



Towie School and Nursery



Inclusion, Equality and Fairness Policy

2019

**Article 1 Everyone under the age of 18 has all the rights stated
in the United Nations Convention of the Rights of the child.**

TOWIE PRIMARY AND NURSERY INCLUSION EQUALITY AND FAIRNESS POLICY

We follow the Aberdeenshire policy and procedures to ensure inclusion, equality and fairness for all stakeholders.

We are committed to providing and maintaining equality of opportunity for all children, parents and carers within the group.

Our school is currently working towards silver accreditation as a **Rights Respecting School** and as part of our learning and teaching programme are working to ensure that children understand their rights and that these are upheld and respected.

Inclusion is about all learners and about taking action to remove barriers to participation and learning. Inclusion also involves eliminating discrimination and promoting equality.

Barriers to participation and learning for individuals and groups usually involve multiple interacting factors, rather than just one. A holistic approach is always necessary. Equalities legislation has been put in place relating to race, gender, age, disability, religion or belief and sexual orientation. The [Additional Support for Learning legislation](#) in Scotland also promotes inclusion. There is a duty to provide additional support for learning when any child or young person needs support for whatever reason.

The diversity of learners' challenges policy makers, teachers and others to provide education that is able to flexibly respond to that diversity. We respond in such a way that barriers to participation, learning and achievement are removed, inclusion and equality are promoted and a high quality education for all is developed and sustained.

An inclusive approach reflects a move away from a deficit model which focuses on aspects of the learner as the problem, where the learner is viewed as deficient in some way. A deficit model also pays inadequate attention to factors such as social expectations, or aspects of the education system or learning environment that could be changed to enable diverse learners to participate and learn. Also, categorising an individual or a group by a single or a few characteristics may be misleading and doesn't recognise the whole person. Promoting and sustaining inclusion involves staff, learners, professionals, partners, parents, carers and the wider community.

We take positive action to ensure that the needs of the following groups are met:

- Those with a physical disability.
- Pupils with a learning difficulty.
- Those who are particularly able or talented.
- Pupils with social, emotional and behavioural difficulties.
- Those pupils at risk of exclusion.
- Those experiencing family difficulties e.g. bereavement, divorce.
- Learners who have English as an additional language (EAL).
- Minority Ethnic groups.
- Travellers.
- Pupils who are not attending school regularly.
- Pupils who are on the Child Protection Register.
- Those who are young carers.
- Any other child with an additional support need.

Equal Opportunities Statements of Principle

- Discrimination on the basis of creed, colour, culture, origin, gender and ability is unacceptable.
- Every person will contribute towards a happy and caring environment by showing respect for and appreciation of each other as individuals.
- We promote the principles of fairness and justice for all through the experiences that we provide.
- We ensure that all children have equal access to the full range of opportunities provided in the school and nursery.
- Children's progress is monitored to ensure all children achieve success.
- We promote an ethos and culture that celebrates achievement in the broadest sense.
- Staff training is provided where relevant to ensure that all follow these principles.

Racial equality statements of principle

- We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs.
- We are conscious of the need to put effort into the celebration of cultural diversity of our community and show respect for all minority groups.
- We endeavour to make the school and nursery a welcoming place for all ethnic and national groups represented in our community.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and through our Continued Professional Development scheme will provide opportunities for everyone to achieve.
- We strive to remove any forms of indirect discrimination that may form barriers to learning. (e.g. books reflect diverse society with positive images of different cultures)

Promoting racial equality

- We follow Aberdeenshire admissions policy for Nursery and Primary pupils. This does not permit gender, race, colour or disability to be used as criteria for admission.
- Registration – Children's names are accurately recorded and correctly pronounced. Children are encouraged to accept and respect names from all cultures.
- We will regularly check our books, posters and other resources to ensure that they reflect a multi-racial society, positively and accurately.
- Boys and girls will have equal opportunities.
- In assemblies we include stories and poems from a variety of cultures.
- Opportunities to experience other cultures, languages and celebrations will be included in the curriculum.
- Medical, cultural and dietary requirements will be met.

Communication

- Any information, written or spoken will be clearly communicated in as many different languages as necessary. Contact Jennifer Walker, Organiser of Bilingual Support to request Interpreting and Translation services. (01888 562427)
- We access advice from the "English as an Additional Language" support group. (EAL) Towie House, Manse Road, Turriff, AB53 4AY
- Care is taken to ensure that parents who have poor literacy skills receive support with newsletters and written information.

Additional Support for Learning

- We recognise the wide range of additional support for learning needs of children and families in the community and will meet our responsibility to meet those needs.

- We work closely with other agencies to support children and their families.
- We use Aberdeenshire's Integrated Assessment Framework as a means to support record and ensure best practice in meeting the needs of our children and their families.

Aims and Objectives

In line with the aims, values and principles promoted in current documentation (e.g. GIRFEC (2003), National Priorities in School Education (2000), inclusive Schooling – Enhancing Policy and Practice (SEED 2003)), we aim to ensure that inclusion is achieved in the following ways:

- Ensure that local and national policies and guidelines are implemented effectively across the School.
- All school policies include all learners.
- Embed and review inclusion as part of improvement planning.
- Ensure that staff engage in continuous professional development in order to meet the needs of all pupils.
- Regularly review the contents of curricular programmes and our practice to ensure equality for all.
- Plan a differentiated, relevant curriculum which all pupils can access.
- Provide teaching and learning contexts which engage learners and enable every child to reach his or her potential.
- Continually monitor and assess the progress of all pupils to identify needs as they arise in order to provide early intervention.
- Teach pupils within the most appropriate setting.
- Engage the services of appropriate agencies / professionals to provide support to pupils and families as required.
- Create a positive ethos, a positive climate for learning and engender a sense of belonging within the School.
- Involve parents and carers in the life of the School and in decision making regarding their child's needs.
- Involve the children themselves in decision making which affects them.
- Forge links with the local community and with businesses.

Rights and Responsibilities

Should any person feel that the aims and objectives set out by the school have not been met, they have the right to have their concerns addressed. This can be done by contacting the Head Teacher in the first instance and thereafter the Quality Improvement Officer for Towie School.