



## **Inclusion and Equalities Policy 2023-24**

*This policy should be read in conjunction with the SEND and Health Needs policies*

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## 1. Inclusion Statement

The William Patten School Community is a place where everyone should feel included. By 'everyone' we mean all the children and adults who work in, use, visit and become involved in the community both now and in the future.

- **Everyone has an equal opportunity to develop their full potential.** All children should have equal access to a broad and balanced curriculum. All parents/carers should have equal access to information, services and adult learning and all staff/governors should have equal access to continued professional development. Everyone should feel confident that they will be successfully supported in overcoming any barriers to learning.
- **Everyone has a sense of ownership of the William Patten community.** Everyone should feel that they have a say in the running and development of the community. Everyone should feel that their ideas, opinions and concerns are valued, listened to and taken into account. Everyone should feel that they have the chance to make a positive contribution within the community. Everyone should feel responsible for the success of the community.
- **Everyone has a sense of belonging to the William Patten community.** Everyone should feel safe and secure. Everyone should feel welcome, valued and respected. Everyone should feel supported in recognising and working to eliminate any bias, prejudice and misconceptions about other people. Everyone should feel that they are appreciated as individuals and that they can appreciate and celebrate diversity along with others.

In all of the above our underlying ethos is the same – as a community we are responsible for making sure that the way we work meets the needs of the individual and allows them to be included. Individuals or groups with particular needs should not have to 'fit in' to established ways of working. We recognise the importance of monitoring and assessing the way we work regularly to ensure that we are continuing to be inclusive. We believe inclusion and participation are essential to human dignity and that our inclusive community can act as a role model for an inclusive society.

*Our common uniting purpose is the children in our care as without them there would be no William Patten Community.*

## 2. Equality Policy

### Introduction

**William Patten is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.**

**We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.**

**We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.**

**Our approach to equality is based on the following 7 key principles**

- **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith, gender identity and sexual orientation. We believe that diversity is a

strength, which should be respected and celebrated by all those who learn, teach and visit here.

- **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential
- **We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

#### Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment or sexual orientation. Pregnancy and maternity, age and marriage and civil partnership are also 'protected characteristics' but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty.

#### The Public Sector Equality Duty or 'general duty'

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

#### Development of the policy

When developing the policy, we took account of the DfE guidance on the Equality Act 2010. We note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self-evaluation, school website and newsletters (Patten Pages).

There are also references in the behaviour, admissions and SEND policies as well as minutes of meetings involving Governors, the whole staff, senior leadership team and School Council. The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

#### What we are doing to eliminate discrimination, harassment and victimisation:

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation or gender reassignment.

### **Behaviour, Exclusions and Attendance**

We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

### **Addressing prejudice and prejudice based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

### **What we are doing to advance equality of opportunity between different groups**

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

### **We collect, analyse and publish data**

- On the school population by gender and ethnicity
- On the % of pupils identified as having a special educational need and/or disability and by their principal need or disability
- By year group – in terms of ethnicity, gender and proficiency in English
- On inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
- We also collect, analyse and use data in relation to attendance and exclusions of different groups
- We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a visually impaired, hearing impaired or Gypsy Roma Traveller pupil joins our school
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as 'less able'
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving

**We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

### **Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

### **What we are doing to foster good relations:**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping
- We use materials and resources that value and celebrate different families including: single parent, extended family households, adopted children, gay parents and blended families with step-parents
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. LGBTQ+ month & Refugee Week
- We include Equalities matters in our Newsletters to parents and Carers

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Review relevant feedback from parent surveys, parents' evening, parent drop-ins and/or focus meetings or governors' parent-consultation meeting
- Secure and analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from the children and groups of children, from the school council, peer supporters and PSHE lessons.
- Analyse issues raised in Progress Reviews, Annual Reviews or reviews of progress on Individual Education Plans, mentoring and support;
- Ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

Publishing Equality Objectives (see below and also school development plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account National and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality Data Analysis which inform our discussions about the Equality Objectives.

### **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### **Governing body**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

### **Headteacher and Leadership Team**

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination. The Senior Leadership Team has day-to-day responsibility for co-ordinating implementation of the policy and for monitoring outcomes.

### **Teaching and Support Staff**

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work

### **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

### **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also mindful to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Disseminating the policy**

**This Equality Policy will be available on the school website.**

## **Complaints**

Complaints arising from the operation of this policy will be dealt with in line with the school's complaints procedure.

## **3. OVERALL INCLUSION POLICY**

### **Introduction**

Our Inclusion Statement states that everyone has an equal opportunity to develop their full potential. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

### **Aims and objectives**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs and/or disability
- children who are quick to grasp new concepts
- children who are at risk of disaffection or exclusion
- travellers and asylum seekers

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (this includes speech and language therapy)
- 

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

### **Teaching and Learning Style**

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We have a continuous cycle of summative and formative assessment as well as progress review meetings.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. We also have intervention and additional support programmes for individuals and small groups across the school in maths, English, speech and communication and social skills delivered by teachers and

TAs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. Teachers ensure children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Participate safely, in clothing that is appropriate to their religious beliefs
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping
- Have a common curriculum experience that allows for a range of learning styles
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully, regardless of special needs or medical needs

### **Children with SEND**

Some children in our school have additional needs and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with special needs to complete certain activities.

Teachers ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- Allows opportunities for them to take part in educational visits and other activities linked to their studies
- Uses assessment techniques that reflect their individual needs and abilities
- In response to the Disability Act 2001 and in conjunction with the LEA, the governing body is constantly reviewing how the school can be made more accessible for disabled children

### **Disapplication and Modification**

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

### **Racism and Inclusion**

The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social



background. All racist incidents are recorded. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

## **Summary**

In our school we believe in a joined-up holistic approach. Through an ongoing tracking and review cycle with teachers, the teaching and learning, achievements, attainment, attitudes and well-being of every child receives focussed attention and any necessary resultant action. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

## **4. ETHNIC MINORITY ACHIEVEMENT POLICY**

### **Introduction**

Through an ongoing tracking and review cycle with teachers, the teaching and learning, achievements, attainment, attitudes and well-being of every child receives focussed attention and any necessary resultant action. We are committed to raising the achievement of **all** pupils and take very seriously our statutory duty to assess the impact of our policies on minority ethnic pupils and to monitor the attainment of EMA pupils.

EMA pupils comprise pupils on the EAL (English as an Additional Language) Register and Caribbean-African Heritage pupils. Within the EMA register itself a wide range of minority ethnic groups are represented. Teachers at William Patten know how essential it is to effective teaching and learning and to raising achievement that they are constantly aware of this in their planning and delivery.

William Patten is committed to the values underpinning the principles of community cohesion: promoting equal opportunities and positive race relations for the benefit of everyone. The Governors and staff recognise their responsibilities in preparing our children for life in our culturally diverse society. They also recognise the imperative of working with families to achieve this.

### **Aims**

To raise the attainment of EMA pupils at William Patten we aim to provide:

- Strong leadership
- High expectations of all pupils
- Effective teaching and learning
- Ethos of respect, with a clear approach to racism and bad behaviour
- Strong links with parents/carers and parental/family involvement
- A solid system of admissions for new arrivals
- Extended school involvement

### **Rationale**

At William Patten we value the contribution that minority ethnic pupils make through bringing their culture and language to enrich the school environment. We will provide the means for minority ethnic pupils to achieve their full academic potential, to have access to a broad balanced curriculum and to develop as full-rounded citizens.

At William Patten we are aware that part of any individual's make up is his/her sense of identity and that no one individual has a single identity. Many individuals feel themselves to be made up of multiple identities. In the light of this, we recognise our responsibility to foster and nurture mutual understanding, respect and recognition of each other's similarities and differences.

In our Inclusion Statement we emphasise that everyone should feel a sense of ownership and of belonging to the school community. William Patten shall endeavour to enable pupils to feel comfortable with this school identity in order to enjoy successful social interaction with their peers.

### **The Objectives for Raising Minority Ethnic Achievement will be:**

- To ensure William Patten in its widest sense is a welcoming environment
- To assess individual pupils for cognitive level, education background and linguistic repertoire
- To establish communication links with home and family and to identify cultural and religious background
- To provide appropriate support to each child
- To ensure that William Patten reflects the culture of all the pupils and that every pupil's language is valued
- To monitor and assess progress regularly to check that pupils have the opportunity to achieve their full potential for learning
- To liaise with other schools and network with other groups and services in the local community
- To keep all staff informed by providing opportunities for information sharing/gathering and inset training

### **Whole Staff Approach**

The entire staff will be made aware of the cultural needs of pupils and every effort will be made to ensure that William Patten is welcoming by:

- Including reflection on other cultures as a normal part of the curriculum and actively promoting a culturally inclusive curriculum
- By having parents' information available where appropriate
- By promoting language awareness throughout the school
- By having dual/multi-lingual notices and books available and by displaying pictures reflecting different cultures in a positive light
- By being sensitive to and aware of differing cultural needs
- By the Inclusion Manager and other staff disseminating relevant information and whole-school approaches/ethos to **all** teaching, support and supervisory staff
- By Inclusion Manager and other staff disseminating useful information and strategies gained at INSETs
- By promoting community links and programmes to support pupils and their families
- By providing courses, support groups and language interpretation to parents and carers

### **The Role of the Inclusion Manager and SLT**

Responsibility for EMA and EAL is specifically included in the Inclusion Manager's role. However, it is also considered to be the responsibility of all SLT to meet the needs of EMA and EAL pupils as part of the remit of the progress review process. This gives them a clear overview of inclusion in practice across the school and an active involvement in the implementation and monitoring of policies. Elements that impact on raising EMA and EAL achievement are on a broad spectrum. To this end it is vital that the Inclusion Manager is aware of and, where necessary, has sole or partial responsibility for and involvement in a wide range of activities and initiatives.

The Inclusion manager:

- Is aware of the language and literacy demands of the curriculum and aids staff in enabling pupil access.
- Maintains ongoing awareness-raising of the socio-linguistic backgrounds represented in the school and has key involvement in dealing with issues to do with race, racial equality and identity
- Co-ordinates an appropriate induction programme for pupils newly arrived in the UK and English language assessments (and in some cases home language assessments) using the NALDIC formative EAL assessment descriptors
- Promotes positive relationships with the families of bilingual pupils linking with projects already in existence and developing new strategies for inclusion of these families and communities

### **The Inclusion Manager works closely with the SLT and SENDCo:**

- To provide a service inclusive to all children

- To attend the cycle of Progress Review meetings with teachers to identify any needs of EMA and SEND pupils
- On record-keeping and data collection of EMA and SEND pupils
- Using baseline data, SATs, Reading and Spelling Tests, formative and summative assessment to identify EMA pupils (individuals and particular groups) at particular risk of underachievement and developing strategies and interventions to raise their level of achievement
- To provide home language assessments of certain EAL pupils who may also have SEND to better identify their area of learning difficulty

### **Interventions for Identified Pupils**

Pupils identified as either underachieving, in need of English language support or in need of support relating to a special educational need will be targeted for specific programmes of intervention co-ordinated by SLT. This may include one or all of the following:

- Small group work (withdrawal or in class)
- 1:1 support
- Additional targeted curriculum support
- External agency support
- Mentoring
- Buddying
- Involvement in enrichment activities
- Community Programmes

### **Parents and Families and the Wider Community**

At William Patten we are constantly looking at imaginative ways of engaging effectively with parents, families and promoting community cohesion by providing

- Translation, information and advice sessions
- Social learning/sharing sessions between different minority ethnic groups
- Inclusive school and social events
- A flexible learning and social environment, with equality of access to all
- Sensitive and effective admissions systems and induction programmes for new pupils
- Extended learning facilities for pupils and members of their families

## **4. RACIAL EQUALITY POLICY**

William Patten School values the diversity of the school and local population.

We recognise that differences add value to the community. Pupils and staff at WP reflect the ethnic composition of the community we serve.

We believe in total respect and tolerance for each other and for each other's race, identity, background and culture.

We acknowledge that there is discrimination against certain racial groups and individuals. In line with the McPherson Report (2000) and the Race Relations Act Amendment 2000 we at WP are committed to taking positive steps in order to help redress the effect of unfair racial discrimination. The Statutory General Duty requires public organisations to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between people from different racial groups

We aim to provide an environment that ensures equal opportunities that all pupils and staff can work and achieve to the highest levels through collaboration with community, parents and staff, through challenging and redressing any discriminatory processes or action. Our specific duty under the Act is to assess and monitor the effects of policies; including our Racial Equality Policy on pupils, parents, guardians and staff from different ethnic groups. It is only through working together that we can ensure the highest standards possible.

Our Racial Equality Policy provides a framework to develop our awareness of the effect of racial discrimination through monitoring:

- Attainment and progress of pupils
- Staff employment, training and career development
- Behaviour, disciplinary procedures and exclusion
- How we deal with racist incidents
- Curriculum, teaching and learning (including language and cultural needs)
- Admissions, attendance and transfer procedures
- Membership of the governing body
- Communication/liaison with parents and community organisations
- The practices, services and facilities of the school
- The school's values and environment

**In school this means:**

- Meeting all pupil's needs so they reach their full potential
- Creating an inclusive ethos and practice based on mutual respect for diversity
- Taking specific action to tackle any discrimination between ethnic groups in respect of progress, attainment, admissions and exclusions
- Taking specific action to combat racial harassment and bullying
- Showing a commitment to challenging and preventing racism and discrimination
- Preparing pupils to be full citizens in this multi-ethnic society
- Ensuring the workforce is representative of the communities the school serves
- Empowering people from all racial groups within the school community, including governors, so that full use is made of their skills, knowledge and experience
- Monitoring the impact of actions taken to promote race equality
- Monitoring incidents of racial harassment and bullying and reporting these to Hackney Education
- Defining the roles and responsibilities of each member of the school community
- Identifying the resource and training implications of the above

**The Governing Body must satisfy itself:**

- That the School is actually meeting its legal obligations with the Race Relations legislation
- That the policy and its related procedures and strategies are implemented by scrutinising the school's policies and action plans
- As to how these impact on ethnic groups in the school community.

**The Role of the Head teacher is:**

- To implement the policy and its related procedures and strategies
- To ensure that all staff are aware of their responsibilities and are given appropriate training and support
- To take appropriate action in any cases of racial discrimination

**All Staff need to:**

- Deal with racist incidents and know how to identify and challenge racial bias and stereotyping
- Promote racial equality and good race relations and not discriminate on racial grounds
- Keep up to date with race relations legislation by attending training and information opportunities

**People with specific responsibilities:**

- A member of staff or school governor needs to be responsible for co-ordinating racial equality work
- A member of staff or school governor needs to be responsible for dealing with reported incidents of racism or harassment

**Visitors and contractors:**

- Need to be aware of and comply with the school's racial equality policy

**Breaches of the policy**

These will be dealt with in line with procedures laid out in other relevant policies in the school.

## **5. High Attaining Pupils Policy**

**Aims**

- To encourage high expectations in pupils, of all attainment levels, and to the highest standards for able pupils.
- To provide teaching which makes learning challenging and enjoyable, and enables pupils to realise their full potential.
- To encourage an ethos that provides for the emotional, social and intellectual development of the child.
- To encourage an atmosphere where opportunities are created for talents to flourish.

**Entitlements**

All Pupils have an entitlement to:

- Staff commitment to develop their potential to the full
- Lessons which stimulate, interest, challenge, inform, excite, encourage partnership and dialogue with teachers and invite active participation
- Skilled, well-prepared, aware teachers who also have a perspective and understanding of whole school needs, problems and policies, especially those which concern able pupils
- Equal opportunities: All pupils have a right to equal access to a broad, balanced and differentiated curriculum, regardless of their attainment level. At William Patten Primary, all children are expected to show progression and achievement in their learning and display appropriate patterns of interpersonal interaction and other acceptable social behaviours. High expectations and challenge are essential to this philosophy, irrespective of learning need.

**Definition**

Each child is unique and any attempt at a definition is a generalisation. Furthermore 'very able' is a relative term varying with each school population. At our school the term 'able' is intended to refer to students capable of functioning at a level, at the uppermost end of the ability range in any of the areas of:

- General intellectual ability
- High creativity
- Specific aptitude in one or more subjects
- Leadership
- Creative or performing arts
- Sport and physical skills
- Linguistic intelligence
- Logico-mathematical intelligence

**Identification**

The identification process aims to ensure that identification of students from disadvantaged and minority populations is not overlooked, as well as aiming to ensure that all areas of ability are identified as far as possible. Teachers are aware of the effects of ethnicity, bilingualism, gender, special educational needs (i.e. dyslexia, ASD, etc.) and social circumstances on learning and high achievement

No single method of identification can be entirely accurate and therefore selection as part of the able cohort can be through:

- Prior attainment data/performance
- Results from NFER and SATs tests

- Teacher nomination (based on observations; checklists)
- Consultation with parents
- Self-identification
- Provision

### **Provision**

The needs of children who are quick to grasp new concepts are discussed with teachers at progress review meetings. This helps teachers to differentiate for these children which might include enrichment and extension activities, as well as highlighting an aspect of greater depth which they can demonstrate in their work. This in turn monitored by the senior leadership team through lesson observations and book scrutiny.

In addition, we aim to:

- Create an ethos where high achievement is valued
- Encourage all pupils to become independent learners
- Where possible take advantage of the use of outside agencies for training and provision

Develop the use of a variety of whole school strategies including:

- Enrichment weeks/special activities (when the normal timetable is suspended and cross-circular projects are pursued which offer pupils more choice and responsibility)
- Provision for the exceptionally able (e.g. mentoring, access to Key stage 3 work)
- Recognising achievement

The following strategies are employed in the classroom where appropriate:

- Varied and flexible groupings, sometimes allowing able pupils to work together, sometimes allowing them to take particular roles in mixed ability groups
- Differentiation by task (including differentiated homework)
- Differentiation by outcomes
- Setting individual targets

And most importantly:

- Encouraging pupils to become independent learners
- Organising their own work
- Carrying on unaided tasks which stretch their capabilities
- Making choices about their work
- Developing the ability to evaluate their work and so become self-critical
- Encouraging pupils to work collaboratively and thus enhance their inter-personal and intra- personal skills.

### **Out of School Activity Level and Community Links**

We aim to promote:

- The use of the wealth of resources available within the local and wider community
- A wide range of extra-curricular activities and clubs

## **7. EQUAL OPPORTUNITIES POLICY**

### **Introduction**

Our Inclusion Statement states that everyone has an equal opportunity to develop their full potential. All children should have equal access to a broad and balanced curriculum, all parents/carers should have equal access to information, services and adult learning and all staff/governors should have equal access to continued professional development. Everyone should feel confident that they will be successfully supported in overcoming any barriers to learning.

### **Aims and objectives**

- We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background
- We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone
- We challenge personal prejudice and stereotypical views whenever they occur
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

### **Racial equality**

In our school we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour)

We promote knowledge and understanding of diversity through the topics studied by the children, and we reflect this in the displays of work shown around the school.

### **Disability Non-discrimination**

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in 2007. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

### **The Role of Governors**

In this policy statement the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this we monitor:

- admissions
- attainment
- exclusions
- rewards and sanctions
- parents' and pupils' questionnaires

- The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.
- The governing body will, in its handbook, make reference to arrangements for disabled pupils.
- The governors welcome all applications to join the school, whatever background or disability a child may have.
- The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum.

### **The Role of the Headteacher**

- It is the Headteacher's role to implement the school's policy on equal opportunities, and s/he is supported by the governing body in so doing
- It is the Headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations
- The Headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training
- The Headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school
- The Headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

### **The Role of the Class Teacher**

We do not knowingly discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents, and draw them to the attention of the Headteacher.

### **Monitoring and review**

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school
- monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against
- require the Headteacher to report to governors annually on the effectiveness of this policy
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity
- monitor the school's behaviour policy and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.



## 8. ACCESS POLICY

The governors and every member of the teaching and support staff at William Patten Primary School are fully committed to continuously reviewing and improving the access pupils have to learning and to all aspects of school life.

In examining the question of access we are giving particular consideration to the need of disabled pupils. Disability can give rise to learning difficulties and many children who have special educational needs will also be defined as disabled; however, there are also pupils, such as those with visual impairment, chronic asthma or diabetes, who have a disability but do not have special educational needs

The Disability Discrimination Act of 2007 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

### The Curriculum

- Members of staff have high expectations of all pupils. In their planning and practice, staff are continually looking for ways to remove any barriers that might prevent pupils from learning and participating fully in all areas of the curriculum. Staff are rigorous in their efforts to help all children achieve at the highest possible level
- There are regular reviews of the training needs of staff to ensure that they have the necessary knowledge and skills to teach and support pupils with disabilities or special educational needs. As well as arranging for staff to go on external courses, we also bring outside specialists into school to provide training on site
- Space is very restricted at William Patten, but class bases are organised to make it possible for all children to function independently. There is an emphasis on clear labelling, readily accessible resources and a consistent approach to classroom organisation across the school. Visual timetables are used in all classrooms and some children have their own copy of the visual timetable.
- Care is taken to ensure that all pupils can see the Interactive White Boards. Priority is given to the placing of children with visual and hearing difficulties and children who need to use standing frames or various forms of supportive setting. Particular attention is paid to the colours chosen for background and text on the White Board as this can have a profound effect on the readability of material for some pupils
- Lessons are planned to give pupils' access to the subject matter whatever their needs or disabilities. A multi-sensory approach is used and opportunities are provided for visual, auditory and kinaesthetic reinforcement. Pupils who show a preference for a particular learning style are encouraged to develop their understanding of a topic through activities suited to their need strengths
- Activities, illustrations, texts and multimedia materials are selected to reflect the experiences of the pupils and the diverse make-up of the school community
- Consideration is given to the setting in which pupils learn best. According to the needs of the child and the nature of the task, whole class work is organised in combination with individual work, paired work or group activities
- Staff vary seating plans in the classroom, making sure that pupils with disabilities are situated in the positions best suited to their individual needs. Where a pupil sits on a particular occasion depends on the type of activity that is to take place and the equipment that the child needs to use
- Staff recognise that many pupils with disabilities are having to use enormous amounts of energy to communicate or carry out straightforward practical tasks. Staff are careful not to rush children who need additional time to grasp meaning, contribute to discussion, perform an activity or record their findings. At the same time staff are conscious of the fact that all pupils need to maintain a certain pace in their learning
- Support staff are on hand to ensure that pupils have the special equipment they need. Support staff prepare materials in advance, such as enlarging worksheets on the photocopier and preparing exercises for children to complete on a laptop or iPad
- Consideration is given to pupils who experience some difficulties in using computers, such as large font keyboards for visually impaired pupils

- All pupils take part in art, music, drama and physical education. Pupils are also encouraged to participate in before and after-school activities. Staff will meet in advance with visiting specialist teachers, such as the football coach, in order to discuss how pupils with disabilities can be fully involved
- All pupils, whatever their impairment or level of attainment, are included on school outings and visits. Experience has shown us that, with appropriate support, severely disabled pupils can take part in physically challenging residential courses and return with a real sense of achievement. Careful planning is essential and whenever possible staff will examine the layout and facilities for themselves before the visit takes place
- Successful inclusion of pupils with disabilities and special needs depends to a large degree on the knowledge and experience of the staff who support them. At William Patten we have a rigorous selection procedure when appointing new support staff and this ensure that candidates are of the highest quality

### **Delivery of Information**

- Information is presented in a variety of different formats, according to the individual needs of current pupils
- Where necessary, material is enlarged for individuals so that print, diagrams and pictures are bold and clear. Care is taken to provide print of a size appropriate to a pupil's level of vision
- While use is made of colour to help pupils interpret visual information, staff are aware that not all children possess full colour vision. When preparing materials for pupils, staff bear in mind that certain colour combinations are used more successfully than others
- Being asked to copy or make use of visual information on the board can present real problems for some pupils. If a child has this difficulty, material is prepared on a small white board and placed at a convenient distance from the individual
- The use of interactive white boards for whole class teaching sessions makes it possible to provide visual and auditory input that can be adjusted to suit the particular needs of class members
- All pupils' records will be written with clarity making them easily understandable to parents and carers

### **ADMISSIONS and the DISABILITY DISCRIMINATION ACT**

The principal behind the Disability Discrimination Act is that disabled people should not be discriminated against. The Act affects virtually everyone who provides goods, facilities and services.

The Disability Discrimination Act defines a disabled person as someone with "a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities".

It is unlawful for schools to discriminate against children and young people who have a disability. This part of the law also applies to admissions to schools.

The Acts ensure that children and young people with disabilities cannot be treated less favourably than all other children and young people, other than in exceptional circumstances. It also requires that schools and Education Authorities take reasonable steps to ensure that children and young people with disabilities are not placed at a substantial disadvantage compared to other pupils in the school.

The Act identifies specific duties in relation to school admissions. The Act states that Local Education Authorities and schools must not discriminate against a disabled child.

- In the arrangements that they make for determining the admission of pupils to the school. This includes the school's admission criteria and the operation of those criteria
- In the conditions on which they offer to admit a disabled pupil to a school
- By refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled

Parents/carers with concerns about the admission arrangements should contact the responsible body and try to resolve the issues. The responsible body for community and voluntary

controlled schools is the Local Education Authority; for foundation and voluntary aided schools and academies it is the governing body of the school concerned.

Admission appeals panels hear a claim of unlawful discrimination in respect of a refusal to admit to a school. A claim of unlawful discrimination is made and heard in the same way as for other admission appeals.

Parents/carers must let the school know as soon as possible if they consider that their or their child's disability under the terms of the Act could affect their application for a place at a particular school. The Disability Rights Commission helpline can provide advice and information.

**This policy will be reviewed annually by the Governing body.**

**Policy to be agreed: September 2023**

**Policy Review Date: September 2024**