Himbleton CE Primary School and Nursery

Nurture, Nature, Knowledge:

Enabling inquisitive thinkers and inspired learners with kind hearts.

"Faith, Hope, Love…the greatest of these is Love." (Corinthians 13:13)

"So in everything, do unto others what you would have them do to you." (Matthew 7:12)

"Wise men and women are always learning, always listening for fresh insights." (Proverbs 18:15)

Inclusion Policy
2026 – 2027

September 2026

Contents

Rationale

Legal Framework

Roles and Responsibilities

- Headteacher
- SENDCO
- Staff
- Parents and Carers
- Governing Body

Protected Characteristics

- Sex
- Race and Ethnicity
- Disability
- Religion and Belief
- Sexual Orientation
- Gender Reassignment
- Children Looked After (CLA/PCLA)

Teaching and Planning

Pupils with SEND

The Public Sector Equality Duty

Bullying and Discrimination

Staff Training

Monitoring and Review

Rationale

Himbleton CE Primary School and Nursery values the individuality of all pupils; we are committed to giving pupils an equal opportunity to achieve the highest standard of education and have access to the full curriculum. We intend to provide education that meets the specific needs of all individuals and groups of pupils, with the aim to eliminate discrimination.

The ultimate purpose of inclusion is to enable pupils to flourish in adult life. We aim to increase the level and quality of inclusion within school, while protecting and enhancing specialist provision for those who need it.

Legal Framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- 'Special educational needs and disability code of practice: 0 to 25 years' 2015
- Human Rights Act 1998
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Relationships, Sex and Health Education (RSHE) Policy
- School Uniform Policy
- Admissions Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Complaints Procedures Policy
- Child-on-child Abuse Policy
- Pupil Premium Policy
- Behaviour Policy and Principles
- Asthma Policy
- Allergy Safety Policy
- Equality and Cohesion Policy

Roles and Responsibilities

The Headteacher will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Alongside the SENDCO, conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge;
- Review and amend this policy, alongside the SENDCO, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures;
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling;
- Ensure that the management of inclusion remains consistent and effective, providing regular reports to the Governing Body.

The SENDCO will:

- Coordinate and support provision for children who are targeted or require specialist Special Educational Needs or Disabilities (SEND) provision; including support from outside agencies;
- Monitor, advise and evaluate plans for the development of inclusive practice and provision for targeted or SEND pupils across the school.

Staff will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority;
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles;
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence;
- Act as a role model for equality, diversity and inclusion across the whole school community.

Parents and carers will:

- Work in partnership with the school to support the progress of their child, maintaining strong communication with the school and providing their child with activities at home to assist in development.

The Governing Body will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations;
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
    - Admissions;
    - The way the school provides and education for pupils;
    - How pupils are provided with access to benefits, facilities and services;
    - The exclusion of a pupil or subjecting them to any other detriment;
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher;
- Ensure that inclusion provision is of a high standard, and will evaluate the effectiveness of the provision as part of the school's monitoring calendar and in discussion with the headteacher.

Aims and Objectives

Himbleton CE Primary School and Nursery aims to be a truly inclusive school. We actively seek to increase the level and quality of inclusion within our school, while protecting and improving specialist provision for those who need it.

Taking into account pupils' experiences and needs, we form strong partnerships with parents, the LA and external agencies, such as health and social care services, and offer a broad and balanced curriculum to ensure that all pupils have every opportunity to achieve the highest standard of education.

Himbleton CE Primary School and Nursery has a zero-tolerance approach towards prejudicial attitudes and discriminative behaviour, and the school will do everything it possibly can to ensure members of the school community are not discriminated against. We will not allow discrimination, harassment or victimisation against any pupil, prospective pupils, or other members of the school community because of the following:

- Gender
- Race and Ethnicity
- Disability
- Religion or belief
- Sexual orientation
- Being adopted or permanently placed (CLA/PCLA)

We will make every effort to meet the learning needs of all pupils without excluding them from the national curriculum.

Protected Characteristics

Sex

For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs. The school understands that some pupils identify as a gender different to the sex they were assigned at birth, and we will support pupils through their transitioning phases.
Staff will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.

The school will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but the school will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a single-sex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender they identify with.

Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

Race and Ethnicity

Staff will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and the school will regularly review its practices to ensure that they are fair. Staff will ensure pupils with EAL are treated equally and fairly, while ensuring they are supported at all times. The school will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

Disability

Staff will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

The school will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

Staff will ensure that they do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

The school will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

The school will meet its duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.
The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

Religion and Belief

Staff will ensure that pupils are not singled out or treated less favourably because of their religion or belief.

Absences in relation to religious observances will be handled in accordance with the school's Attendance Policy.

Sexual Orientation

Staff will ensure that all gay, lesbian and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils.
The school will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. The school will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with the school's policy.

Staff will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

Staff will support LGBTQ+ pupils to feel comfortable and ensure they can celebrate their identity.
The school will ensure that there is a designated safe space where pupils can discuss issues of sexual orientation without fear of discrimination.

Gender Reassignment

Staff will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. The school recognises that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

Pupils will have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our Uniform Policy.

The school will support trans pupils to feel comfortable and ensure they can celebrate their identity.
The school will ensure that there is a designated safe space within the school where trans pupils can discuss issues of gender without fear of discrimination.

Looked-after children (CLA/PCLA)

CLA and previously PCLA will be given the highest priority for admissions, as per the requirements of our Admissions Policy.

Staff will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created and implemented for all CLA and PCLA, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

Staff will ensure that any SEND needs are duly taken into account and addressed.

Teaching and Planning

Pupils will be exposed to thoughts and ideas of all kinds, and the school will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a pupil may have. The school will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes. Teaching staff will plan their approaches to teaching and learning so that all pupils are able to take part in lessons. Staff will ensure these approaches meet the specific needs of individuals and groups, providing opportunities for all pupils to achieve.

The school will respect the right of parents to withdraw their child from sex education.

Teachers will ensure that all teaching assistants have access to relevant planning so that they can support pupils appropriately.

Specific action will be taken to respond to pupils' diverse needs by:

- Creating effective learning environments;
- Ensuring they are motivated;
- Using appropriate assessment approaches, such as teacher observations;

- Setting SMART targets that are achievable and positive for individual pupils;
- Developing positive relationships with pupils;
- Setting appropriate learning challenges;
- Providing other, or additional, curricular opportunities to meet the needs of individuals; or groups of pupils.

Lessons for pupils who are gifted and talented will include:

- Tasks which demand higher order thinking skills;
- Access to advanced resources or materials that support the level of challenge;
- Fast-paced challenges that will motivate pupils;
- Creative learning tasks which encourage pupils to make judgements and explain their reasoning;
- The opportunity to take risks in an organised exercise, to learn from failures and work collaboratively;
- Authentic tasks with the opportunity for choice and personalisation.

Lessons including pupils with EAL will include:

- Access to dual language texts, posters and displays;
- Working collaboratively with other pupils, both with EAL and those whose first language is English;
- Access to word banks and sentence starters/ stems;
- Opportunities for visual literacy techniques;
- Opportunities for discussions and collaborative learning;
- Promoting and celebrating diversity whilst avoiding stereotyping;
- Planned learning opportunities which reflect the backgrounds of pupils in the class.

At Himbleton CE Primary School, we understand that such learning experiences will benefit all pupils, not just those identified as gifted and talented or who have EAL.

Teachers will use an inclusive model of provision that provides all pupils with the opportunity to participate in lessons. Teachers will ensure that pupils understand the role they play in ensuring their own progress. Teachers will also ensure that pupils understand what behaviour is expected in different circumstances and environments.

Pupils with SEND (also see SEND Policy)

Himbleton CE Primary School and Nursery aims for the early identification of pupils with SEND through the monitoring of achievement and regular observations.

The SEND Local Offer summarises how Himbleton works within the local community, with local schools and agencies, to provide an inclusive offer to all pupils with SEND. We aim to ensure equal opportunity for all pupils with SEND. It is the teacher's responsibility to inform the SENDCO of any concerns regarding an individual's learning.

Lesson plans for pupils with SEND will be adapted to include:

- Hands-on equipment, such as concrete apparatus
- Multi-sensory learning opportunities
- Additional support from staff members, where possible
- Additional visual cues/ prompts
- Adapted home learning

We are committed to delivering an environment that provides pupils with full access to all areas of learning. Teachers will take into account the learning pace of pupils with SEND and adaptations will be in place.

Pupils will have opportunities to take part in educational visits and activities related to their studies. If a pupil's disability prevents them from attending particular trips, the school will do their best to make reasonable adjustments to ensure the pupil can participate in as many of the activities as possible.

The Public Sector Equality Duty

The school will meet its duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined the Protected Characteristics of this policy;
- Equality objectives (at least every four years) outlining how the school may further equality.

Bullying and Discrimination

Our Anti-bullying Policy will be used in conjunction with this policy in order to prevent discriminatory incidents. Any bullying incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.

The headteacher will decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Procedures Policy.

Staff Training

New staff will receive relevant training on the provisions of this policy during their induction. Whole-school staff training for will be delivered in-house when there is an identified need.

Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality;
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations;
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics;
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics;
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics;
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic;
- Ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month, World Disability Day, Pride, and International Women's Day.

Monitoring and Review

Our SENDCO is Mrs Gemma Beattie. The Headteacher and the SENDCO will ensure that meetings take place termly to review the progress of pupils on the SEND and Inclusion register to ensure compliance with the Inclusion Policy.

- This policy will be reviewed annually by the Headteacher and SENDCO and approved by the Governing Body.
- Any changes made to this policy will be communicated to all members of staff who are required to familiarise themselves with this policy.

The scheduled review date for this policy is September 2027.