

## Inclusion policy

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## **Our vision**

Les Quennevais School is committed to the well-being, development and progress of all children, families and staff. We recognise and respect the social, economic and cultural diversity within our community and in society, and strive to remove barriers and disadvantages to ensure that everyone feels included and valued.

We want our learning community to achieve the highest standards of attainment, and we seek to identify and support students with additional / special educational needs and disabilities as they are identified; to provide excellent teaching and learning, enable full participation and offer access to a range of opportunities through a broad, balanced and creative curriculum. (Please see our SEND Information report and SEND Policy available on both the SEND and policies pages of our school website).

Every child is unique and we strive to fulfil all of our statutory requirements related to matters of inclusion. Pastoral care is also a key part of our inclusion policy and at Les Quennevais we are acutely aware of the difficulties faced by our children growing up in the 21st century and the many influences that they encounter from

society. (Please see our e-safety policy available on the policies page of our school website).

We strive to provide a healthy and happy environment, and to protect students from physical, social, and emotional harm. Les Quennevais School is committed to inclusion in our staffing policies, relationships with parents / carers, and with the wider community.

### **Aims and Objectives**

- To highlight the school's commitment to equality, diversity and inclusion for all students irrelevant of individual circumstance.
- To ensure that all students within our school community feel safe, happy and content to learn, free of fear or intimidation.
- To encourage and foster a culture of mutual respect and tolerance.
- To ensure all stakeholders within the school community are aware of the procedures to be followed if harassment or prejudice behaviour were evident.
- To maintain an inclusive school approach in all aspects of school life.
- To monitor the well-being and progress of all students, where all members of the school community are of equal worth.

Les Quennevais School actively seeks to remove barriers to learning and participation which can potentially hinder or exclude individual students or groups of students. This means that equality of opportunity must be a reality for all our students and this is achieved through the attention we pay to the different groups within our schools including:

- students with various gender identities;
- minority ethnic and faith groups,
- students who need support to learn English as multilingual learners
- students with additional / special learning needs
- students with various sexual orientation
- students who have health needs
- children 'looked after' by the Local Authority
- young carers
- students who are at risk of disaffection or exclusion;
- students whose families are under stress;
- students who are in receipt of 'student premium' funding

## **How we meet our objectives**

Les Quennevais School promotes equality and inclusion within our school through the following activities:

1. School/Centre Practices and Procedures including staff training
2. Facilities
3. Curriculum/ School/Centre Practices/Procedures including staff training
  - A whole school culture of tolerance and acceptance is expected, always promoted and modelled by all members of staff;
  - An extensive range of resources and teaching approaches are utilised to accommodate a wide range of student needs;
  - Staff and students are expected, at all times, to use appropriate and respectful terminology and language towards each other;
    - Discriminatory language or actions are always challenged;
    - Clear expectations about acceptable behaviour are highly visible and consistent;
    - Diversity and Inclusion is discussed at Governors' meetings;

### **Facilities/Services**

- When necessary promoting and using interpreting services and using translated documents where available;
  - Allocated accessible parking is available;
- Accessible toilets/changing facilities/main entrance are available within the school building;
- When planning trips and extra-curricular activities flexible payment schemes are available;

### **Curriculum**

- Themes around inclusion and diversity are embedded into topics within each curriculum area, specifically Learning for Life and Work and Religious Education;
  - Inclusion and diversity themed whole-school assemblies occur throughout the school calendar
- Staff with specific areas of responsibility, both inside the classroom and out, consider the implications of Equality and Inclusion in their departments, particularly within the sporting sector.

### **Professional development**

The Senior Leadership Teams is responsible for the professional development of all teaching staff , Learning support assistants and non-teaching staff. Staff are kept

fully informed about local and national seminars and networks which relate to inclusive educational practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school and across the Island.

### **Parent partnership and wider community**

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the education process and are strongly encouraged to keep in regular contact with the school regarding their child's progress.

Our school website provides advice and information for parents and allows access to all schools' policies and procedures as well as offers support around voicing any concerns / complaints.

### **Monitoring the Success of the Equality and Inclusion Policy**

The policy will be monitored to ensure the robust nature and overall effectiveness of the procedures within the school, via a range of methods, these include;

- Number of bullying incidents by equality characteristic to be monitored and appropriate action taken as necessary;
- Embedding of inclusion and diversity across curriculum areas to be monitored;
- Number of comments and complaints in relation to equality, inclusion and diversity to be monitored;
- Record of training/information presented to staff/students to be kept;
- Positive stories on equality and inclusion to be highlighted;
- Feedback from students, staff, parents and the wider community to be sought regularly.

Where students are failing to make expected levels of progress, further support and intervention will be implemented in order to help them meet specific targets.

'Student progress meetings' and Raising Achievement Team meetings (RATs) are held after each data drop and attended by SLT, The Head of Guidance, Director of Inclusion and the School based Educational Officer.

Our Assessment Coordinator who is a member of the Senior Leadership Team monitors the progress of different groups and reports after data drops to the Head teacher / Head of Year.

There are robust procedures in place for identifying any children who are causing concern or experiencing barriers to their learning, and / or their emotional well-being.

(Please see our SEND Information report and SEND Policy available on both the SEND and policies pages of our school website).

### **Links to other policies**

All available on the policies page of the school website

- Accessibility plan
- Anti-bullying policy

Behaviour for Learning Policy

- Equality and Diversity Policy
- e-safety policy
- Intimate Care
- Relationships and sex education policy
- Safeguarding, Child Protection and Associated Procedures
- Special Educational Needs and Disabilities policy