



# Equalities & Inclusion Policy 2023-2024

Reviewed December 2023  
Next policy review December 2024

*We are committed to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people; tackling issues of disadvantage and underachievement of different groups.*

*We are committed to our Inclusion Steering Group with representatives from our school community.*

Dallington Church of England Primary - Headteacher: Mr Cox - 01435 830335

Punnetts Town County Primary - Headteacher: Mrs Kinsella – 01435 830361

Chair of Governors: Mrs Monica Pell  
SEND & Inclusion Governors: Mrs Alison Doig & Bintou Sy  
Inclusion Manager/SENDCo: Susan Conaway

# Equalities & Inclusion Policy

Dallington Church of England and Punnetts Town County Primary & Nursery schools are partners in the Woodlands Federation where the focus is 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 2010 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.

## Key Principles

1. All learners are of equal value.
2. We foster a culture of respect and inclusion.
3. We recognise, respect and value difference and understand that diversity is a strength.
4. We foster positive attitudes and relationships.
3. We actively seek to raise awareness and reduce discrimination.
4. We foster a shared sense of cohesion and belonging.
5. We observe good equalities practice for our staff.
6. We have the highest expectations of all our children.
7. We work to raise standards for all pupils, but especially for the most vulnerable.

## 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 schools cannot discriminate against pupils and staff or treat them less favourably because of their age, gender, race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity, marriage or civil partnership. This act makes it 'unlawful to discriminate against, harass or victimise a pupil or potential pupil in relation to: admissions, the way it provides education for children, in the way it provides pupils access to any benefit, facility or service or by excluding a pupil or subjecting them to any other detriment'.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

## 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

## TWO 'SPECIFIC DUTIES'

This requires all public organisations, including schools to:

1. publish information to show compliance with the Equality;
2. Publish Equality objectives at least every 4 years which are specific and measurable

This policy is the formal voice of the staff and governors of Woodlands Federation, pronouncing our continuing commitment to equality by eliminating discrimination, advancing equality and fostering good relations within the school community. By promoting equality for all, children, staff, families, visitors and outside agencies, governors, we are committed to recognising and tackling barriers that may lead to unequal outcomes, so everyone can have equal access and so diversity is celebrated throughout our schools.

This policy also voices our commitment to prevent and challenge discrimination, harassment and victimisation in school life.

#### DEVELOPMENT OF THE POLICY

When developing the policy we took account of the DFE guidance on the Equality Act 2010 and the Ofsted inspection framework 2018, which places a strong focus on improving the learning and progress of different groups.

Within this framework OFSTED requires us to promote the British Values; 'an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs'. These values support our continuing promotion of cultural equality and diversity. OFSTED has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

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

The following policies particularly contribute to the promotion of equality: School behaviour policy, anti- bullying policy, SEN Information report, complaints procedure, Grievance policy, Teaching and learning policy, Sex Relationship education policy and PSHE and wellbeing policy. Minutes of meetings involving governors, the whole staff, and the senior leadership team and school council include references to equality issues.

The Equality Act also applies to schools in their role as employers. We comply with this regulation through our recruitment process, Disciplinary Procedure, Grievance policy and Competency Framework.

#### ADMISSIONS AND EXCLUSIONS

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and provide access for pupils to facilities and services. 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, gender reassignment, pregnancy or maternity, or age.

#### PARENTS STAFF AND RECRUITMENT

The Head Teacher ensures all appointment panels give due regard to this policy so no one is discriminated against with employment, promotion and training opportunities and appointment panels have at least one member 'safer recruitment' trained.

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 and take it to the appropriate working party.

## DISABILITIES

The Equality Act permits 'more favourable' treatment of disabled people.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

We undertake reasonable adjustments to ensure access for adults, children, staff and visitors, including improvements to the physical environment, access to the curriculum, and access to information.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings. (Please see accessibility plan, SEN information Report and Medical Policy)

We support learners with disabilities by meeting their individual needs, through meeting with parents, carers and specialist to draw up personalised support plans. These needs are then cascaded to all staff who are able to support the child to ensure needs are met fully.

Well matched evidence based adaptations are organised for all children to feel safe to make mistakes and learn from them; to make progress from their starting point, make progress towards their desired outcome.

Progress for different groups of children, including children with SEND is monitored with teaching staff by the Headteacher and SENDCo. Governors monitor data 3 x annually and make on site visits 2-3 annually.

Data for different groups is monitored alongside pupil voice by governors 3x annually.

Based on individual needs and circumstances, children with disabilities are supported to enable them to take part in all school events, cultural trips and sports days. We take account of the needs of all pupils in our planning of school events

We use assemblies and curriculum resources to provide positive images and perceptions of people with disabilities and also run 'disability workshops' in school.

Neurodiversity offers all of us and the chance to increase our knowledge and deepen our understanding of differences.

When planning any maintenance and refurbishment we consider adjustments which may be needed for pupils with different needs.

## BEHAVIOUR, EXCLUSIONS AND ATTENDANCE

The school Policy on Behaviour – Rewards, Sanctions and Exclusions - takes full account of the duties under the Equality Act and 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.

Where advantageous to the child and with the agreement of the family, remote learning is made available to children who for example are vulnerable to infection.

## PREJUDICE AND BULLYING

The school challenges 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, prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

The school explains why it is unacceptable to children and adults alike.

The school has a policy for responding to bullying behaviour, including prejudice related incidents, which involves responding to both victim and perpetrator.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness and how we dealt with them and review this data termly, taking action to reduce incidents

## THE CURRICULUM

Although the content of the school curriculum is explicitly excluded from the Equalities Act, the delivery of the curriculum is included. We ensure the curriculum:

- is inclusive of children with learning differences ( neurodiversity)
- prepares children for life in a diverse world and uses the children's own background and experiences where appropriate.
- offers opportunities for children to explore identity and equality at their stage of understanding and development.
- promotes behaviour and values that celebrate and respect diversity, but also challenges discriminatory language and actions.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

The R.E. and PSHE curriculum's in particular raise awareness of faith. Children visit a range of places of worship and religious leaders are invited to visit the school. (See R.E. and PSHE policies.

## PROMOTING EQUALITY OF OPPORTUNITY BETWEEN DIFFERENT GROUPS AND EQUALITY IN ACHIEVEMENT

We want all our children to achieve at the highest possible level and to achieve this we will:

- have consistently high expectations of all pupils, regardless of their gender, ethnicity, ability/disability, religious belief, faith tradition/culture, sexual orientation, etc.;
- expect all adults within school to provide positive role models to children in all issues relating to equality of opportunity;
- identify and respect the particular strengths and needs of individuals and groups of children;
- make adaptations and use targeted interventions to promote good learning and progress and to narrow gaps in achievement;
- use a range of teaching styles to ensure effective learning takes place for all children;
- encourage children and parents to engage fully in the learning process, making it a strong partnership.

## DATA ANALYSIS

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 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 percentages of pupils identified as having a special educational need and/or disability and by their principal need or disability; by ethnicity, gender, Free School Meals.

We analyse the standards reached by different groups at the end of each key stage and plan appropriate responses to the outcomes of this data.

We collect, analyse and use data in relation to attendance and exclusions of different groups.

We provide support to pupils at risk of underachieving.

## POSITIVE ACTION

The School Development Plan sets out the school's focus on eliminating and promoting equality of opportunity. The targets are then incorporated into the action plans of key leaders within the school. E.g. raising awareness of homophobia and gender related issues is a current focus.

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

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 with the aim of ensuring we meet different needs.

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

We implement an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

## WHAT WE ARE DOING TO FOSTER GOOD RELATIONS AND PROMOTE EQUALITY

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We expect all staff, partners and visitors to demonstrate mutual respect amongst all members of the school family, maintaining the open and friendly welcome to all. Likewise, children are encouraged to greet each other, staff and visitors with the same friendly and respectful welcome.

We provide opportunities for encouraging the children's spiritual, moral and cultural development within school, through visits and visitors to school.

We consult the children and consider their views through School Council meetings, surveys, SMSC sessions, circle-times, Assemblies and discussions with groups/individuals.

We teach the children about British Values which extend to everyone; democracy, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.

We use materials and resources that reflect diversity, in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences

## OTHER WAYS WE ADDRESS EQUALITY ISSUES

We maintain records of all training relating to Equality issues.

Our monitoring records include evaluations of aspects of Equalities

We have a rolling programme for reviewing our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.

The implications for equalities of new policies and practices are considered before they are introduced.



## WOODLANDS FEDERATION GOVERNING BODY

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and objectives are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

## THE HEADTEACHER

The Headteacher from each of the Woodlands Federation schools, is responsible for implementing the policy; for ensuring 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 Leadership team in collaboration with the Inclusion Manager has responsibility for coordinating implementation of the policy and for monitoring outcomes. They should have informed knowledge of the Equality Act.

## 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 curriculum and learning that reflect the school's principles, e.g. providing materials that give positive images of race, gender, 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 find aspects of academic learning difficult;
- keep up-to-date with equalities legislation relevant to their work.

## VISITOR AND PARENTS

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 concerned 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.



#### MONITORING AND REVIEWING THE POLICY

This policy and all other policies, plans and documents related to the equalities agenda will be regularly monitored and evaluated by the school, to assess the impact on children and adults within the school community. The results of the on-going monitoring and evaluation will directly feed in to the school's development plans.

#### DISSEMINATING THE POLICY

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

# WOODLANDS FEDERATION INCLUSION POLICY

Inclusion underpins all our school policies and our practice in all areas

Date of issue: October 2020    Date of next review: November 2024

## Aims and objectives

To ensure:

- equality of opportunity for all our pupils in all areas of school life;
- individual strengths are recognised and all pupils achieve their potential.

To remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.

To nurture all pupils.

To develop the Woodlands Federation Inclusion Steering Group with the core purpose of the meaningful inclusion of children and all members of the school community

To ensure:

- every child in our schools, whatever their circumstance or ability, has a sense of belonging, feels respected and is valued for who they are;
- there is an agreed understanding that there are different types of provision that a child may need;
- there is accurate and early identification of children's needs, so high quality learning and teaching leads to positive experiences and outcomes;
- inclusion is positioned at the heart of decisions on education and to take a whole school approach to inclusion and SEND;
- all children share a common entitlement to a broad and balanced curriculum which meets their social, emotional and learning needs;
- all staff are aware of the school systems and procedures in place to enable all children to have the opportunity to make progress;
- whole school assessment procedures track the progress of individual pupils and identify strengths and weaknesses amongst groups.

We take account of differences and strive to remove barriers and disadvantages people may face in relation to disability, ethnicity, gender, religion, belief or faith, sexual orientation.

We believe diversity is a strength which should be respected and celebrated by all those who learn, teach and visit Dallington and Punnetts Town.

We respect the rights of the individual and challenge stigma and discrimination against those who marginalized, disadvantaged and vulnerable; we want all members of the federation community to feel a sense of belonging; to know that they are respected and able to participate fully in school life.

## Procedures

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 evidence based and effective?

Are we successful in preparing children to live in a diverse society?

All children share a common entitlement to a broad and balanced curriculum, which meets their social and learning and emotional needs.

We recognise it is the teacher's responsibility to meet the needs of all children in their class and ensure all children:

- feel connected and heard;
- feel secure and know their contributions are respected and valued;
- appreciate and value the differences they see in others;
- experience success;
- receive support which motivates and builds resilience;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience for a range of different learning styles;
- have challenging targets that enable them to succeed;
- participate fully, regardless of difference, disabilities or medical need

## Extra-curricular provision

Extra-curricular provision, including after school clubs, workshops, trips etc. are a valuable part of school provision that can develop and promote individual strengths.

Whole school planning will include providing activities to celebrate diversity and meet the needs of different groups within the school.

Individual planning may include making provision to meet individual needs, for example, ensuring that a promising athlete can access the necessary clubs.

If you have any questions about this policy, please make contact in a way you prefer

Email: [admin@dallington.e-sussex.sch.uk](mailto:admin@dallington.e-sussex.sch.uk) Telephone: 01435 830335  
Mr Cox, headteacher or a member of staff on the school gate every morning to speak with directly

Email: [office@punoffice@punnettstown.e-sussex.sch.uk](mailto:office@punoffice@punnettstown.e-sussex.sch.uk) Telephone: 01435 830361  
Mrs Kinsella, headteacher or a member of staff on the school gate every morning to speak with directly

## **SEND & Inclusion Steering Group Terms of Reference**

**Name of group:** Woodlands Inclusion Steering Group

**Title:** Terms of reference written 15/7/22

Date of revision: July 2023

### **Purpose:**

- Improve access to communication for the school community and all stakeholders
- Embed practices for consistently effective communications
- Improve inclusive practice; improve outcomes for everybody
- Improve outcomes for the current school community and plan strategically for the needs of future school communities
- Support stakeholders to influence how we improve communication

### **Membership**

2 Headteachers, SENDCo, 2 SEND Governors, 4 Teachers and 4 Teaching Assistants, 4 parents, to start as core group and additional stakeholders identified and invited as needed

**Members will:** keep confidentiality, be aspirational and explore ideas with an open mind

**Review and terms:** Meetings 4 x annually during school day, alternating between the two schools

### **Working methods:**

Audit and profile to identify areas of need and development

Action planning based on accurate data

Always include and centre parent voice, pupil voice and staff voice

Success criteria is drawn from the rate of progress and attainment

Review and evaluation are against success criteria

Everybody's voice is heard and valued ensuring equity among members

For parents/carers to increase understanding of school community in terms of provision

### **Sharing Information and Resources**

Sharing is an integral part of the working method so forms part of purpose. Ensure minutes are recorded and disseminated appropriately through a range of channels.

### **Definition of terms**

To be agreed in first meeting with all representatives