



The Meadow Community Primary School and Pre-School

Race Relations, Inclusion and Pupil Diversity Policy

This policy is intended for all teaching and non-teaching staff; local governors; parents and other interested parties.

<u>Aims</u>	<p>At The Meadow Primary, we aim to make inclusion a way of life; an integral part of the ethos and culture of the school. To this end all associated with the school will maintain constant vigilance to ensure that all others feel included. In the everyday life of the school thought will always be given to whether the activity is inclusive, as far as is possible, and if an activity is exclusive an explanation for this has to be given to those excluded.</p> <p>We promote equal opportunities, wherever possible, at all times. Working as a team is imperative to the success of the inclusion policy and all members of the team have responsibility for ensuring inclusion: pupils, staff, parents, the wider community, external agencies and Symphony Learning Trust personnel. At no time will wilful, unexplained, unnecessary exclusion for whatever reason, including race, be tolerated.</p>
<u>Objectives</u>	<p>To ensure that through active, positive teamwork:</p> <ul style="list-style-type: none"> • all involved with the school feel included, equal, valued, supported, able to express their opinions and that they will be treated fairly • individual rights and needs are upheld in balance with the collective rights and needs of all the people in the school community • everyone fully participates in taking responsibility for inclusion of all others in the school community • regular and effective communication is maintained • to identify any violations of the school Inclusion Policy and rectify them as soon as possible, as well as report to governors on a termly basis • identify and promote opportunities to enhance Inclusion <ul style="list-style-type: none"> • diversity is encouraged, where appropriate <p style="margin-left: 40px;">• This policy is for the benefit of all members of the school community. However, the policy is designed to ensure that we take particular account of the following issues:</p> <ul style="list-style-type: none"> • the needs of Looked After Children • those with additional learning and/or physical needs • able and gifted learners • race and ethnicity • religion • diversity of life experiences • gender • sexual orientation
<u>Curriculum content</u>	<p>Inclusion in Practice</p> <p>In The Meadow Primary Inclusion is embedded in the ethos and culture of the school community. The following are some examples of this:</p> <ul style="list-style-type: none"> • School Council, • Eco committee, Parents' and Friends Group



	<ul style="list-style-type: none"> • PHSCE Programme of Study • RE Programme of Study • Behaviour Policy • Breakfast Club • Open door policy for parents and community • Plans for children with special needs • Looked after children • Self/peer assessment, self-reflection, target setting • Consultation meetings, planning meetings, working parties with staff and parents • Parents' and Children Consultations, Open Evenings, Curriculum Evenings, Case conferences, Structured Conversations • Extra curricular clubs and activities • School productions • Assemblies • Empowering pupils, staff, parents to report problems and come up with solutions • Having high expectations of all and supporting each other to achieve these • Encouraging mutual respect and partnership • Community Cohesion work • Celebrations Days for the major faiths - eg. Diwali, Eid, Vaisakhi and Easter • Providing appropriate CPD for staff • Buddying schemes • Enrichment Programme (trips) and residentials • Homework • Monthly school newsletters, school noticeboards, • Parent/pupil questionnaires • Football and other sports' tournaments, • Invitations to community through leaflet drops, community noticeboard, posters, eg. concerts, coffee mornings, other fund raising events, helping in school • Partnerships with local colleges and universities • Pupil led initiatives eg Talent Shows, tuck shops • Visitors to school • Liaison with support agencies such as Student Support, Supporting Leicestershire Families etc • Counselling for children and families • Working with external agencies, personnel from the Local Authority such as SENA and the Virtual School
<p><u>Scheme of work</u></p>	<p>In all areas of the curriculum and school life.</p>
<p><u>Planning and Teaching</u></p>	<p>Curriculum planning and delivery needs to be inclusive. Differences need to be understood and celebrated. Assemblies as well as class and group discussions will address issues relating to: individual needs and differences, self-esteem, emotional and spiritual development, fairness, tolerance and respect and the rejection of bullying. Relationships Mutual respect is at the heart of effective inclusion. The whole learning process involves interactions: between children, between children and adults, and between adults. It is the responsibility of everyone in the school to be fair and respectful in all of their dealings with others.</p>

<p><u>Assessment, Recording and Reporting</u></p>	<p>Accountabilities (i) The Governing Body is responsible for: • working within the community to break down barriers to inclusion • periodic review of the policy • scrutiny of monitoring and evaluation reports in relation to pupil achievement and development • operating inclusive personnel policies • within available resources, developing the physical learning environment to better meet pupils' needs (ii) The Strategic Leadership Team (or particular named persons within this) are responsible for: • ensuring full implementation of this policy • providing/procuring relevant staff development and training • ensuring Looked After Children have appropriate care plans in place and suitable time is provided for the LAC person to carry out their role • ensuring able and gifted learners / those with a disability or special educational needs are fully challenged and have suitable provision within the curriculum • ensuring a diversity of cultural, religious and community-focussed activities play a prevalent role throughout the curriculum and 'wider' curriculum • ensuring both genders are offered equal opportunities to partake, succeed and develop skills and talents • monitoring pupil progress for all groups and evaluating the effects of the inclusion policy on pupil achievement and social development. Reporting on this to the Governing Body • liaison with specialist agencies that support the special needs of individual, or groups of, pupils. (iii) Staff are responsible for: • making inclusion a key aspect in curriculum planning and delivery • providing support to learners that is consistent with the school's policy • encouraging the use of language that is inclusive and non-discriminatory.</p> <p>Parents and Visitors are responsible for: • supporting the Governing Body and Strategic Leadership Team in celebrating differences and being committed to meeting individuals' needs • respecting all other members of the school community.</p>
<p><u>Monitoring and Evaluation</u></p>	<p>Monitoring of the inclusion of all stakeholders within school is ongoing at all times.</p>