



Fowey River Academy

Inclusion Policy

16/01/2017 / v1 / Principal



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1. Inclusion at Fowey River Academy

Fowey River Academy prides itself on including all of its stakeholders, such as students, parents, staff and governors, within the life of the Academy and treating them with respect and fairness. We ensure that all students receive the best opportunities to achieve their potential in every area of school life. We remain committed to and fully endorse the Every Child Matters agenda, which has helped inform Academy life. The Academy will work with every child and family who is a part of our community, irrelevant of background, gender, religion, ethnic group or special need, including physical, emotional and / or behavioural. We ensure that each student receives the most appropriate education. We also work with other agencies, including other schools, to deliver the best support for all.

Fowey River Academy challenges all occurrences of unfair treatment of students and / or staff. We actively promote positive inclusion practices, including treating each other with fairness and respect at all times.

1.1. Responsibilities

All stakeholders must ensure that all other stakeholders are fairly included within the life of the Academy. This includes their work both on and beyond the Academy site; our values remain in place when we are working elsewhere such as on school trips or sporting fixtures. They must also challenge occurrences of unfair treatment of others or themselves, either directly or indirectly, as soon as possible.

Students must treat each other and adults with respect and fairness at all times, and they must encourage this in others. We have numerous student leadership roles and all have a key part in being role models for their peers.

All adults employed by or on behalf of the Academy must treat all students and adults with respect and fairness at all times. They must actively challenge all occurrences of unfair treatment of themselves or others whenever such situations occur. All adults employed by or on behalf of the Academy must use the Academy's behaviour code with fairness.

All support staff, including administration staff, site-

management staff, technicians, learning mentors and teaching assistants, must ensure that all of their duties are carried out in a way which treats all students and colleagues without prejudice or unfairness.

All teaching staff must ensure that all students and colleagues are treated without prejudice; any occurrences of such behaviour must be challenged whenever such situations occur. Teachers must actively encourage attitudes of fairness and equality both through their teaching and through all other aspects of their professional duties. Teaching staff also have a responsibility for identifying any needs specific to individual students and either catering for such needs appropriately or reporting the needs to other staff, such as the Head of Year for that Year group, or the SENDCo who will arrange appropriate support. Such needs include, but are not restricted to, physical, behavioural and/or learning needs. Identification of specific needs must be appropriately communicated to parents or carers, as well as colleagues and other agencies as appropriate.

All leaders, such as SLT, ELT, SENDCo, Heads of Faculty, Subject Leads and Heads of Year, must also ensure that their colleagues treat the Academy community in an inclusive manner as described above, as well as behaving in such a way themselves. They must also ensure that schemes of work are inclusive and are delivered in an appropriate manner; this will include appropriate differentiation of work and identification of inclusive resources. Head of Year must ensure that their tutor teams work with their students in an inclusive manner, and they must actively promote positive inclusion in their work, including through assemblies. Leaders must also ensure that all appropriate support is being effectively deployed, particularly for individual students

who have been identified as being in need of specific support as described above. They must then report whenever a student is not receiving appropriate support to the appropriate colleague and suggest solutions when possible.



The SLT must ensure that all students and staff treat all others with fairness and without prejudice of any kind; they must ensure that appropriate action is taken to challenge all occurrences of unfair treatment of themselves or others whenever such situations occur. The SLT must ensure that student voice is heard and acted upon appropriately. They must ensure that all appropriate support, including support by external agencies, is effectively employed so that all students and staff have the best opportunities. The SLT have a responsibility for identifying resource needs for such support and either organising such support or relaying the requirements to the Principal; this includes identifying and arranging appropriate CPD. The SLT must ensure that the senior teachers are performing their duties as described above with fairness and without prejudice of any kind. The SLT must actively promote fairness and respect.

The Governors are responsible for ensuring that the Principal performs the duties described above with fairness and without prejudice. They must also ensure that their duties are carried out with fairness and without prejudice and actively promote fairness



Fowey River Academy

Windmill Fowey Cornwall PL23 1HE

Telephone 01726 833484 **Email** enquiries@foweyriveracademy.org.uk