



ST NINIAN'S HIGH SCHOOL

School Policy No. 14

INCLUSION

This policy is linked to all 4 of the School Aims.

AIM

The aim of this policy is the promotion of equality of opportunity and social justice by:-

- enabling all individuals to achieve their potential;
- educating pupils to recognise discrimination in our society and to accept responsibility for challenging discriminatory practices.

RATIONALE

All children, young people and adults have an equal right to be supported in achieving their potential.

It is accepted that treating everyone in the same way does not achieve equality of opportunity, because it ignores significant differences among people and the barriers they experience.

Positive action should be taken to counter the effects of possible long-term discrimination.

It is the effect of discriminatory practices rather than the intention behind them, with which this policy is principally concerned.

Developing a co-ordinated approach to countering all forms of discrimination strengthens understanding of the issues and adds impetus to the creation of an ethos within which all young people and adults are valued and can learn to value each other.

AN EQUAL OPPORTUNITIES ETHOS

The creation of an equal opportunities ethos involves the development and maintenance of a climate where every individual is treated with equal respect and can learn and work in the knowledge that her/his contribution is valued.

The promotion of equal opportunities must be central to decision making at all levels and must influence the behaviour of everyone in education, including those who are not directly involved in the teaching and learning processes.

AREAS FOR ACTION

A) Access to the Curriculum

- A curriculum which includes, values and respects all learners.
- A curriculum which gives learners an understanding of discrimination in all its forms.
- A curriculum which gives learners opportunities to take action against discrimination.
- A flexible and customised curriculum tailored to the needs of the individual pupil.
- The delivery of a curriculum which reflects the need to provide learning activities which match the interests and abilities of the full range of learners and which promotes the inclusion of all groups.
- The use of differentiated materials and activities which are appropriate to the range of achievements and abilities within a group of learners.
- Valuing pupils' perspectives, listening to pupils and involving them in developing an inclusive school.
- High expectations of all pupils. Underachievement is unacceptable. Success is celebrated.
- The review of communications or curricular materials to ensure that content, language and images is as inclusive of all groups as possible.
- Role models given reflect the diversity of the community.
- The use of a range of teaching and learning methods which meet the needs and rights of pupils, and which reflect an appropriate inclusive non-discriminatory curriculum across all subject areas, addressing racist, sexist, sectarian and homophobic attitudes.
- The promotion of active learning methods which build up the confidence of participants, and encourage positive relationships between groups.
- An appreciation of diversity (as normal and positive rather than as deficit or problematic).
- The provision of English language support for bi-lingual children and young people.
- The establishment of a Language and Communication Unit within the school.
- The translation of key documents into community languages and the provision of access to an interpreter when appropriate.
- The provision of access to buildings for those with physical and sensory impairments.
- The reduction of barriers which affect parents' ability to participate as equal partners in their children's education, e.g. the reporting process and information evenings.
- Supported study to counter the effects of social deprivation.
- Planned personal development to address learner self-esteem, cultural identity, aspirations and career choices in non-stereotyped ways.
- Communicating, consulting and working with parents as equal partners in the education of children in ways which accord with the key principles in this policy.

B) Personal Development

- Planned programmes of personal and social education will provide contexts for raising self-esteem and fostering positive relationships.
- The promotion of an open and responsive management style which incorporates a recognition of the value of diversity and the place of positive action in supporting staff.
- Events which recognise and celebrate cultural and other diversity within the local community.

C) Tackling Prejudice and Discrimination

- Inclusive leadership throughout the school, promoting inclusive principles and practices, and developing shared vision and commitment.
- Encouraging commitment to combating prejudice, discrimination and injustice within the school and in society as a whole.
- Awareness-raising programmes with year groups.
- Accepting that a significant number of groups suffer from prejudice and injustice such as ethnic minorities, the disabled, the socially and economically disadvantaged, new immigrants, asylum seekers, travellers, incomers, those of a different or no religious persuasion and those viewed as different because of their sexual orientation.
- Taking steps to improve and consolidate school-linked inter-agency collaborations such as Pupil Support Groups.
- Taking action to counter and prevent the undermining or harassment of individuals.
- Reviewing institutional rules, traditions, practices and procedures which may be having a discriminatory effect, however unintended, e.g. exclusions, extractions, uniform, appointment of prefects.
- Providing counselling support for those who have encountered discrimination or harassment.
- Clear and consistent whole school policies on early intervention, harassment, bullying, racism, behaviour, attendance and drug abuse.
- School purchased homework diaries issued to all pupils.
- Inclusive community involvement (NCS Initiative) recognising that the school is a community resource offering support and that the community can offer support to the school.
- Collaborative links with other agencies e.g. Woodhead Support Unit.
- Monitoring of uptake of F.M.E. and clothing entitlement.
- Staff awareness of EDC and National Guidelines.

POSITIVE ACTION

- Provision of English language support for children and young people.
- The establishment of a Pupil Support Department with an integrated approach involving Guidance staff, Learning Support staff, Behaviour Support staff, Registration teachers and all other teachers.
- Provision of supported study facilities and out of school learning opportunities.
- Access and special provision for pupils and staff with disabilities.
- In-service training for groups of staff currently under-represented in management.
- Continuing professional development for all staff.
- Measures to encourage members of under-represented groups to participate fully on School Boards.
- Additional support SQA – alternative assessment arrangements.

MONITORING AND EVALUATING

It will be necessary to monitor and evaluate, on a regular basis, both processes and outcomes.

Statistical data such as staffing figures, involvement in staff development, curriculum uptake, allocation to teaching groups, examination success and career destinations, anti-bullying, anti-racism and exclusion statistics and uptake of supported study will be a major source of information.

This school policy has been informed by the following documents:-

The Race Relations (Amendments Act) 2000

Standards in Scotland's Schools Act 2000 (particularly National Priority 3 – Inclusion and Equality)

Promoting Race Equality (HMIE – 2004)

Guidelines for Tackling Racist Incidents Within Educational Establishment – EDC

The St. Ninian's High School Development Plan with its 5 school aims and 3 broad priorities.

“Maintaining Equality into the Curriculum” – The Centre for Education and Racial Equality in Scotland 2005.

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