



## Christ Church Academy School Policy:

**INCLUSION AND EQUALITY June 2021**  
**Review June 2025**

***Aligned with the BDAT EQUALITY & DIVERSITY POLICY Including CONTRACTORS AND VOLUNTEERS***

### ***Our Vision.....***

***'We know the extraordinary worth of all our children. Our vision is to provide the nurture and challenge to grow children believing in their own value, their academic successes, and their place in the wider family of school and community. We are all created in the image of God. Living life in all its fullness ever day'***

### **Rationale:**

Christ Church Academy School Primary School is dedicated to ensuring equality, inclusion, and the well-being of every individual. This policy has been written to make the arrangements for the inclusion of all stakeholders explicit.

### **Equality Information and Objectives Statement**

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. The equality duty has two main parts: the 'general' equality duty' and 'specific duties. The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

Christ Church Academy School fully understands the principle of the Equality Act, and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. The Governors and Staff at Christ Church Academy School are committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination. A protected characteristic under the act covers the groups listed below:

- Age.
- Disability.
- Race, colour, nationality, ethnic or national origin.
- Sex (including transgender).
- Gender reassignment.
- Maternity and pregnancy.
- Religion and belief.
- Sexual orientation.
- Marriage and civil partnership (for employees).

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low

At Christ Church Academy School we foster excellent relationships with all stakeholders including those with any of the above protected characteristics.

Our equality and inclusion objectives promote these positive relationships and eliminate any discrimination.

#### Christ Church Academy objectives

- ensure that our school is welcoming and friendly to everyone
- demonstrate equality and cohesion in policy and practice
- ensure that the views of all stakeholders are respected, valued, and considered in reaching key decisions
- ensure that professional development supports inclusion and cohesion
- ensure that the school is clear and open about how resources are allocated, and that school's finances support an inclusive and cohesive ethos
- ensure that the school's accommodation and facilities support inclusion and cohesion
- value and celebrate the diversity of culture, beliefs, and backgrounds of all pupils
- work in partnership with other schools, settings, statutory and voluntary organisations to promote achievement for all learners
- monitor tracking systems and respond to the information
- plan strategically for all transitions between and within all phases
- address issues relating to good behaviour and regular attendance
- ensure that the teaching and curriculum reflects the needs of all learners enabling pupil progress and achievement

#### How do we ensure that our school is welcoming and friendly to everyone?

Leaders are dedicated to ensuring equality, inclusion, and the well-being of every individual. Safeguarding is prioritised and understood in its full context. Robust systems are in place and their effectiveness reviewed. Parents/carers are made welcome, believe themselves to be partners and are dealt with effectively and efficiently. The school demonstrates a commitment to admit all and from the first point of contact the school is accessible, welcoming & friendly.

### How do we demonstrate equality in policy and practice?

The school continuously strives to be compliant with all relevant statutory requirements and monitors and evaluates these to inform school development planning with reference to inclusion. The school inclusion policy is aligned to the BDAT EQUALITY & DIVERSITY POLICY Including CONTRACTORS AND VOLUNTEERS policy and is linked with the school accessibility policy and plan.

### How do we ensure that the views of all stakeholders are respected, valued, and considered in reaching key decisions?

The views of all are respected, valued, and considered in reaching key decisions. There is a continuous process of appropriate consultation and involvement of children in decision making. Learners are actively involved in all lessons and are provided with opportunities to engage in all school activities. Learners and their families are supported in reflecting on progress and achievement.

At Christ Church Academy we encourage all parents to make an active contribution to their child's education and aim to keep them fully informed of their child's progress at all stages of their learning. We achieve this through parental interviews, consultation evenings, newsletters, written reports, through homework diaries, Class Dojo, and social media.

Our dialogue with parents/carers is ongoing, although as a minimum we would expect to see parents/carers at consultation evenings where we discuss shared concerns, educational targets and seek their views on the provision.

### How do we ensure that professional development supports inclusion?

Professional development is well-planned responding to needs and changes in the school population. The school CPD and Monitoring Calendar is updated annually and is closely linked to the school development plan. All staff must participate in annual safeguarding and PREVENT training. Non-teaching staff are included in training on mental health and inclusive classroom practices. All members of staff are aware of and adopt strategies in response to the characteristics of all learners.

### How do we ensure that the school is clear and open about how resources are allocated, and that school's finances support an inclusive ethos?

Resource allocation openly supports inclusion and is well planned and linked to the School Development plan. Resources are used effectively to raise standards demonstrating measurable impact on pupil progress. Governors and staff are aware of the means of allocating resources and are actively involved in making recommendations where appropriate. Please also refer to the BDAT report on Gender pay gap

<https://www.bdat-academies.org/gender-pay-gap-report/>

### How do we ensure that the school's accommodation and facilities support inclusion?

The environment and facilities are fully accessible. Teaching and social spaces are organised efficiently and flexibly to take account of the range of needs of the school and the community. The school anticipates, plans, and seeks creative and innovative solutions to inclusion issues that relate to accommodation and facilities wherever possible.

### How do we value and celebrate the diversity of culture, beliefs, and backgrounds of all pupils?

At Christ Church Academy the Spiritual, Moral, Social and Cultural Development of our children also includes the development and understanding of modern British Values. This is developed through the whole curriculum or in discrete PSHCE lessons or assemblies.

### Spiritual Development

The curriculum at Christ Church Academy allows the children to imagine, reflect, create, and enjoy learning about themselves, others, and the world around them.

### Moral Development

As a school we are committed to ensuring that our children are thoughtful, active, and caring citizens at school and in the wider world. The children are taught to be able to recognise right from wrong. They are supported in understanding the consequences of their behaviour and actions.

### Social Development

Our pupils are taught to use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic, and socio-economic backgrounds. They are given the opportunity to be involved in community events and competitions. They are taught to resolve their own conflicts effectively. They are taught the '[British values](#)' of democracy, the rule of law, liberty, respect, and tolerance.

### Cultural Development

We develop the children's understanding and appreciation of the range of different cultures within school and the city in which we live. This is an essential element of their preparation for life in modern Britain. We help the children to understand, accept, respect, and celebrate diversity through a range of opportunities e.g., visits, visitors, stories, and musical opportunities.

### How do we work in partnership with other schools, settings, statutory and voluntary organisations to promote achievement for all learners?

The school has clear and comprehensive links and established procedures with relevant agencies to help meet the needs of its learners. Opportunities for working in partnership with other agencies are identified, developed, and monitored. The school works proactively to develop and maintain communication and to share relevant information promptly and efficiently with its partners.

### How do we monitor tracking systems and respond to the information?

Detailed analysis is made of the school intake, identifying the diversity within the local community and potential barriers to learning and social inclusion. The school uses data to identify and implement strategies and interventions to improve learners' levels of achievement. The school constantly seeks to encourage and acknowledge achievements beyond statutory requirements. We pay particular attention to: -

- Girls and boys
- EAL learners
- Children with special educational needs
- Disadvantaged pupils including Pupil Premium, FSM, LAC, and post LAC

### How do we plan strategically for all transitions between and within all phases?

There are well established systems in place for transition from year to year. Teachers discuss all learners and are well prepared to respond to individual needs when children change class. There are rigorous systems for transition into Reception including visits to settings as and when necessary. The school works proactively with local secondary schools managing transition into Year 7 effectively and involving with other agencies when appropriate. Induction arrangements are clearly set out but also flexible to meet individual needs.

#### How do we address issues relating to good behaviour and regular attendance?

The school's policy and practice actively promote a culture where regular attendance and punctuality are seen as a foundation for learning. The analysis of data on behaviour, attendance and achievement is used to inform the school actions to overcome any barriers to learning. Good attendance and behaviour are supported by effective multi-agency approaches and community liaison.

#### How do we ensure that the teaching and curriculum reflects the needs of all learners enabling pupil progress and achievement?

The curriculum is broad, balanced, enriched by a range of experiences and appropriately reflects the diversity of both local and wider communities. The curriculum is planned to develop independence and to prepare learners for making a positive contribution to society. Teaching is responsive to individual needs and promotes personalised learning.

Teachers ensure that all children:

- Feel secure and know that their contribution is valued
- Have a voice and know that their opinions are respected
- Respect and tolerate each other's differences
- Take responsibility for their actions
- Are taught in groupings that allow them to experience success
- Use materials that reflect a range of social and cultural backgrounds without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully, regardless of disabilities or medical needs

#### How do we support children with English as an Additional language?

Bilingual children may come from homes where:

- English is not spoken
- English is not the only language spoken
- English is used as the second language between family members who do not speak the same language

Although we do have children with English as an additional language (EAL) they often come to our school already having an excellent command of English. However, should we get a child either new to English or with limited English we would do the following: -

- Seek advice and use strategies suggested by Bradford Council to continue to support children throughout their school career
- Request an assessment in the mother tongue when we feel the child is settled in the school
- Plan opportunities for meaningful interaction between peers

- Plan for frequent interaction between adults and individual children
- Make assessments in areas other than English in the child’s own language
- Ensure that children feel confident to ‘have a go’ without the fear of failure
- Ensure that we provide parents and carers with translated documents

How do we support children with Special Educational Needs?

(Please also see SEND policy)

Children may have special educational needs either throughout, or at any time during their school career. This policy ensures that curriculum planning, and assessment is fully inclusive for these children.

Some children in our school may have disabilities and consequently may need additional resources. We are committed to providing an environment that allows all children full access to all areas of learning. Teachers modify teaching and learning as appropriate for all children and may give additional time to pupils with disabilities to complete certain tasks

Teachers ensure that work for children with disabilities is reasonably adjusted in accordance with the Disability Discrimination Act 1995 and the Special Educational Needs & Disability (NI) Order 2005. This includes: -

- Adjusting the pace of learning and the equipment they use
- Using vision aids as and when they are necessary
- Adapting activities where children are unable to manipulate tools or equipment or use certain types of materials
- Making additional arrangements when going on a visit including individual risk assessment, increased staffing, adaptation of activities once there
- Using assessment techniques that reflect their individual needs and abilities

<b>Policy name: Inclusion</b>
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<b>Reviewed by:</b>	<b>Date:</b>	<b>Next Review: (2yrs)</b>
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