



Codsall Community High School

Inclusion/Equality Policy

Introduction

Codsall High is a mixed multi-ethnic school situated in the South Staffordshire village of Codsall on the outskirts of Wolverhampton. In recognition of this the schools work with staff offering specific professional development to raise awareness about ethnic minority achievement, racial harassment and discrimination.

This inclusion/equality policy makes overt statements about the value we place upon all learners in the school and describes the positive action we are taking to address the diverse needs of learners within Codsall High School.

Our agreed definition of an inclusive school is that:-

"All children with and without disabilities or difficulties of all race, colour, sex and religious denomination share together, socialise together, learn together, develop physically, creatively, spiritually and intellectually to the best of their abilities, whatever their needs. An inclusive school prepares young people for full participation in the life of the community."

Aims and Values:-

Codsall High School will adhere to all equalities legislation, including the Public Sector Equality Duty in the Equalities Act 2010.

As an inclusive school we aim to promote equality of opportunity in the following ways:-

- by ensuring the curriculum entitlement of every student, including those with SEND
- by ensuring that all young people enjoy and achieve to the best of their ability in all areas of the curriculum;
- by removing barriers to learning so that all young people attain the highest possible standards and leave school able to take their place in the community;
- by ensuring that all young people feel safe, secure and confident within the school community;
- by ensuring that all young people transfer, to and from, Codsall High Federation of Schools knowing that the next steps of their learning are planned and that their needs will be met;
- by ensuring that all young people are encouraged to develop into tolerant young adults who treat each other and their environment with respect;
- by ensuring that the views of all members of the school community are listened to and that our school embraces diversity;
- by actively tackling discrimination through clear procedures for discriminatory incidents which are understood by all.

These aims are designed to ensure that the school meets the needs of all of its community, taking account of the nine protected characteristics; race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment.

Staff at Codsall High School will strive to ensure that:-

- Relationships within the school are based on tolerance and respect;
- All young people will feel safe, secure and valued;
- All young people will enjoy their school life and achieve and thrive within it;
- The underlying causes of underachievement and disaffection will be identified as early as possible;
- The causes of underachievement and disaffection will be addressed at a whole school level, departmental level and individual teacher level;
- A culture of achievement is fostered through praise, rewards and sanctions;
- The school council ensures a high level of student participation in the life of the school in order to encourage a spirit of belonging and community;
- Parents are valued as partners and that home/school communication is maintained at a high level;

- External partners are valued and contribute significantly to the opportunities and support offered to young people;
- They oppose all forms of discrimination and harassment;
- They are proactive in tackling and eliminating unlawful discrimination.

2022-2023 Equality Objectives

Each Year the school will set specific equality targets to improve the provision set out within this policy. School equality objectives for 2022-23 are:

Activity			
Code	Actions	Who	When
B3	Improve attendance by working with VIP on all absence concerns but also targeting particular groups of students (SEND, PP).	NGw, HoY, VIP	Aut22
P9	Improve inclusivity through PSHEE, Wider Learning, assemblies. Raise awareness and challenge racism through introduction of FLAIR competition	NGw	Aut23- Spr23
P11	Utilise Careers Hub Funding to work with identified cohort (PP/Boys) in Y11 to increase engagement and focus on next steps.	Nki/JGu	Spr23

Other relevant school policies include:-

- SEN Policy
- Behaviour and Anti-bullying Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Dyslexic Policy
- School Access Plan
- Risk Management Guidelines
- School Evaluation Form/Development Plan
- Physical Activity Policy
- Confidentiality Policy
- Teaching and Learning Policy
- Curriculum Policy
- Marking & Feedback to Improve Learning Policy

Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. All teaching staff recognise their responsibility to provide effective learning opportunities

for all young people. Departments have written mid-term plans with regard to the national curriculum and short-term plans include wider key skills. The following represents an inclusive school;

- a. Setting suitable learning challenges
- b. Responding to learner's diverse learning needs
- c. Overcoming potential barriers to learning and assessment for individuals and groups of students.

Setting suitable learning challenges

Teachers aim to give every learner the opportunity to experience success in learning and achieve as high a standard as possible. Assessment for learning enables young people to know where they are what they must do to improve and move onto the next step. Differentiation will ensure that learners whose attainment falls below the expected levels will be able to access the curriculum. In addition there are scheduled activity weeks when learners will be provided opportunities to improve their working at grades. Similarly for learners whose attainments exceed the expected level suitable learning challenges will be planned into the short term plans.

Responding to pupils diverse learning needs

Mid-term plans drawn up by departments will support individual teacher planning by giving due consideration to different learning styles and diverse learning needs. All teachers must set high expectations of behaviour and work. Teachers at all the Federated schools recognise that it is their responsibility to create effective learning environments that nurture respect and a high work ethic. Suitable learning targets enable all children to achieve success feel motivated and work with concentration and determination. All teachers must ensure that young people feel safe and their contributions are valued. Stereotypical views are challenged and young people learn tolerance and respect.

Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of learners will have particular learning and assessment requirements which require additional and different provision to be made for them. This may be because the learner has a disability or a Special Education Need. (See SEN and Disability Policy) Teaching staff recognise that not all learners with disabilities will necessarily have a learning difficulty. Many learners with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life.

At Codsall High School teachers take account of different requirements and make provision where necessary, to support individuals or groups so that they can learn effectively and participate in classroom activities and assessment activities. All teachers plan with the SEND code of practice in mind and recognise Individual Education Plans.

The learners who demonstrate behavioural issues will be discussed in the inclusion meetings held after school. Learners who are frequently discussed may have a Pastoral Support Plan (PSP) agreed by the learner and the parent/carer with a member of staff from the inclusion team. Staff will be informed of the targets agreed, to maximise potential. Staff will also be consulted through questionnaires about the conduct of the young person and asked for strategies which work in the classroom. There will be regular reviews of the targets set against the success criteria. Referrals to the authority's behaviour consultant will be made where appropriate. In addition to this the Early Help Assessment (formerly known as Common Assessment Framework (CAF)) will be used where appropriate. Two or more agencies will need to be involved with the young person before a C.A.F is initiated.

All young people will be offered Entrust interviews in year 11. In addition to this young people can self-refer at any point for additional support. Vulnerable young people will be offered additional support in an effort to prevent the young person from becoming a N.E.E.T (Not in Education Employment or Training). In addition to this any young person at risk will have advice available in the year before leaving full time education.

Roles and Responsibilities

Governing Body

The nominated Governor with lead responsibility for educational inclusion and equality issues is the Lead Governor for Inclusion and SEN.

The governing body is responsible for:-

- Ensuring that this policy complies with the race relations, disability and SEND related legislation;
- Ensuring that the policy and its related procedures and strategies are implemented;
- Ensuring that the safeguarding policy is upheld.

Headteacher

- In conjunction with the Governing Body ensures that the Inclusion Policy and its related procedures and strategies are implemented;

- Ensures that all staff are aware of their responsibilities under the policy and received appropriate Continued Professional Development (CPD) so that they can fulfil the responsibilities;
- Take disciplinary action against all young people who contravene the policy;
- Ensures that issues of equality and inclusion are addressed within the Personal Social, Health, Economic Education. (PSHEE) and Citizenship curriculum.
- Ensures that all learners are entitled to two hours of Physical Education per week

Specific Responsibilities

The following staff have specific responsibilities within the inclusion policy.

All Staff

It is the responsibility of all staff to establish and maintain a climate for learning in which young people can develop the social emotional and behavioural skills needed to make a success of their career and life in general. All staff should actively teach tolerance and respect through modelling these values in their interactions with each other and with young people. The principle of 'teaching through example' should be recognised and demonstrated throughout the school. Staff should maintain a high level of vigilance around corridors and outside in the school grounds and challenge inappropriate behaviour so ensuring that high standards of tolerance and respect are maintained, bullying and racist incidents should be challenged at all times.

Teaching Staff

Subject leaders have the responsibility to ensure that subject areas are learning environments which encourage high standards of behaviour, a strong work ethic and a culture of endeavour and respect. This can be done through the delivery of stimulating and challenging lessons, assessment for learning which enables progress and achievement, high levels of praise and reward, fair and consistent use of sanctions and student involvement and participation in creating and maintaining displays of student's work.

All the teaching staff recognise their responsibility to provide effective learning opportunities for all young people and in departments have planned schemes of work with regard to the national curriculum inclusion statement relating to;

- a. Setting suitable learning challenges
- b. Responding to pupils diverse learning needs

- c. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Pastoral Staff – Personal development and well-being of all students

To work proactively with the Deputy Head Pastoral, SENCO and the Heads of Year to identify, through the use of transition data, SEND and attainment data and behaviour referrals.

Identification of social, emotional or learning difficulties must be seen as the beginning of the inclusion process, the next step is the creation of a suitable and sustainable intervention programme. All intervention programmes should begin with a discussion involving the parent/carer and young person to establish their commitment to and involvement in the intervention strategy.

Intervention programmes should be monitored and evaluated on a regular basis to ensure that progress is being made and that barriers to learning are being removed.

Tutors

Have a role to monitor the welfare of the students' in their tutor group; and to alert the Head of House, and or a Pastoral Manager, and or Student Services of any needs a young person may have.

Mentors

Will receive referrals for students who need additional support. They will follow a set procedure when discussing any barriers to learning.

The involvement of Students and Parents

Parents/carers may be invited into school to set up a PSP or Early Help Assessment In both instances relevant staff will be informed and regular reviews will be set up to evaluate the success criteria.

Monitoring and Review

This will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.

Conclusion

All teaching and non-teaching staff are responsible for the development of the young people at Codsall High School. Support structures are in place to help remove 'barriers to learning'. Where appropriate external agencies will be contacted to support a young person in their development.