

## Goldington Green Academy Inclusion Policy



### **Safeguarding**

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

### **Equal Opportunities**

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

**Philosophy:**

At Goldington Green Academy we provide education for all pupils through a variety of access strategies, including differentiation, resources and facilities. All pupils' individual needs are considered and the full range of flexible responses are available to accommodate and value their diversity.

Goldington Green Academy is committed to providing an inclusive community and meeting the needs of all its pupils, by ensuring that they have access to a broad, balanced and relevant curriculum. The ethos of the school celebrates diversity and promotes independence and self belief. The school will, within the context of services available, seek the relevant support and advice from the Local Authority, in order to facilitate inclusion. Belief in every child's potential is at the heart of this philosophy.

**Aims:**

- To include all pupils in school life
- To continue to raise staff awareness of inclusion via ongoing staff development
- To maximise the learning potential of all pupils and raise attainment for all
- To promote the personal, social, moral and cultural development of all pupils
- To celebrate the progress and achievements that all members of the community make
- To develop inclusive practices throughout our community by promoting equality of access and opportunity for all
- To ensure that resources are matched to need
- To work together with all partners in the education of the child
- To seek to continuously monitor and evaluate the success of policy and practice
- To ensure that all members of the school community feel valued and accepted. We do not tolerate discrimination linked to any of the protected characteristics identified in the Equality Act 2010. Further details can be found in our Equality Policy.

**Implementation:**

- Pupils with Special Educational needs or disabilities (SEND) have an Individual Pupil Plan (IPP) which is written and reviewed regularly. It is written in consultation with all partners. School and home have copies. Parents/carers are involved in IPP reviews and the setting of new targets
- Progress of pupils with SEND is monitored regularly by the SENDCO and Leadership Team to ensure that the learning provision is appropriate
- Individuals and groups, such as SEND/EAL/GTMA and any vulnerable pupils are monitored via assessments, which are analysed by the Inclusion Manager. Support is targeted accordingly.
- Outside agencies are used in a supportive and advisory capacity. Child protection issues are the responsibility of the Designated Safeguarding Leaders.
- Gifted, talented and more able pupils are challenged and receive support to continue to excel. Additional opportunities are given both in school and beyond.

- An equality policy is in place and incidents are monitored.
- School work positively to ensure all LGBTQ+ pupils and their families feel accepted, supported and are part of the school community. The Deputy Head oversees the implementation of this and leads the school ethos of celebrating diversity.
- Looked after children have a PEP (personal education plan) which is monitored regularly by the Designated Safeguarding Leader.
- Attendance is monitored by the Inclusion Manager and lateness/absence is targeted. The EWO (Educational Welfare Officer) is involved in some cases.
- The MPs and School Parliament are involved in making key decisions.
- An Inclusion Team supports children's Social, Emotional and Mental Health (SEMH) needs. This team includes a Nursery Nurse who provides therapeutic input to support pupils needing extra support for a range of issues. two SEMH workers and a Family worker.
- Governors are aware of inclusion issues and strategies. The SEND Governor oversees inclusion in practice within the school.
- As far as possible, the school considers the impact on all members of the school community when making decisions. This includes considerations such as recognizing all gender identities, ensuring there is no direct or indirect prejudice related discrimination related to social or economic circumstances, disability, gender identity, sexual orientation or any other protected characteristic.

#### **Success criteria, measuring IMPACT:**

This policy will be successful when:

- Monitoring demonstrates that needs of all pupils are provided for and appropriate progress is made
- Monitoring indicates that support and intervention is successful
- Monitoring demonstrates that pupils at particular risk (SEND, ethnic minority pupils, travelers, young carers and those eligible for pupil premium) are well supported and have good outcomes.
- Tracking of pupils informs appropriate planning and intervention
- Agencies work effectively together to support pupils
- All members of the school community feel included, valued and that any incidents breaching our inclusive policy are dealt with robustly.

#### **Monitoring, evaluation and review:**

The Inclusion Manager will monitor progress and provision on a termly basis. The Governing Body, via the Curriculum Committee will review progress made and the effectiveness of the policy every two years.

**Reviewed date: April 2020**

**Next review date: April 2022**

**Date: 09/07/21**

**Staff responsible: Rachel Clay**

