ST. JAMES' C.E.(C) PRIMARY SCHOOL GLOSSOP

Policy for Inclusion
2012

Involvement, Enjoyment, Achievement

Introduction

• This document is a statement of the aims, principals and strategies for the development of Inclusion
• It was developed during the Summer of 2002 through a process of consultation with teaching staff and governors, and was in place for adoption by 31st May.
• It was approved by the governing body on 19th June 2002
• This policy was last reviewed in 2012 in accordance with the schedule for the review of this, and all other, policy documents as set out in the school's Development plan.

Inclusion- what is it?

• Inclusion is both a philosophy, and an action.

• An inclusive school is one which values all within its community regardless of any differences individuals may exhibit.

• An inclusive school actively seeks to ensure that all members of its community have an equal opportunity to be valued within it, for those things which make that individual unique and special, for those qualities which the individual can demonstrate, and for the actions and interactions demonstrated by the individual towards other members of the community.

• Inclusion in philosophy and practice is closely linked to the schools beliefs and principles for the promotion of Equal Opportunities, Provision for children with Special Educational Needs, for developing understanding and practice in Multicultural Education, Religious Education, Racial Equality and Cultural Diversity, and all teaching and learning.

Policy Statement

At St. James' we strongly believe in the following principles which underpin all our practice and philosophy within our school community;

1. The Aims of the School which are reflected in our mission statement…

Involvement, Enjoyment, Achievement

At St. James' School we aim to ensure high quality education for all our children.

We seek to create a stimulating environment, developing and encouraging skills in all curriculum areas. Our staff have to privilege of contributing to the development of each child as an individual. We regard parents as partners in education and work with them for the good of the children.

We aim to promote the development of cultural and personal identities, thereby preparing children for full participation in society.

We aim to foster a positive atmosphere of mutual respect and trust amongst children, in which all feel safe and unthreatened. We aim to provide a Christian environment which will enable children to become aware of, and reflect on, their own spiritual and moral experiences, and those of others.

2. Guiding principles : In fulfilling the duties listed above, we are guided by three principles:

- Every member of our community should have opportunities to achieve highest possible standards, and the best possible qualifications for the next stages of their life and education.

- Every member of our community should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards others.

- Every member of our community should develop the knowledge, understandings and skills that they need in order to participate in our local and national society, and in the wider context of an interdependent world.

3. The full range of school policies and practice

We ensure that the principles listed above apply to the full range of our policies and practice, including those which are concerned with:

- pupils' progress, attainment and assessment
- behaviour, discipline and exclusions
- pupils' personal development and pastoral care
- teaching and learning
- admissions and attendance
- the content of the curriculum
- staff recruitment and professional development
- partnerships with parents and communities

4. Responsibilities

The governing body is responsible for promoting inclusion within our school community, ensuring that school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Head teacher 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 where inclusion is not promoted.

All staff are expected to foster inclusion for all colleagues, children, parents, and other community members; to know how to identify and challenge any non inclusive actions or behaviour; and to incorporate principles of equality and diversity into all aspects of their work.

5. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

6. Inclusion in other policies

Teaching about inclusion touches on learning in many disciplines. It can be found within common practice in:

- Geography: when learning about other cultures and places e.g. Ghana in KS1 and Jamaica in KS2
- History: when learning about exploration, Aztecs, slavery
- R.E. : when learning about Islam, Hindu, and Jewish faiths and traditions
- Reading & writing: in the choice of stories read and written
- Art: in the art studied and styles created

Inclusion is also represented as a key element of the Equal Opportunities, Multi Cultural, and Behaviour & Anti Bullying Policies found in school records and policy files, which should be embedded in our practice at St. James'.

In addition to these, teaching & learning about inclusion may be undertaken within the PSHE curriculum, where ideas, themes and incidences are discussed by the children themselves with adult input.

7. Breaches of the policy
Breaches of the policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head teacher and Governing body.

8. Questions we may ask about inclusion.

Attainment, progress and assessment
- How do we ensure that we have and communicate high expectations of all pupils?
- How do recognise and value a wide range of achievement?
- What action do we take to reduce and remove disparities between pupils, and ensure that all are included?

Behaviour, discipline and exclusions
- How do we ensure that our procedures for managing behaviour are fair and equitable for all?
- Do all staff operate consistent systems of rewards and sanctions?

- How are exclusions of all kinds monitored to establish patterns and trends?

Admissions and attendance
- Are the admissions policy and criteria equally open to pupils from all communities?
- Do we consider inclusion when monitoring pupil attendance ?

Curriculum
- In each subject, and in the curriculum as a whole, how do we ensure opportunities are taken to teach about race inclusion?
- In which areas of the curriculum do pupils explore concepts and issues relating to identity, racial justice and racism?
- How do extra-curricular activities and events cater for the interests and capabilities of all pupils and take account of any parental concerns?

Personal development and pastoral care
- How do we ensure that pastoral support take account of inclusion?
- How do we support anyone who feels excluded?

Teaching and learning
- How do we create an environment where all pupils feel safe and feel that they can contribute fully, and where all feel respected and valued?
- How are all pupils helped to make connections between the curriculum and with their own lives and experiences, and the lives, stories and experiences of their parents and communities?

Partnerships with parents and communities
- What action do we take to encourage the involvement and participation of all parents in the school?
- How do we ensure that premises and facilities are fully accessible to and used by a wide range of local groups and communities?

Staff recruitment and professional development
- How are posts, including those for administrative and support staff, advertised? Are all posts open to the widest possible pool of applicants?
- How do we ensure that all those involved in recruitment and selection are effectively inclusive?
- How do we ensure that good equal opportunities practice operates throughout the selection and recruitment process?

9. Commitment to Inclusion : As a school community we will;
- Welcome and accept and individual child, or family, with whom we can work
- Give careful consideration to the needs of the individual and those of the community as a whole
- Develop skills and strategies to meet the individual needs of all
- Ensure that, if an individuals needs cannot be met within our community, that we do all that is possible to find other appropriate provision.
- Ensure that all members of our community share in the philosophy and practice that includes all individuals regardless of any real or perceived differences they exhibit