



Anchored in Christ

Inclusion Statement

Approved by Governor Committee:
N/A

Date to be reviewed:
October 2024

Responsibility of:
Senior Vice Principal (Inclusion)

Date ratified by Principal:
January 2023

1. Introductory statement

Chelsea Academy is a Christian community and as such believes that all members of its community are of equal value and invaluable worth. The aim of this statement is to outline how the Academy will ensure that every student, whatever their background or their circumstances, has the support they need in all aspects of their lives.

The Academy is committed to ensuring that all staff and students feel welcome and valued and that all students have equal opportunities to flourish and be successful. There is a strong commitment to staff development ensuring that the more vulnerable student groups experience appropriate learning opportunities. The individual teacher is the key to raising achievement for all students. The Academy has a number of policies which support our vision for inclusion and these should be read in conjunction with this statement.

2. Vision for Inclusion

Chelsea Academy's vision is underpinned by a genuine commitment to inclusion and social justice. As we seek to educate and support students to flourish and prepare for the challenges and opportunities of life beyond the Academy, we recognise the importance of embracing each child's unique needs, identity and characteristics, including in matters of sexuality, sexual orientation and sexual identity.

This means that LGBTQ+ students are not merely given appropriate pastoral support or recognised in inclusion terms as having 'protected characteristics'. Students that identify as LGBTQ+ are able to flourish and be recognised and welcomed as valued members of our Academy community. All staff working at the Academy will continue to be vigilant and highly supportive in the pastoral care we provide. We are committed to nurturing and supporting any student who is struggling with their sexuality and may feel challenged as they embrace their sexual identity. However, our renewed commitment to Equality, Diversity and Inclusion means we stand alongside students as allies who advocate and affirm both students' intrinsic rights in society but also their worth and dignity as children of God. We desire that Chelsea Academy is a socially just environment where LGBTQ+ students know that they can confidently affirm their sexual orientation and identity without any concern for unfair treatment. We are committed to pursuing this as we live out our vision through our mission of *Work Hard, Be Kind* and *No Excuses*.

It also means that our Academy is committed to ensuring that individuals and groups are not disadvantaged because of their race, culture, ethnicity, national or religious background. As an Academy we welcome the diversity of cultures, backgrounds, faiths and beliefs and celebrate the backgrounds of all students, staff and others associated with the Academy. Students of diverse backgrounds and cultures are able to flourish, be recognised and welcomed as valued members of our Academy community. Alongside our pastoral commitment to students identifying as LGBTQ+, we will work with our community in rejecting all forms of racist behaviour. We are committed to the elimination of racial discrimination (including direct and indirect racism, racial vilification, antisemitism and harassment) in our organisation. No student, employee, parent/carer or community member should experience racism within the Academy. We recognise and acknowledge that eradicating racism and discrimination at our Academy, and challenging the attitudes that allow them to emerge, is the shared responsibility of all members of the Academy. Once again we are committed to pursuing this as we live out our vision through our mission of *Work Hard, Be Kind* and *No Excuses*.

Chelsea Academy's policies are designed to achieve the aims outlined below, and the following policies taken together, inform and complement our Inclusion Statement:

- Special Educational Needs and Disabilities Policy
- Attendance Policy
- Equalities and Equal Opportunities Policy
- Behaviour Policy
- Anti-Bullying Policy
- Anti-Racism Policy
- Safeguarding and Child Protection Policy

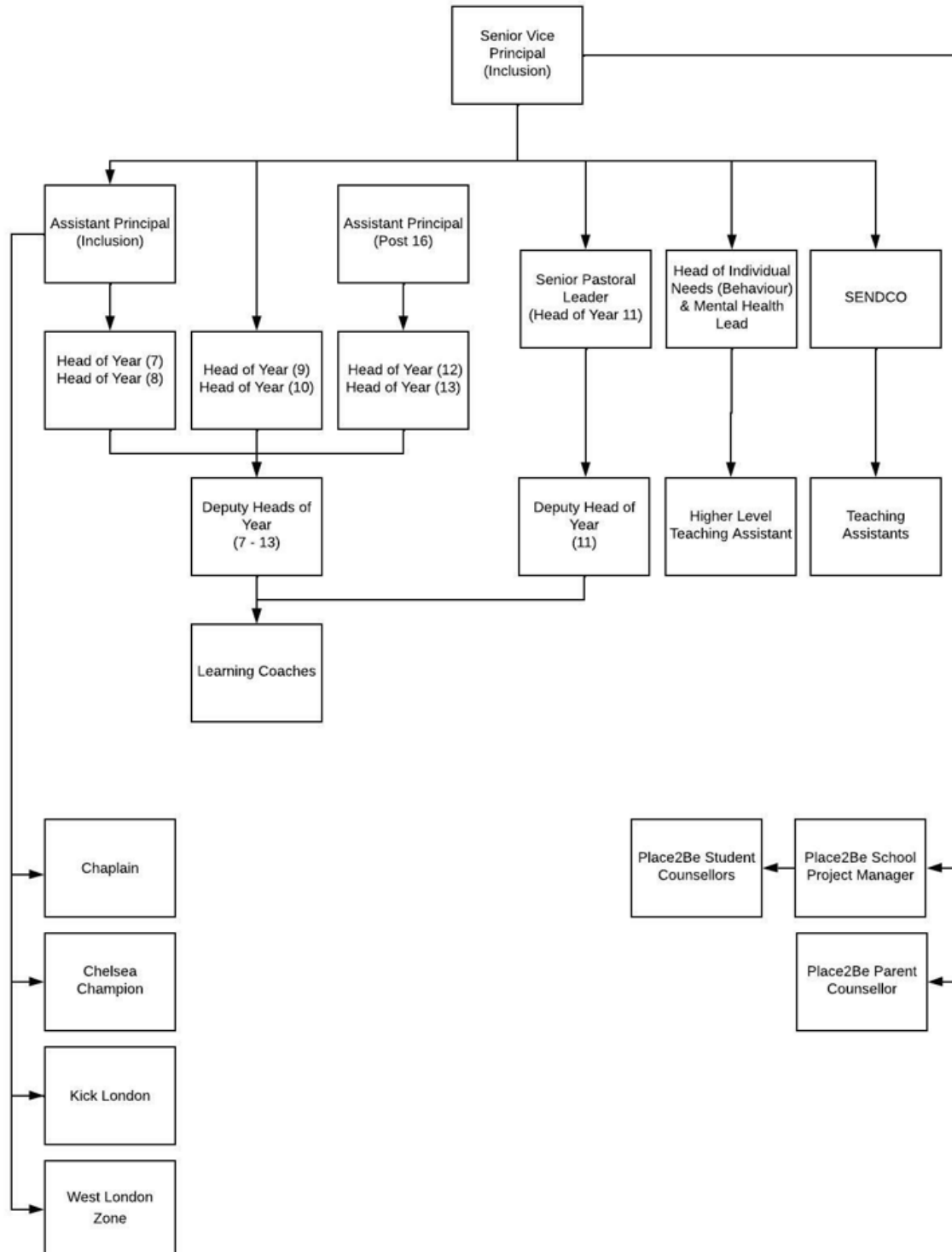
3. Aims of the statement

In all aspects of its work, members of the Academy will seek to ensure:

- the appropriate inclusion of all students at relevant levels of activity
- all students, regardless of their differences have the same entitlement to achieve, succeed, enjoy and engage with their learning
- barriers to learning are identified and early intervention is actioned, ensuring everyone has the opportunity to achieve their full potential and enjoy their curriculum
- opportunities for continuity and progression of all students, including those identified as having an educational need or disability and those identified as higher prior attainers
- the achievement of the highest possible standards for all students
- the recognition of achievements for all students – including personal qualities such as self-discipline, empathy, trust, self belief and self-motivation
- the provision of easily accessible advice and guidance relevant to all students
- all students have the skills and opportunities to develop into happy and employable young people

3. Inclusion Team Structure

Chelsea Academy has a strong inclusion structure, with support from many areas. This ensures that parents and carers can talk to the most appropriate member of staff, with minimal delay. In most cases this will be the student's Learning Coach, Deputy Head of Year or Head of Year. The following chart outlines the different teams which make up the Inclusion structure.



4. The Chelsea Academy Commitment

- To ensure the voices of all members of the Academy are heard in order to develop a collective understanding of the lived experiences of our community
- To continue to interrogate and modify the curriculum we offer, ensuring that we are representing in positive ways, the diverse contributions of all members of our community
- To ensure that we teach challenging and culturally diverse content with honesty, confidence and integrity, and that through our curriculum we question existing ideas of canons and cultural capital
- To ensure education, dialogue and reflection - as opposed to judgement - are at the heart of how we approach change
- To look at the systems and structures which underpin the work of the Academy to ensure that no one in our community is held back from developing, as and when opportunities arise
- To be clear in our message to the wider community the values which are at the heart of our academy in relation to diversity
- To ensure all students are supported to develop themselves through not only the formal academic curriculum but our rich and diverse 'extended curriculum'
- To provide ongoing CPD to staff to ensure we continue to develop our racial literacy
- To recognise the bias in our society and in ourselves, and seek to challenge and erase it wherever possible
- To look at the power of language and how we use it positively, sensitively and consistently when discussing issues of race and inequality and also when addressing students and each other
- To normalise a culture in which dialogue about sexuality, race and diversity is possible, good intention is assumed, feedback is welcomed, and fear of making mistakes does not hinder progress
- To equip our students with the tools needed to identify and tackle all forms of discrimination, in the academy and the wider community
- To ensure student leadership gives a voice to students in the running of the Academy and is encouraged to be active in the positive promotion of our rich and diverse community