



CHALFORD HILL PRIMARY SCHOOL

Inclusion & Community Cohesion Policy

Reviewed: January 2025
Next Review Due: January 2028

Introduction

This document is a statement of the aims, principles and approaches taken towards Inclusion & Community Cohesion at Chalford Hill School. The curriculum of the school aims to promote the moral, physical, mental, cultural and spiritual development of all our pupils and prepare them for the responsibilities and experiences of later life. An important aspect of this is ensuring that our school plays a part in building a cohesive community society, supports diversity and shows pupils how different communities can be united by common values and experiences. Strong and positive relationships are an integral part of this and they must be developed in schools, in the workplace and in the wider community. Central to our commitment to building an inclusive, cohesive community society, is our teaching of British Values – see appendix 1

The school is committed to giving all of our children every opportunity to achieve the highest of standards irrespective of their age, gender, ethnicity, attainment, disability or background.

Elements of inclusion & community cohesion are also to be found in other school policies: teaching and learning, SEN, behaviour, anti-bullying, equal opportunities, racial equality, sex and relationships, admission and accessibility.

This is further enhanced by our school motto:

Respect:	We respect ourselves, others, work and property.
Effort:	We take responsibility to participate and to try our very best.
Achieve:	We work hard to achieve our goal.
Challenge:	We look for ways to improve and get even better.
High Five:	We celebrate success.

Aims and Objectives

Our aim is to provide equality of opportunity by recognizing the different groups of children within our school community:

- Girls and boys.
- Minority ethnic and faith groups.
- Children who need support to learn English as an additional language.
- Children with special educational needs.

- Any children who are at risk of disaffection or exclusion.

We are all working to build a safe, secure and happy community where everyone is able to shine. In this, we work to ensure that all pupils get a fair deal by striving to:

- Understand how well different groups do in school.
- Take steps to make sure that particular groups are not disadvantaged in school and to promote their participation and success.
- Promote good relationships and manage behaviour.
- Prevent and address racism, sexism and other forms of discrimination.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges.
- Responding to children's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Does the school teach pupils to appreciate their own cultural traditions and the diversities and richness of other cultures?

Teaching and Learning Style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the programme of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

Where the attainment of a child significantly exceeds the expected level, teachers will extend the breadth of work within the area or areas for which the child shows particular aptitude.

By ensuring a high quality of teaching and curriculum provision, we promote common values and build pupils' understanding of and respect for diversity; we teach them to be

aware of other people's human rights and our responsibility to uphold and defend them. Lessons across the curriculum promote common values and help pupils to value differences and challenge prejudice and stereotyping. The teaching of British Values contributes to pupils' understanding of inclusion, community and diversity which is extended through fieldwork, visits and meetings with members of different communities.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. (See relevant policies.)

Teachers ensure that children:

- Feel secure and know that their contributions are valued.
- Appreciate and value the differences they see in others.
- Participate safely in clothing that is appropriate to their religious beliefs.
- Are taught in groupings that allow them all 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.

Disapplication and Modification

The school will, where necessary, modify or reapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child

Engagement and Extended Services

We provide opportunities for pupils and their families to interact with others from different backgrounds, including links with other local schools where pupils will not only meet others from different backgrounds, but also work together on joint projects or activities. Pupils will also link with others schools outside the locality e.g. via email and the Internet. In the same way we will encourage members of the local community to visit school to work with pupils, and will maintain strong links with a diverse range of multi-agencies.

Summary

All members of our community are valued and structures are in place to provide a secure and supportive learning environment so that every unique individual can REACH their potential.