



WEST BUCKLAND
PRIMARY SCHOOL
AND NURSERY

West Buckland Primary School and Nursery

Inclusion Statement

This Inclusion Statement has been produced in compliance with current legislation and the requirements outlined in the Equality Act 2010.

Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment. (National Curriculum 2014).

The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy. (Ofsted 2019).

Schools will be judged on their ability to prepare learners for life in modern Britain. This includes equipping them to be responsible, respectful citizens as well as developing their understanding and appreciation of diversity. (Ofsted 2019).

Intent

West Buckland Primary School & Nursery is a welcoming, friendly and inclusive school where everyone is valued highly and where tolerance, honesty, cooperation and mutual respect for others are fostered. We seek to be a community that places learning at the centre of all its activities and a school that offers achievement, success and recognition. We will treat everyone at West Buckland fairly, celebrating difference and meeting different needs so that all members of our school community are free to grow and enjoy.

At West Buckland Primary School & Nursery we aim to promote equality and diversity and tackle any form of discrimination. We seek to remove any barriers to access, participation, attainment and achievement. We will promote community cohesion at school, local, national and global levels and implement all necessary actions in relation to ethnicity, gender, religion or belief and socioeconomic background.

Through our ethos, values and behaviour policy, the School provides a platform to ensure children and young people are given the support to respect themselves and others and understand their role as a local and global citizen, being aware of the potential issues they face.

Our children will openly, honestly, fairly and confidently discuss key local and global issues in the news. They will participate in discussion, listen to and respect opposing views and shape their own opinions enabling them to live in modern Britain.

Peer on Peer abuse will not be tolerated or passed off as banter or part of growing up. We will tackle discrimination on the grounds of age, disability, gender identity (gender reassignment and transgender), pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation. We will promote and support equality of opportunity whilst encouraging and creating good relations between different groups.

Implementation

School Community:

- Weekly celebration of students achievements via whole school assemblies.
- Participation of all students in whole school events & celebrations.
- A strong school ethos clearly advocating British Values.
- Spiritual, moral, social and cultural development (SMSC) as an embedded element within all curriculum policies and planning.
- Diversity is valued and celebrated.
- Difference is accepted, understood and explored.
- Half termly Cultural and Diversity days to raise awareness.
- Thematic assemblies that relate and embed aspects of Equality and Diversity.
- Logging of activities via photographic evidence for the website, evaluation documents and displays of students' work within the school environment.
- Holding school events where members of the diverse community are invited to attend and undertake shared experiences with the students, staff and parents.
- Use of Social Media to promote events, festivals, dates and celebrations.
- Ensuring that all correspondence is adapted according to individual needs.
- Accessible school website.

Class Based:

- Opportunities within the curriculum for the teaching of gender, race, disability equality.
- Peoples backgrounds are shared, valued and discussed.
- Lessons include subject material that incorporates examples of race, gender, and disability equality.
- Use of appropriate curriculum material to support race, gender, disability and cultural diversity.
- Share news, issues and events with children.
- Actively encourage discussion and debate.
- Encouraging volunteers from differing communities to come into school.
- Providing access to extra-school activities and residentials for all students regardless of race, gender & disability.
- The use of sport and games to build relationships & opportunities within the local school community for all students regardless of their needs to compete against other students in neighbouring schools.
- Additional support for some students when needed and at times of transition.

Leadership:

- Monitoring of staff planning.
- Moderation of student work.
- Monitoring of lessons via observations by Senior Leadership Team (SLT).
- Quality assurance of provision maps and Individual Education Plans (IEPs) by SLT.

- Regular updates of student progress data (termly), informing target setting and planning.
- Detailed termly analysis of all students' attainment and progress within all subject areas (including those within vulnerable groups).
- Targeted intervention for any student making below good progress or deemed Gifted and Talented within a specific area (including those students within vulnerable groups or in receipt of The Pupil Premium funding).
- Data analysis to monitor impact / success of intervention.
- Surveying parental feedback.
- Gaining student voice.
- A close working relationship with Somerset County Council.
- Ensuring that parents and carers are aware of schemes.
- Involvement of specialist agencies where applicable.
- Undertaking annual updates on safeguarding, behaviour policy, anti-bullying policy, SMSC policy.
- Highlighting areas for development within the whole school School Development Plan (SDP).
- Development of personalised programmes of learning for students (on a needs basis).
- Rigorous safeguarding procedures that ensure a low % of incidents occurring and all such incidents are logged and reported.
- Bespoke training for staff to continue to develop and embed skills to meet the needs of the diverse needs of all our students.
- Ensure that staff have allocated time to attend meetings.
- An equal opportunities staff recruitment system to enable the staff body to mirror our diverse community (teachers / governors / TAs).
- Induction training for newly appointed staff to ensure that they are aware of school policy and procedures.
- Application for and use of extra staff funding for some students to meet complex of needs.
- A transparency in the approach to managing students with parental consent.
- Staff continue to develop relationships with parents/carers.
- Continuing to promote an open door policy where parents are able to speak to staff where they have concerns.
- Issues are dealt with effectively, quickly and documented at all times to ensure a consistent approach.

Impact

These solid foundations to build upon empowered children to embrace learning as well as building their emotional, social, physical and mental wellbeing. We are part of a caring community of respect and encouragement in which children actively participate and contribute to local and global challenges and issues. This creates young people who are confident and responsible individuals, prepared to shape and respond to the technologically advanced and ever-changing world they will live

in. We encourage children to think for themselves, to take responsibility for their own actions and to be mindful of the needs of others.

Language is one of the biggest factors around inclusion and understanding. We want West Buckland children to be confident enough to discuss issues, challenges and sensitive issues in the appropriate manner using the correct terminology. Positive engagement is the key to removing boundaries for individuals. True success will see and hear children stand up against prejudice, correct people and challenge stereotypes.

Our school is one of kindness where caring children and staff help each other grow in courage and confidence. Our high-quality education and childcare, based upon strong family support and fellowship, ensures everyone is equal and all achievements are celebrated. Respect, tolerance and inclusion helps us develop well-rounded and thoughtful children. We foster love of learning in a nurturing environment to help every child acquire, demonstrate and articulate knowledge. Children are encouraged to embrace challenge and change. Maximising each individual's sense of wellbeing, skills building, knowledge acquisition and worldly understanding really does make West Buckland a truly happy and special place to be.