



INCLUSION POLICY

1. Aims

- 1.1 Within the context of being a girls' school, the School is committed to ensuring that all pupils and employees and prospective pupils and employees have equal opportunity and are treated equally and fairly, irrespective of gender, including gender reassignment, race, colour, ethnic origin, nationality, age, marital status, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or any protected characteristic as defined in the Equality Act 2010.
- 1.2 It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012.
- 1.3 This policy sets out the School's aims to promote equality of opportunity and comply with the Act and it also sets out our legal duties. The School's objective is to provide for every pupil and prospective pupil equal encouragement and opportunity to access and take full advantage of the school's facilities and activities.
- 1.4 The School's aims, curriculum and disability policy and accessibility plan reflect our commitment to this policy.
- 1.5 The primary aim of JAGS is to enable all pupils to take part as fully as possible in every part of school life by developing every child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.
- 1.6 At JAGS, we will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.
- 1.7 JAGS will:
 - Take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take, as full a part as possible, in all the activities of the School.
 - Make reasonable adjustments to ensure the School environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the School.
 - Commit to ensuring staff with a disability have equality of opportunity.

- Encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- Regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- Consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- Monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the School to ensure that individual pupils are achieving their potential, the School is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the School Development Plan.
- Collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- Ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, we will ensure that all pupils are able to take part in extra-curricular activities and residential visits. We will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic.
- Seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources we will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice related bullying.
- We expect that all staff will be role models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, we will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, antihomophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.

- We will seek regularly the views of pupils, parents, staff and visitors to the School, to ensure that the School environment is as safe and accessible as possible to all School users. We will review regularly our accessibility plans.
- We welcome a diverse range of candidates and encourage those who are currently underrepresented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- We will set out training and awareness sessions in the School Development Plan.
- We will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish Equality Objectives and draw up a plan based on information collected on protected groups and accessibility planning. These Equality Objectives will be reviewed and reported on annually.

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| Age | A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work. |
| Disability | A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, Multiple Sclerosis and cancer are all considered as disabilities, regardless of their effect. |
| Gender reassignment | A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the School will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment. |
| Marriage and civil partnership | Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work. |
| Pregnancy and maternity | Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave. |

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| Race | A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies, as well as White British people. |
| Religion and belief | Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship. |
| Sex | A man or a woman. |
| Sexual orientation | A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment, as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. |

Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

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| Direct discrimination | Less favourable treatment because of a protected characteristic. |
| Indirect discrimination | A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim. |
| Harassment | Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context. |
| Victimisation | Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act. |
| Discrimination arising from disability | Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments. |

Gender reassignment discrimination Not allowing reasonable absence from work for the purpose of gender reassignment in line with normal provision, such as sick leave).

Pregnancy/maternity discrimination Unfavourable treatment because of pregnancy or maternity. It includes related unfavourable treatment of a woman or girl because she is breastfeeding.

Discrimination by association or perception

For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

2. The ‘Protected Characteristics’ within equality law are:

It is also unlawful to discriminate because of the sex, race, disability, religion or belief (or none), sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

‘Prohibited Conduct’ (acts that are unlawful)

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put ensure equality with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

Eliminate discrimination, harassment, victimisation and any other prohibited conduct.

Advance equality of opportunity (remove or minimise disadvantage; meet people’s needs; take account of disabilities; encourage participation in public life).

Foster good relations between people (tackle prejudice and promote understanding).

In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example; steps and lifts.

Take reasonable steps to provide auxiliary aids/services.

Provide information in an accessible format.

Develop and implement (by allocating appropriate resources) Accessibility Plans which will:

- Increase disabled pupils’ access to the school curriculum,
- Improve the physical environment,
- Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

Curriculum

The School believes that every child is entitled to a broad, balanced and coherent curriculum. All children have access to the mainstream curriculum. The curriculum builds on pupils starting points and is differentiated to ensure the inclusion of:

pupils who have English as an additional language,
pupils from minority ethnic groups,
pupils with special educational needs and disabilities,
pupils who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral and cultural development of all pupils. We cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the School.

British Values

In June 2014, the Prime Minister emphasised the important role that British Values can play in education. British Values are promoted through SMSC in the curriculum, during school assemblies, form times, curriculum lessons, and Personal, Social, Health Education and Citizenship (PSHCE) sessions.

As well as promoting British Values, the opposite also applies: we will challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. We also make clear that these values are not unique to Britain. We acknowledge that they differ in no way from the values of the many countries and the cultural backgrounds of our community.

Being part of Britain

As a school, we value and celebrate the diverse heritage of everybody at JAGS. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; with Christian festivals being the most prominent, but complemented by celebrations from different religions and cultures. We also value and celebrate national events such as Remembrance. Black History Month and Pride are also celebrated.

The British values of:

- Democracy
- Rules and Laws
- Individual liberty
- Mutual tolerance and respect for those with different faiths and beliefs

Assessment, Pupil Achievement and Progress

Pupil performance is monitored by formal and informal procedures and is analysed by ethnicity. Monitoring is carried out by members of the Senior Leadership Team (SLT), at regular intervals. Any pattern of under achievement of a particular group is addressed through targeted curriculum planning, teaching and support. The School ensures, where possible, that assessment is free of cultural and social bias. Staff use a range of methods and strategies to assess pupil progress, applying strategies that are appropriate to individual children. Staff have very high expectations of all pupils and they continually challenge them to reach higher standards. The School recognises and values all forms of achievement. Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

Behaviour, Discipline and Exclusion

The School expects high standards of behaviour from all its pupils. The School's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. The School takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and discipline. Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist or potentially damaging to any minority group, is always unacceptable.

Admissions and Attendance

Steps are taken to ensure that the School's admissions process is fair and equitable to all pupils. For further information, please see the school's Admissions Policy.

Partnership with Parents

All parents / carers are encouraged to participate at all levels in the full life of the School. The School takes steps to encourage the involvement and participation of underrepresented groups of parents and sections of the community. Information and meetings for parents are made accessible to all. Support is given to read and interpret news letters, reports and other documents when this is required. Progress reports to parents / carers are accessible and appropriate, in order that all parent/ carers have the opportunity to participate fully.

Information material for parents/ carers is easily accessible in user friendly language. The School works in partnership with parents to address specific incidents and to develop positive attitudes to difference.

Responsibilities

Responsibilities under this policy are as follows:

Governing Body

Ensure that the School complies with equality-related legislation.

Ensure that the policy and its procedures are implemented by the Headmistress.

Ensure all other School policies promote equality.

Headmistress

Implement the policy and its related procedures.

Make all staff aware of their responsibilities and provide training, as appropriate, to enable them to deliver this policy effectively.

Take appropriate action in any case of actual or potential discrimination.

Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.

Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.

Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.

Promote equality and good relations and not discriminate on any grounds.

Attend such training and information opportunities, as necessary, to enact this policy and keep up to date with equality legislation.

To be models of equal opportunities through their words and actions.

SENCo

Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.

Ensure quality provision for all SEND pupils is based on need.

Pupils

Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

To be aware of, and comply with, the School's Inclusion Policy.

To refrain from engaging in discriminatory behaviour (for example, racist language) on School premises.

Supporting Policies

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors and should be read in conjunction with the following policies:

Anti-Bullying Policy

Complaints Policy

Whole School Online Safety Policy

Health and Safety Policy

Behaviour Policy

Educational Visits Policy

Confidentiality Policy

Recruitment Policy 2017

Physical Restraint & Contact Policy

Safe Working Practices Policy

Safeguarding and Child Protection Policy

Whistle Blowing Policy

For more information download guidance from the DfE:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

and Equality Human Rights website: <http://www.equalityhumanrights.com>

which includes the guidance for education providers (schools)

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools, wherever possible.

Appendix 1

Definitions:

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| Equality | This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome. |
| Inclusion | Making sure everyone can participate, whatever their background or circumstances. |
| Diversity | Recognising that we are all different. Diversity is an outcome of equality and inclusion. |
| Cohesion | People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion. |
| Community | From the school's perspective, the term "community" has a number of meanings: <u>School community</u> – the children we serve, their families and the school's staff. <u>Community within which the School is located</u> – in its geographical community, and the people who live and/or work in that area. <u>Community of Britain</u> – all schools by definition are part of it. <u>Global community</u> – formed by European and international links. |
| Gender Dysphoria | Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be. |