HOE VALLEY SCHOOL

INCLUSION POLICY

Person Responsible:	Deputy Head Teacher
Date Adopted:	September 2015
Date of last review:	Spring 2026
Date of next review:	Spring 2027

To be read in conjunction with the Special Educational Needs Policy, Behaviour for Learning policy, Accessibility Plan and the Single Equality Scheme

1.0 INTRODUCTION

At Hoe Valley School we are committed to promoting equality as defined within the Equality Act 2010, irrespective of race, sex, disability, religion or belief, sexual orientation, students who are pregnant, undergoing or who have undergone gender reassignment.

Any incidents under the Equality Act 2010 should be reported directly to the Head Teacher who will deal with the incident directly.

2.0 THE SCHOOL CONTEXT

As of January 2026 there are 890 students on roll of whom:

Female:	50.22%
Male:	49.78%
EAL:	25.28%
EHCP:	4.38

National Average 5.3% of pupils in schools in England have an EHCP

FSM:	23.14%
In Care:	0.45%

Pupil Premium: 23.14%

SEN: 19.32%

National Average 20.5% of pupils in schools in England have identified special educational needs

3.0 AIMS

At Hoe Valley School it is our aim that all students and staff can participate and share in the life of the school and community, value themselves and others and recognise the strengths and richness of diversity.

This policy promotes a practice which strives for equality in school and which shapes attitudes and ideas. The policy promotes and affirms the entitlement of all members of the school community to equality of access and treatment in all areas of the school and recognises the need to ensure social inclusion and community cohesion. This policy details how we intend to implement our duties under the Equality Act 2010.

4.0 VALUES

At HVS, our CIRCLE values are:

Courtesy	Model the calm behaviours expected of others in terms of consideration, professionalism, trust and respect
Integrity	Fair and honest, trustworthy, committed to earn success through hard work
Resilience	Try your best, don't give up when learning is tough and accept your mistakes
Community	A strong sense of responsibility to the community to improve the quality of the local environment for its residents
Leadership	Show leadership in thought and action, being open to new ideas and overcoming adversity to achieve success. Have the highest aspirations for yourself and others
Enthusiasm	A positive and determined attitude towards life, passion, curiosity and a lifelong love of learning

The school is committed to:

- Promoting equality and excellence, for example by assessing the impact of our policies on different groups
- Challenging and eradicating discrimination, for example, by acting quickly to deal with all bullying, but particularly that which is aimed at groups as well as individuals, such as racist, homophobic or sexist bullying
- Promoting British Values including tolerance
- Human rights, justice and fairness throughout the curriculum and wider school community
- Developing, implementing, monitoring and reporting equality work throughout the school community as part of our ongoing self-evaluation processes and school improvement
- Recognising that as a multicultural school we have a particular responsibility for enriching and broadening of students' experience of different cultures, religions and languages
- Fostering a culture of respect for others
- Recognising and celebrating differences between people
- Preparing students for a life in a diverse and pluralist society

5.0 **INTRODUCTION TO THE STATUTORY DUTIES**

Equality Duty covers the pre-2010 related areas of statutory equal opportunities and since 2010 the six strands to diversity:

- The Race Relations (Amendment) Act 2000 – the duty to promote race equality
- The Disability Discrimination Act 2005 – the duty to promote disability equality
- Disability Equality Duty (DED) also includes plans to improve the accessibility of schools under the planning duties contained in Part 4 of the DDA
- The Equality Act 2006 – the gender equality duty.
- This was extended in 2007 to include sexual orientation regulations to cover gay and lesbian students or the children of gay or lesbian parents
- The Equality Act 2006 supersedes previous duties

5.1 Community Cohesion/Promoting British Values

In line with the Education and Inspections Act 2006, the school acknowledges its responsibility to promote community cohesion. As a multi-cultural community school, we have a particular commitment to ensuring that our students understand, value and appreciate our local, UK and global community. We also look for ways to celebrate the diversity of our school community to ensure that minority groups/individuals feel valued and part of HVS. We aim to understand and respond to the needs and hopes of all our communities, to tackle discrimination and to increase life opportunities for all.

The following are examples of ways in which we promote Community Cohesion and British Values:

- Democratic election of student leadership roles within the community
- Heads of Faculty audit their contribution to equality, diversity, promoting British Values and Community Cohesion and each curriculum area addresses equality and diversity in relation to its schemes of work, teaching and learning styles, resources and access to facilities and resources linking this to our school's behaviour policy.
- The wider curriculum including PSHE and assembly's raises awareness of and celebrates cultural diversity
- Multi-cultural festivals are celebrated
- We celebrate European Languages Day and have themed food days

5.2 The Curriculum

The school aims to develop a positive attitude through the curriculum towards equal opportunities by ensuring that the curriculum and courses offered promote equality of opportunity for all. The school will positively seek to avoid discrimination. This will include issues such as student groupings and student lists as well as teaching methods. Staff will take account of the balance between gender and race in their classes.

Many areas of the curriculum, for example History, in its coverage of events such as the Suffragettes or the Nazi period, have an explicit role regarding students' understanding of equality of opportunity. Personal and Social Education in particular will cover, in depth, the whole area of equal opportunities, including issues such as discrimination, tolerance for others, the rights of individuals, racism, sexism and bullying (see PSHE Policy). All teachers in all lessons have a responsibility for promoting ethnic, cultural and social diversity when appropriate and must challenge sexism, racism and stereotyping.

HVS offers a range of options at GCSE and Vocational level Courses and are committed to ensuring both sexes feel all subjects are open to them. We will explicitly ensure subjects are not marketed as 'girl-friendly' or as a 'boys' subject'.

5.3 The Hidden Curriculum

In any school, the promotion of equal opportunities, the combating of racism etc, has as much to do with the hidden curriculum as with the formal curriculum as taught in the classroom. The hidden curriculum is about the underlying school culture or ethos. The underlying culture in any school has a powerful influence on the young and can reflect and aid discrimination and stereotyping, either openly, or subtly or unintentionally.

HVS staff ensure that students know that there is an automatic rejection of racist name calling based on race or religion. Staff must ensure that neither girls nor boys do not dominate questions and teacher attention, or monopolise the use of space or equipment. In particular staff need to be aware that the stereotyping of girl/boy roles, and different expectations of them, needs to be avoided. Such things often happen unintentionally, but they do have a very powerful effect on the perceptions of the young and are very quickly spotted by them.

Assemblies are used whenever possible to celebrate religious diversity and to foster an ethos of equality and tolerance.

5.4 Pastoral Care

The school encourages students in the development of their sense of personal worth and self-esteem while engendering a positive approach towards the idea of equal opportunities and a commitment to promoting tolerance. The promotion of a positive ethos of equality and the importance of challenging sexism or racism is a key responsibility of all pastoral staff.

Students will be made aware, for example, via assemblies and tutor time, that racism, sexism and intimidation are totally unacceptable at Hoe Valley School. All staff are responsible for dealing with issues of racism, sexism or intolerance. Students need to be aware that the school will deal promptly and firmly with any issues involving racism, sexism, bullying, intimidating behaviour and other forms of harassment.

Tutors will ensure that the needs of students from different ethnic backgrounds are catered for e.g. by catering for the needs of students who are fasting during Ramadan.

6.0 STAFFING

We will monitor staff in post, all applicants, short listed candidates and candidates appointed to ensure there is equality of access. We recognise that members of staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions. All staff are trained in equality and diversity issues so that they understand how to implement their legal duties.

The fundamental principle in the appointment of any member of staff is that the best person will be appointed to the post totally irrespective of issues such as disability, gender, race or religion. Applicants will be assessed wholly on their ability and willingness to carry out the job and their possession of the qualities described in the person specification and job description. Recruitment and selection procedures are carried out in accordance with the Equality Act 2010.

7.0 RESPONSIBILITY

The Head Teacher delegates responsibility for the delivery and monitoring of these policies to ensure student voice maintains an ongoing focus on equality and diversity issues.

All staff are responsible for promoting equality, avoiding discrimination, dealing with racist incidents and acting on bias/stereotyping. All racist and homophobic/transphobic incidents are reported separately via the MIS.