping.
- 13.3 To use the curriculum as a vehicle to tackle the problems of gender disadvantage.
- 13.4 To employ teaching styles and classroom organisation so that all learners can achieve.
- 13.5 To revise and modify the courses, syllabuses, schemes of work, racial stereotyping of which fail to reflect the multi-cultural society.
- 13.6 To identify and analyse the school's hidden curriculum and to develop strategies for dealing with the aspects of it which could generate feelings of inequality and which could undermine students' self-esteem.
- 13.7 To increase awareness and appreciation of gender, racial and multi-ethnic issues through staff development programmes.
- 13.8 To oppose discrimination within Hassenbrook whether on the part of the students, teachers, other members of staff, or any other person.

13.9 To take action and to treat seriously instances of discrimination such as:

- Deliberately provocative actions
(i.e. wearing racist badges, circulating sexist leaflets.)
- Verbal threats against any member of the school on account of their ethnic background, sex or sexuality.
- Prejudiced or offensive jeers, insults and jokes.
- Prejudiced or offensive graffiti.
- Making offensive comments during classes and discussion groups.

B. Racial Equality Policy

INTRODUCTION

Hassenbrook School provides an education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens.

The National Curriculum encourages schools to:

‘Prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds.’

Hassenbrook School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

We recognise:

- **the inclusive nature of the National Curriculum 2000 and the opportunities Citizenship presents for encouraging ‘respect for diversity’**
- **the importance of celebrating festivals from diverse faiths.**
- **that minority ethnic groups include Gypsy Travellers, Refugees and Asylum-seekers and less visible minority groups e.g. Irish.**
- **the important contribution immigrants and their descendants have made to Britain.**
- **the importance of Global citizenship.**
- **the importance of strong home/school and wider community links.**
- **our duty under the Race Relations (Amendment Act 2000) to promote race equality actively.**
- **the recommendations of the inquiry into the death of Stephen Lawrence:**

‘That Local Education Authorities and school governors have the duty to create and implement strategies in school to prevent and address racism’ (Recommendation 68)

The definition of institutional racism is *‘the collective failure of an organization to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people.’*

A racist incident is ‘any incident which is perceived to be racist by the victim or any other person’

Hassenbrook School will not tolerate racial harassment of any kind.
We are committed to combating racial discrimination.

1. ACTIONS TO ENSURE RACE EQUALITY

Building on the work we already have in place:

The Management Team will:

- 1.1 Undertake a race equality audit using the CRE’s *Learning for All: Standards for Racial Equality in School*.
- 1.2 As a result of the audit, we shall:
 - Build on the existing targets to tackle under-achievement, if any, in particular ethnic groups.
 - Set further race equality targets as appropriate.
 - Write an action plan to ensure targets are met.
 - Make the policy and targets known to all teaching and ancillary staff, pupils and parents.
 - Monitor pupils by ethnic group.
- 1.3 The Race Equality Policy will be reviewed annually by the Governing Body.
- 1.4 The Governing Body will comment on how race equality targets have been met in their annual report to parents and what impact they have had on minority ethnic pupils, staff and parents, with the emphasis on the attainment of minority ethnic pupils.
- 1.5 Race Equality training will be a part of the induction & staff development programme for all teaching and support staff, student teachers and governors.
- 1.6 We shall adhere to Thurrock Council guidance on monitoring and reporting racist incidents and provide information to the Council as appropriate.
- 1.7 All class teachers/tutors will be trained in the care and support of pupils who have experienced racial abuse.

- 1.8 The school will endeavour to ensure that the governing body & staff team reflects the local community it serves.

2. PUPILS

Pupils will be:-

- 2.1 Treated as individuals.
- 2.2 Made aware of cultural differences and be encouraged to accept them and understand and value them.
- 2.3 Made aware of common similarities whatever culture or creed.
- 2.4 Encouraged to take pride in their own cultural background.
- 2.5 Taught to respect other people's religion and culture.
- 2.6 Encouraged to pronounce each others names correctly.
- 2.7 Made aware of each individual's right to the same care, attention and expectations they would accord themselves.
- 2.8 Made aware that racist harassment will not be tolerated.
- 2.9 Encouraged to bring racist incidents to the notice of staff and feel that any such incidents will be dealt with promptly and justly.
- 2.10 Given the opportunity to discuss issues surrounding racism, and explore possible solutions.

3. STAFF

All staff will:

- 3.1 Be made to feel valued members of the school team.
- 3.2 Be made to reach their full potential.
- 3.3 Be supported in their professional development.
- 3.4 Have their views, backgrounds and beliefs respected by colleagues.
- 3.5 Act as role models to the children and their parents through the positive relationships they foster with colleagues.

4. PARENTS

Parents will:

- 4.1 Be made aware of the Race Equality Policy as their child enters the school, and will be expected to uphold the ethos of the school.
- 4.2 Be informed of any racist incident involving their child and will be expected to work with the school to resolve the incident.

5. OTHER RELATED SCHOOL POLICIES

Racial equality is included as an explicit aim in all of the school's policies.

6. MONITORING BY ETHNICITY

Hassenbrook School recognises ethnic monitoring as necessary to ensure that minority ethnic pupils are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- **Admissions**
- **Attainment**
- **Attendance**
- **Racist incidents and actions taken**
- **Exclusions**
- **Selection & recruitment of staff**
- **Governing body representation and retention**