

FINHAM PARK 2



FINHAM PARK
MULTI ACADEMY TRUST

FINHAM PARK 2 EQUALITY AND INCLUSION POLICY

Introduction

We welcome the importance that is placed upon Educational Inclusion and Equality. We believe it is essential to develop policy and practice in this area to ensure that:

- All students realise their educational potential.
- We address and remove obstacles which prevent students from gaining access to appropriate learning opportunities and benefiting from them.
- We offer a whole school curriculum which is free from the stereotypes which can lead to low or restricted expectations, prejudice or discrimination, and which recognises, celebrates and values all cultures in the community;
- All students are prepared to become active participants in the wider community
- All students have rights to equality of consideration and opportunity

Statutory Context

In developing and implementing this policy we will have due regard for:

- Our school's duties and obligations under the existing legislation concerned with sex discrimination, race relations, special educational needs and disability discrimination.
- Ethical considerations related to values and social justice and how our school promotes students' spiritual, moral social and cultural development;
- The three inclusion principles that are essential to developing a more inclusive curriculum as outlined within the 'National curriculum in England: framework for key stages 1 to 4' (updated 2 December 2014);
 - a) Setting suitable challenges.
 - b) Responding to pupils' needs
 - c) Overcoming potential barriers for individuals and groups of pupils
- Government policies including: target setting by schools; promoting the inclusion of students with special needs or a disability; fostering better personal, community and race relations as highlighted in the Macpherson Report: and promoting social and educational inclusion and for all groups;

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on the [Department for Education \(DfE\) advice for schools on the Equality Act](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

This document also complies with our funding agreement and articles of association.

We are committed to making a contribution to the wider City community in which our students live.

Educational Inclusion and Equality: Aims and objectives

Educational inclusion and equality is more than a concern about any one group of students such as those students who have been or are likely to be excluded from school. It is about equal opportunities for all students, whatever their age, gender, ethnicity, attainment or background. It pays particular attention to the provision made for, and the achievement of, different groups of students within the school.

Educational Inclusion applies to all of the following groups of students:

- Girls and boys
- Minority ethnic and faith groups
- Travellers
- Transient students
- Asylum Seekers and Refugees
- Students who need EAL support
- Students with special education needs
- Disabled Students
- Gifted and Talented
- 'Looked After' children
- Young carers, families under stress
- Pregnant school girls – teenage mothers
- Students at risk of disaffection and exclusion
- Students who need an alternative curriculum
- Students who need extra help with social skills
- Students needing support after long term absence through sickness
- Students in need of support because of life-long conditions/syndromes (e.g. Aspergers, Tourettes, ADHD)
- Students identifying as LGBTQ+
- School phobics and truants

We believe that educational inclusion and equality lies at the heart of education. We have an important role to play in demonstrating that the teaching and learning achievements, attitudes and well-being of every young person are of equal value.

We aim to:

- Offer additional support and new opportunities for students who may have experienced previous barriers to learning.
- Take account of our students' varied life experiences and take practical steps, in the classroom and beyond, to meet different students' learning needs effectively;
- Promote tolerance and understanding between different groups in our diverse society;
- Know all our students better and develop their special gifts and talents;
- Raise standards for all students;
- Support all students' personal development, attitudes and values;
- Ensure all students are taught well; with a differentiated curriculum to meet the wide range of needs;
- Care for all students;
- Work with parents/carers of all groups of students;
- Lead and manage the school for the benefit of all students;
- Know how effective we are in relation to supporting the learning of different groups of students;
- Identify students who experience alienation and disaffection with the education system;

Trust Objectives

1. Trust leaders will take steps to gain an understanding of the representation of the Trust workforce and Governance roles, with regard to race, gender, and disability, and review recruitment processes to ensure these roles are representative of the communities in which our schools operate.
2. To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.

Finham Park 2 Objectives

Objective 1: To improve the attendance rates and reduce the persistent absence of all key groups of students.

Why we have chosen this objective:

Improving attendance rates is important because:

- Equality of access to education
- Reducing achievement gaps
- Cultivating an inclusive community
- Overcome barriers to attendance
- Improved social and emotional well-being
- Preventing disproportionate impact of poor attendance on already disadvantaged students and families.

To achieve this objective we plan to:

- Implement mentorship programs pairing disadvantaged students with older peers for support and guidance.
- Organize workshops or seminars addressing barriers to attendance such as mental health challenges or financial concerns.

- Offer extracurricular activities tailored to the interests of disadvantaged students.
- Establish a rewards system for consistent attendance, recognising and incentivising improvement.
- Develop partnerships with parents or guardians to foster a supportive home environment for attendance.
- Offer academic support services, including tutoring or study groups, to address learning gaps and boost engagement.
- Conduct regular surveys or focus groups to gather feedback from disadvantaged students on barriers to attendance and areas for improvement.

Objective 2: To narrow the gap in achievement for disadvantaged students and for those students identified as having barriers to their learning (especially in English and maths).

Why we have chosen this objective:

- Social Justice: Ensuring equality in academic outcomes helps address historical disparities and promotes fairness in education.
- Inclusive Excellence: Embracing diversity enriches the learning environment and encourages the participation of all students, regardless of background.
- Enhancing wellbeing: Academic success contributes to students' overall well-being and sense of belonging within the school community.
- Stronger community: Equipping all students with the skills and opportunities to succeed academically fosters a more equitable and prosperous society.
- Closing gaps: Addressing disparities in academic outcomes helps close achievement gaps and ensures that all students have equitable access to opportunities.
- Improving School Performance: Supporting underperforming groups contributes to overall school improvement and enhances the reputation of the institution.
- Next steps: Providing an inclusive education prepares students for diverse workplaces and communities, promoting tolerance and understanding.
- Empowering marginalised communities: Elevating academic outcomes for underperforming groups empowers marginalized communities and promotes social mobility.
- Maximising potential: Every student has unique talents and potential and by addressing underperformance, we can maximize the talents of all individuals within our school community.

To achieve this objective we plan to:

- Provide professional development opportunities for teachers to enhance their understanding of effective strategies for supporting disadvantaged and struggling students in English and maths.
- Offer targeted interventions such as small group tutoring or one-on-one support to address specific learning needs in English and maths.
- Provide access to additional resources such as online learning platforms or educational software to supplement classroom instruction.
- Implement differentiated teaching strategies that accommodate diverse learning styles and abilities, ensuring all students can access and engage with the curriculum.
- Offer extracurricular programs focused on English and maths enrichment to provide additional opportunities for practice and skill development.

- Foster a supportive and inclusive school culture where all students feel valued and encouraged to reach their full potential, regardless of their background or circumstances.
- Continuously evaluate and refine support curriculum intent, implementation and interventions based on data analysis and feedback from students, parents and staff to ensure effectiveness in narrowing the achievement gap.

Objective 3: To increase the uptake of OOSHL activities to 100% by all groups of students through the tracking of student participation.

Why we have chosen this objective:

- Equality of opportunity: Ensuring that key underperforming groups attend after-school clubs helps level the playing field and provide equal access to enrichment activities.
- Personal Development: Participation in after-school clubs fosters social, emotional, and cognitive development, benefiting students' overall well-being.
- Increase engagement: Offering diverse after-school activities engages students who may feel disconnected from traditional academic settings, promoting a sense of belonging.
- Build confidence and skills: Participation in clubs allows students to explore interests, develop talents, and build confidence, contributing to their academic and personal growth.
- Improve academic achievement: Research suggests that involvement in extracurricular activities correlates with improved academic performance, as students develop valuable skills such as time management and teamwork.
- Opportunity gaps: Access to after-school clubs helps address opportunity gaps by providing additional support and resources to students who may face barriers to academic success.
- Promoting social integration: After-school clubs offer opportunities for students from diverse backgrounds to interact, fostering social cohesion and understanding among different groups.

To achieve this objective we plan to:

- Offer a diverse range of OOSHL activities to cater to varying interests and preferences among students.
- Regularly communicate the benefits and opportunities of after-school activities through school newsletters, social media, and parent-teacher meetings.
- Involve parents and guardians in promoting after-school activities and emphasize the benefits of participation for student development.
- Track attendance using school management information systems.
- Collaborate with student council to involve students in planning and promoting after-school activities.
- Offer trial sessions or taster events to allow students to explore different after-school activities before committing.
- Partner with local community organizations or businesses to expand the range of after-school activities available to students.

Objective 4: To increase the uptake of trips by all groups of students, including Pupil Premium students and students identified as having barriers to their learning, through the tracking of student participation.

Why we have chosen this objective:

- Enriching experiences: School trips and visits offer hands-on learning experiences that enrich the curriculum and deepen students' understanding of various subjects.
- Broadening perspectives: Experiencing different environments and cultures through trips and visits broadens students' perspectives, promoting empathy, tolerance, and understanding of diversity.
- Personal Development: School trips offer opportunities for personal growth, such as developing independence, resilience, and problem-solving skills, which are valuable for academic and life success.
- Supporting the curriculum: Trips and visits can align with curriculum objectives, providing students with practical examples and applications of what they learn in the classroom.
- Time of their Lives: School trips often create memorable experiences that students cherish for years to come, fostering a positive school culture and sense of pride in the institution.

To achieve this objective we plan to:

- Provide financial assistance or subsidies for trips to ensure affordability for Pupil Premium students and those facing barriers to learning.
- Offer a variety of trip options that cater to different interests, learning styles, and abilities, making them more inclusive and appealing to all students.
- Communicate the educational and personal development benefits of trips to parents and guardians, emphasizing their value in enriching students' experiences.
- Collaborate with external organizations or sponsors to secure funding or donations specifically designated for trips for disadvantaged students.
- Incorporate trip-related learning objectives into the curriculum to highlight the educational relevance and importance of participation.
- Foster a supportive and inclusive trip environment by addressing any concerns or barriers that may prevent certain groups of students from participating.
- Evaluate the impact and effectiveness of trip initiatives regularly and adjust strategies based on feedback and outcomes to continuously improve uptake among all student groups.

Objective 5: Reduce the incidence of the use of any racist, homophobic, biphobic, transphobic and sexist language by students.

Why we have chosen this objective:

- Safeguarding for all : Eliminating racist, homophobic, biphobic, transphobic, and sexist language helps create a safe and welcoming environment where all students feel respected and valued.
- Being respectful: Discouraging derogatory language fosters respectful communication among students, promoting positive relationships and reducing conflicts.

- **Inclusivity:** Eliminating discriminatory language supports the principles of equality, diversity, and inclusion, ensuring that all students have equal access to education regardless of their background or identity.
- **It's the law!** Schools have a legal responsibility to provide a safe and inclusive environment free from discrimination, making it imperative to address the use of discriminatory language.
- **Preparing for the real world:** Encouraging respectful language and behaviour prepares students to navigate diverse workplaces and communities where respect for others' identities and experiences is essential.

To achieve this objective we plan to:

- Implement clear and consistent disciplinary policies that address instances of discriminatory language.
- Provide education and training to students on the harmful effects of racist, homophobic, biphobic, transphobic, and sexist language.
- Foster a culture of respect and tolerance through regular discussions and awareness-raising activities.
- Encourage bystander intervention by empowering students to speak up against discriminatory language when they witness it.
- Create safe spaces for students to report incidents of discriminatory language without fear of retaliation.
- Involve parents and guardians in discussions about the importance of addressing discriminatory language and promoting inclusive attitudes.
- Incorporate lessons on diversity, equality, and respect into the curriculum to reinforce positive behaviours.
- Celebrate diversity through events, assemblies, and guest speakers that highlight different cultures, identities, and experiences.
- Provide support and counselling for students who may be targets of discriminatory language, ensuring their well-being and safety.
- Continuously monitor and address instances of discriminatory language through proactive measures and responsive interventions.

Objective 6: Promotion of understanding, tolerance and respect for different beliefs.

Why we have chosen this objective:

- **Community cohesion:** Promoting understanding, tolerance, and respect for different beliefs cultivates a school environment where diversity is celebrated, fostering harmony among students and staff.
- **Respect and empathy:** Understanding and respecting different beliefs helps students develop empathy by allowing them to appreciate perspectives different from their own, fostering compassion and understanding.
- **Conflict prevention:** Promoting tolerance for different beliefs reduces the likelihood of conflicts based on religious, cultural, or ideological differences, creating a more peaceful and inclusive school environment.

- Upholding human rights: Respecting different beliefs aligns with principles of human rights, including the right to freedom of thought, conscience, and religion, ensuring that all individuals feel valued and respected.

To achieve this objective we plan to:

- Offer compulsory RE that provides students with the knowledge about different beliefs and promotes understanding.
- Facilitate open discussions and debates on religious and cultural topics to encourage tolerance and respect for diverse perspectives.
- Organise multicultural events and celebrations that showcase various beliefs and traditions within the school community.
- Implement anti-bullying policies that specifically address discrimination based on religious beliefs.
- Train staff to recognise and address instances of prejudice or intolerance towards different beliefs among students.
- Create safe spaces where students feel comfortable expressing and exploring their own beliefs without fear of judgment or discrimination.
- Invite guest speakers from different religious and cultural backgrounds to share their experiences and perspectives with students.

Leadership

We believe that our schools are led and managed for the benefit of all our students.

The responsibility for educational inclusion and equality in each school lies within the remit of the Headteacher and Local Governing Body, who will ensure that all staff are clear about their responsibilities for implementing this policy and being accountable for this through the normal line manager procedures.

Each school's Leadership Team will ensure a clear direction for the implementation of this policy through their Strategic Framework for school improvement, which will outline appropriate priorities and targets, identify action and review progress.

We will support all members of staff in carrying out their responsibilities for implementing this policy by:

- Making explicit the underpinning aims, values and attitudes of educational inclusion;
- Getting to the heart of what needs to be done to secure improvements for all students;
- Setting good examples and establishing role models for the staff and students;
- Preventing and addressing sexism; racism; discrimination on the grounds of sexual orientation; and other forms of discrimination and oppression;
- Promoting racial harmony so that all students know they are valued and important to the school;
- Ensuring that all students achieve as much as they can both academically and in their personal development;
- Regularly reviewing our practices and procedures to ensure that we do not unwittingly create barriers for any particular group;
- Seeking and making provision for professional development of all staff in relation to education inclusion and equality;
- Promoting the development of good relationships within and beyond school;
- Supporting our priorities through careful financial planning;
- Seeking to improve, where possible, our physical access, having regard for the Special Needs Disability Act;
- Encouraging self-review and peer review.

Student induction, guidance and support

We will ensure that all students, especially those at particular risk, are safe, that their welfare is safeguarded and that they learn effectively. We will do this by:

- Providing induction programmes at key transition points – for example on entry to Reception; transfer to Primary; transfer to Secondary; transfer to Post-16;
- Providing an effective induction programme that ensures the needs of particular students are met e.g. refugees and asylum seekers, transient students;
- Being well informed about the students' language, cultures, values and customs;
- Being alert to cultural differences;
- Making links with parents and carers, community organisations and other agencies that support children and their families;
- Supporting children 'Looked After' by the local authority, young carers, sick children, and students on the Child Protection register;
- Promoting good attendance and behaviour and working to eliminate all forms of oppressive behaviour;
- Investigating all reported incidents of bullying and harassment;
- Ensuring all students, staff and parents/carers know our policy, procedures and practice relating to bullying and harassment;
- Supporting all students experiencing bullying or harassment;
- Setting up programmes and working with students and parents/carers to prevent disaffection and alienation and encourage full access to an appropriate curriculum;
- Working with students and parents to prevent exclusion;
- Identifying learning needs, support and monitoring progress;
- Seeking guidance from external agencies.

We will monitor and evaluate how well our reward and sanction systems work to ensure specific groups are not over-represented.

We will examine and monitor our admissions procedures to ensure that they are fair and equitable for all groups of students

Co-ordination

We will identify a named person/s as co-ordinator of specific areas of educational inclusion and equality as follows:

- Inclusion Manager / SENCO / Looked After Children / Child Protection -
- Child Protection, Alternative Courses KS4.
- College Leaders – co-ordinators of all aspects of inclusion for their students.
- Careers Advisory Support

Each named person will have the following responsibilities in common: -

They will –

- Know the students for whom they have specific responsibility;
- Know how well the students are doing in terms of attainment and achievement;
- Ensure that support is available if needed etc;

- Be in regular contact with specialist services where appropriate;
- Regularly consult with colleagues about the needs of these students;
- Disseminate and support colleagues in evaluating the effectiveness of strategies designed to support learning and personal development of these students;
- Report on these students' progress to e.g.: Headteacher and governors as and when appropriate.

The named person for each area will have specialist knowledge to advise and support students, teachers, support staff and parents. This may involve directing individuals or groups to specialist services when appropriate. Their responsibilities will be identified in their job descriptions.

Staffing and Staff Development

We recognise the influence that staff have on students in relation to the attitudes and values they develop. We therefore believe it is important for all staff, including support staff, to have access to professional development and support that relates to educational inclusion and equality.

We will identify a range of provision that will meet their needs across a variety of roles and responsibilities.

Areas of staff expertise and individual staff development will be identified through existing staff development systems.

Recruitment

All new staff will be made aware of this policy and given training where necessary. We will attempt to appoint staff who represent the full range of people in our society to ensure a balanced range of role models and a diversity of experience and perspectives amongst adults within the school.

Curriculum Organisation and Planning

Educational inclusion and equality will be achieved in each school through a combination of planned curriculum opportunities and other whole school approaches, such as:

- Discrete curriculum time;
- the subject curriculum;
- out of school hours activities;
- general school ethos;
- activities and events;
- staff training.

The curriculum will:

- Broaden students' experiences and prepare students for life in a diverse society;
- be tailored to meet the needs of students who may be at risk;
- be informed by the needs of individual students. Where necessary, the National Curriculum may be disapplied;
- boost self-confidence and equip all students with the skills they need to survive in and challenge a world that is unequal;

- offer a broad range of opportunities which meet the needs, interests, and aptitudes of all students;
- ensure equality of access and opportunity for all students;
- enable students to appreciate their own cultural traditions and the diversities and richness of other cultures;
- help students to understand the causes of inequality and oppression and their effects on people now and in the past;
- encourage students to consider a range of perspectives relevant to an increasingly global society rather than a dominance of a single, narrow perspective.

Curriculum Delivery/Teaching Strategies

A whole school approach is needed to deliver our core aims and objectives throughout the taught and hidden curriculum. In order to meet the learning needs of all groups, we will use a wide range of teaching and learning styles.

Throughout the school we aim to use a variety of approaches that take account of the individual needs of all our students.

We will aim to ensure that students understand the objectives of their learning experiences and to ascertain through discussion with them, how well these objectives are met.

We will use language that will be accessible for all students and give support to those who have additional language needs.

We will target support for individuals and groups which recognise specific needs and starting points.

We will ensure that we provide sufficiently challenging material for all students, including those who may be identified as 'Gifted and/or Talented'.

Feedback to students will be given in such a way as to ensure that high expectations are held of all students. Participation of all students will be monitored across a range of classroom activities and throughout all curriculum areas.

We will take positive action to provide opportunities for all students to enhance their ICT skills bearing in mind the unequal distribution of facilities within the home environment.

Resources

The content of resources, the way they are used and the degree of access that students have to them can inhibit or support members of different groups in their learning experience at school.

We will therefore ensure that we use resources that

- Show sensitivity to the various different groups and cultures within society;
- Do not through the use of inappropriate images and stereotypes demotivate or offend students;
- Do not reinforce prejudiced views that some students may hold;
- Provide a wide variety of positive images especially of groups of people who are marginalised or discriminated against;
- Are modified to take account of the specific needs of individual students;
- Avoid language that cannot be understood;
- Are up-to-date and relevant to students of different ages and abilities;
- Are appropriate to the ability level of students, having regard for differentiation;

We will ensure that everybody in school is aware of the range of resources available and how to access them.

Resources will be reviewed and updated on a regular basis by curriculum leaders.

Partnerships

We value working in partnership with parents and carers and with the wider school community and see this as an essential element of an educationally inclusive school.

We will develop strategies that facilitate the support, which can be given in the home particularly recognising the barriers which prevent involvement by some groups of parents.

We will promote partnership working through home school contracts; use of the local community as a resource; the school's contribution to the local community; parental access to the curriculum; the use of Local Area Hubs; work with parents; social events; reporting to parents; and the school website.

Where necessary we will provide translation and interpreters for parents/carers whose English language skill is limited.

We will explore ways of engaging with those parents who may find it difficult to approach the school and remove barriers of physical access to the site.

In addition, the school values and encourages the involvement and support of external agencies and services. Where external agencies/speakers are involved their contribution will be properly planned as part of the overall programme;

complement other teaching; and be appropriate to the age and maturity of the students involved.

We will ensure that all agencies and speakers operate within the school's policies especially those relating to educational inclusion and equality.

Assessment, Recording and Reporting Standards

We will monitor personal development, behaviour and attendance as well as academic progress and use the information to provide effective support.

We will celebrate all achievement and believe that enabling children to recognise their successes can lead to a rise in confidence and self-esteem.

Our assessment process will offer all students an opportunity to show what they know, understand and can do and identify where they need to develop further.

Sharing learning intentions is routine practice, which enables learners to understand their role in lessons.

Assessments made by the teachers inform planning and allow learning to be better pitched to the needs of individuals or groups.

We have well co-ordinated arrangements for monitoring and assessing students' progress (against learning objectives that are built into our curriculum planning).

The assessment, recording and reporting of progress will take account of the needs of different groups of students and their families/carers and will take place in accordance with school policy.

A variety of assessment techniques will be used.

Evaluation of results will identify those students who may need further help to learn effectively.

Our procedures have regard to the requirements of the Code of Practice for students with special educational needs.

We will ensure that our assessment methods are free from cultural or linguistic bias to ensure fair and equitable treatment of the different groups of students.

We will ensure appropriate support for our students for with English as an Additional Language (EAL).

We will celebrate the achievement and progress of all groups of students via a range of media.

The recording of assessment information will take the form of procedures recorded in our school assessment policy.

The reporting of individual achievement and progress will include skill development and values and attitudes as well as knowledge and understanding.

Assessment information will be reported to parents in a clear and meaningful way (please refer to Assessment Policy).

Monitoring and Evaluation

Provision for effective educational inclusion and equality will be monitored and outcomes evaluated by school leaders and relevant co-ordinators. Identified priorities for action will be built into our Strategic Framework for school improvement.

Review

This policy will be reviewed by the CEO / Executive Headteacher.

FPMAT EQUALITY AND INCLUSION **POLICY**

Written by Pauline Parkes

September 2009

Revised by Mark Bailie

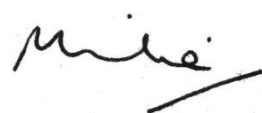
December 2023

Next review date

December 2028

Approved by Trustees:

Signed:



MARK BAILIE

CEO / Executive Headteacher

Date: 18th January 2024

Signed:



PETER BURNS MBE

Chair of Board of Trustees

Date: 18th January 2024