

# EQUALITY AND INCLUSION POLICY



AT CLAINES CE PRIMARY SCHOOL, WE HAVE A STRONG COMMITMENT TO ENSURING CHILDREN FLOURISH AND SUCCEED TOGETHER AS PART OF A STRONG SCHOOL COMMUNITY. DRIVEN BY SOME OF OUR KEY VALUES OF RESPECT AND COMPASSION, WE ARE INCLUSIVE AND COMMITTED TO THE INDIVIDUAL CHILD. WE AIM FOR A SCHOOL WHERE EVERYONE IS TREATED WITH DIGNITY AND VALUED FOR THEIR PLACE IN OUR COMMUNITY AND THE WIDER WORLD. AT THE HEART OF OUR LEARNING, ARE THE VALUES OF PERSEVERANCE AND COURAGE. WE STRIVE FOR EVERYONE TO HAVE GREAT ASPIRATIONS: ENSURING NEW CHALLENGES ARE MET WITH CONFIDENCE AND 'NO ONE SETTLES FOR LESS THAN THEIR BEST'.

WE DO ALL OF THIS WHILST FOLLOWING IN THE FOOTSTEPS OF CHRIST.

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| <b>Approved by:</b>        | Full Governing Body | <b>Date:</b> 11.11.19 |
| <b>Last reviewed on:</b>   | 24.11.25            |                       |
| <b>Next review due by:</b> | November 2026       |                       |



# EQUAL OPPORTUNITIES AND INCLUSION POLICY

This policy deals with equality at Claines CE Primary School. It builds on our previous policies for Equal Opportunities, Disability and Equality and our statements for Diversity and Community Cohesion.

## AIMS

As a Church school we embrace our Christian values and love of God by aiming to:

- help everyone grow to be the best that they can be;
- listen to one another and value each other's opinions;
- treat other people how we want to be treated;
- be friendly and tolerant and care for all members of our school community, and
- give each other confidence and celebrate our individual achievements.

These statements underpin our ethos and attitude to all aspects of equality.

We seek to serve the local and wider community by offering children a caring and educationally rich learning environment in which to flourish as individuals and become increasingly valuable members of society.

This policy takes into account the Equality Act of 2010<sup>1</sup> and all the protected characteristics described therein (see appendix 1), which have the potential to discriminate against or to devalue any individuals within our community. The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community who have any of the protected characteristics covered by the Act. We will ensure no-one is treated less favourably in any procedures, practices and service delivery recognising that some people need additional support in order to achieve equality.

Our Equality Policy is inclusive of our whole school community – pupils, staff, governors, parents/carers, visitors and partner agencies.

This policy recognises that we have a duty under the Equality Act, known as the Public Sector Equality Duty (PSED) and sometimes referred to as a general duty. This duty means that we must have due regard to the need to:

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act;
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not, and
- **Foster good relations** between people who share a protected characteristic and those who do not.

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<sup>1</sup>as amended by the Equalities Act 2010 (Amendment Order) 2012.

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

## **INCLUSION**

Inclusion is not a simple concept; it has to encompass broad notions of educational access and to cater for the diverse needs of individuals. It must be actively planned and promoted within the educational environment and recognised as an ongoing process not a state.

## **OUR POLICY IN PRACTICE:**

### **ADMISSIONS**

Children are admitted to our school in line with the policy laid down by the Local Authority. No child is discriminated against. Our inclusive ethos, underpinned by our Christian faith, means that all children are welcomed and helped to achieve their potential in school.

### **ACCESS**

Both the site and the building are accessible for people with physical disabilities. We work with outside agencies to ensure that appropriate facilities are available for specific needs making reasonable adjustments where necessary. (For example, working with services for the visually impaired or hearing impaired.) Certain areas of the school have been specifically designed mindful of people with physical disabilities needing wheelchair access.

### **CURRICULUM**

Subject coordinators draft policies and schemes of work with reference to this policy. Through the PSHE/RSE and RE curriculum, teaching in assemblies and other acts of collective worship, children are helped to grow into responsible citizens who do not discriminate against other people. Staff are responsible for acting as positive role models in this respect. School trips and visits are planned to take account of the needs of all pupils with adaptations being made where necessary.

### **EXTRA CURRICULAR**

A wide range of extra-curricular activities are available for children to take part in. All children have opportunities to take part in musical productions and sports teams if they wish and are prepared to make the commitment to the practices.

### **SEND**

Positive discrimination may be carried out under the Special Educational Needs Policy, where individual children may be given access to additional resources and staff, in line with their Individual Provision Map drawn up by their class teacher in conjunction with the SENDCo.

### **RECRUITMENT**

We practise fair and safe recruitment and do not discriminate against any candidates. Recruitment procedures are monitored in line with Local Authority guidelines and appropriate records are kept.

### STAFF TRAINING AND DEVELOPMENT

All staff have access to appropriate training and development in line with the School Improvement Plan and individual needs agreed as part of Performance Management.

### PLANNING

When drawing up Development Plans for school improvement, with regards to improvements in standards or facilities, due regard is given to the needs of all our school community, both in the present and in the future.

### REPRESENTATION - CHILDREN, STAFF, FRIENDS AND GOVERNING BODY

Representation on all the committees connected to the school is open to all members of the school community on an equal basis.

### FOSTERING GOOD RELATIONS

Within our local situation, we seek to foster good relationships with the whole diversity of the wider community, including those with protected characteristics.

Our location is semi-rural. The local community which we serve is the parish of Claines and the southern part of Fernhill Heath. Our school is part of the Worcester City Network with other local primary schools, and we have close links with Bishop Perowne College, Blessed Edward Oldcorne Catholic College and RGS Worcester.

We are also involved in a wide range of partnerships – see Appendix Three.

### ANALYSIS OF PROGRESS AND ATTAINMENT

Using data available from the DFE and the school tracking system, attainment of all children is closely monitored. Using Arbor, the attainment of all significant groups is analysed and reported, with any necessary improvements required included in the School Improvement Plan.

## **The roles and responsibilities within our school community**

The Headteacher will:

- ensure that staff, parents/carers, pupils and governors are engaged in the development of and informed about the Equal Opportunity and Inclusion Policy;
- oversee the effective implementation of the policy;
- ensure staff have access to training which helps to implement the policy;
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available, and
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information.

The Governing body will:

- designate governors with specific responsibility for the Equal Opportunity and Inclusion Policy; (SEND Governor & Pupil Premium Governor)
- support the headteacher in implementing any actions necessary;
- engage with parents and partner agencies about the policy, and
- evaluate and review the policy annually and the objectives every 4 years.

The Pupils will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability;
- be expected to act in accordance with the Policy, and
- be encouraged to actively support the Policy.

The Parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy;
- have access to the Policy through a range of different media appropriate to their requirements;
- be encouraged to actively support the Policy;
- be encouraged to attend any relevant meetings and activities related to the Policy, and
- be informed of any incident related to this Policy which could directly affect their child.

The school staff will:

- be involved in the development of the Policy;
- be a good role model for all equality issues;
- be fully aware of the Equal Opportunity and Inclusion Policy and how it relates to them;
- understand that this is a whole school issue and support the Equality Policy;
- make known any queries or training requirements, and
- report any incidents which contravene the policy to the Headteacher.

## **Appendix One**

The following are referred to as Protected Characteristics:

- Sex;
- Race;
- Disability;
- Religion or belief;
- Sexual orientation;
- Gender reassignment, and
- Pregnancy or maternity.

## **Appendix Two**

### Definition of Disability

The disability provisions in the Equality Act mainly replicate those in the Disability Discrimination Act (DDA). The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' This includes the specified medical conditions named in the DDA (HIV, cancer and multiple sclerosis).

## **Appendix Three**

### Partnerships

- our local church, St John Baptist;
- Worcester diocese;
- local preschool settings;
- the Schools Sports Partnership Programme;
- the University of Worcester to provide ITT placements;
- Worcester Sixth Form College for work experience students;
- Heart of Worcestershire College for work experience placements;
- The Rivers C of E Multi Academy Trust for SCITT placements;
- Kidderminster Harriers football club, for football coaching;
- Perdiswell, St Barnabas, St George's CE primary schools - for staff development and moderating work