

EASTWOOD HIGH SCHOOL



POLICY ON EQUALITY, INCLUSION AND ADDITIONAL SUPPORT NEEDS

1. Introduction

Equality and Inclusion underpins all of the school aims and embraces many aspects of school life. Many pupils have additional needs at some point in their time at school which require support beyond the normal provisions. This group of related policies reflect the breadth and importance of these issues by referring to other key school policies.

Eastwood High School's Policies on Equality, Inclusion and Additional Support Needs also reflect the importance placed on this in National Priority 3 and in 'Count us in – Achieving Success in Scottish Schools' (HMIE 2002) and the Children and Young People Scotland Act 2014. The Policies take into account legislation such as the UN Convention on the Rights of the Child, Human Rights Act 1998, Race Relations Amendment Act, Disability Discrimination Act amended by the Disability Discrimination Act, Sex Discrimination Act, Additional Support Needs legislation etc and ERC policies on Equality, Inclusion and Additional Support Needs.

2. Aims

The Policies on Equality, Inclusion and Additional Support Needs aim to ensure that the school provides a nurturing environment where all pupils can achieve their full potential. Every pupil should have opportunities to achieve the highest possible standards and attain the best possible qualifications in order to prepare for the next stages of life. Every pupil should be encouraged to develop a confident sense of personal and cultural identity. Every pupil should be encouraged to develop respect towards others. Every pupil should be helped to develop the knowledge, understanding, skills and attitudes that will be needed in order to participate in modern society. In line with recommendation 26 of "*Education Working for All! Developing Scotland's Young Workforce*" (Scottish Gov. 2014), Equality Education is embedded fully into the curriculum in Eastwood High School.

These aims will be achieved by ensuring that the school takes action in each of the following areas:

1. Anti bullying
2. Race/Religious Equality
3. Gender
4. Physical and Mental Health
5. Social and Economic Disadvantage
6. Support for Learning and Behaviour

3. Activities undertaken to achieve the aims in each identified area of the policy

1.1 Anti bullying

Bullying is when a series of actions cause embarrassment, pain or discomfort to another. It can take many forms: physical; verbal (oral and written) including the use of ICT; social exclusion; interference with belongings. It can be planned and organised or it may be unintentional. Individuals or groups may be involved.

3.1a It should be made clear to pupils and parents that the school will not tolerate bullying. This is done through the display of posters throughout the school; by the statement in the pupil homework diary and the school handbook; through year group assemblies; through Social Education lessons; to individual pupils who display or experience bullying behaviour;

through leaflets to parents; and by the response and actions of any teacher dealing with an incident of possible bullying

3.1b Pupils should be encouraged to feel that they will be listened to and that their concerns will be promptly discussed with them and action taken until the concern is resolved. There should be structures to support both those who have experienced bullying behaviour and those who display bullying behaviour.

This is done partly through the positive messages on display posters and at year group assemblies. Every pupil is given clear information about who their Pastoral Support teacher is and how to contact him/her. Pastoral Support teachers will respond promptly to concerns from pupils or their parents about bullying and will keep the pupil/parent informed about the actions they are taking and the likely timescale involved. Where necessary the Pastoral Care staff will access support from other agencies through the JST.

All staff, including non teaching staff, have a duty to listen and respond to the concerns of pupils and to report any incidents of possible bullying behaviour.

Senior pupils are trained to give support and work with some vulnerable pupils at lunchtime.

3.1c Where a bullying incident has been deemed to take place the main aim of any sanction is to prevent a recurrence of the situation. A variety of strategies may be used to prevent further incidents.

In the majority of bullying incidents the most effective strategy will be to make the person displaying the bullying behaviour aware of the effect of their actions, to counsel him/her, give a verbal warning and log the incident. It may be suitable also to contact the parent/carer. The full range of sanctions of the school discipline system may also be used depending on the nature of the incident. Referral to Behaviour Support for intensive counselling or mediation can also take place.

3.1d The curriculum and assemblies should provide opportunities for anti bullying education. There are opportunities throughout the curriculum to educate pupils about bullying eg in English, in RE. An audit of the curriculum is undertaken to show where subjects contribute explicitly to this issue. The SE programme deals specifically with bullying behaviour: its causes; its effects; and anti bullying measures. The related topics of prejudice, discrimination and racism are also dealt with in the SE programme.

There is a programme of themed assemblies on bullying and discrimination supported by poster displays.

3.1e There should be guidelines for staff on the promotion of anti bullying in the classroom/school and on the handling of incidents which may be bullying.

The Pastoral Care staff provide for all staff a booklet of guidelines which includes information about what bullying is, who gets bullied, why children bully, what class teachers can do, dealing with bullying incidents – and procedures for reporting possible bullying incidents. All students, NQT's and new staff are given induction training in anti bullying measures and procedures.

3.1f Reported bullying incidents should be logged centrally by the Equality coordinator

A log of incidents is held in SLT offices and the ERC reporting format is used.

3.2 Race/Religious Equality

3.2a The policy and practices of the school should not discriminate against any pupil because of his/her race or religion.

Policy and practice is regularly reviewed by SLT using Equality indicators from HGIOS 3. Analysis of statistical data by ethnic origin takes place to evaluate the impact of policy and practice eg attainment, attendance, extra curricular, parental attendance at evening meetings.

3.2b The diversity of race/religion within society and within the school should be celebrated as positive for the ethos of the school.

Awareness of the diversity of culture, language, religion etc is promoted through the curriculum in many subjects across the school. This is evident too in the display materials used. At religious festivals noticeboard displays are used to involve all the school community in the festival. At Christmas and Easter services are held and at Ramadan special arrangements are made to accommodate the needs of Muslim pupils. Pupils of faiths other than Christian are entitled to celebrate religious festivals at home even when these fall during the school term.

3.2c It should be made clear to pupils and parents that the school will not tolerate racism. This is done through the display of posters throughout the school; by the statement in the pupil homework diary and the school handbook; through year group assemblies; to individual pupils who are involved in racism; through leaflets to parents; and by the response and actions of any teacher dealing with an incident of possible racism.

3.2d Pupils should be encouraged to feel that they will be listened to and that their concerns will be promptly discussed with them and action taken until the concern is resolved. There should be structures to support both those who have suffered racism and those who have been racist.

This is done partly through the positive messages at year group assemblies and at SE lessons. Every pupil is given clear information about who their Pastoral Care teacher is and how to contact him/her. Pastoral Care teachers and SLT will respond promptly to concerns from pupils or their parents about racism and will keep the pupil/parent informed about the actions they are taking and the likely timescale involved. Where necessary the Pastoral Care staff and SLT will access support from other agencies through the JST.

All staff, including non teaching staff, have a duty to listen and respond to the concerns of pupils and to report any incidents of possible racism.

3.2e Where a racist incident has been deemed to take place the main aim of any sanction is to prevent a recurrence of the situation. A variety of strategies may be used to prevent further incidents.

In the majority of racist incidents the most effective strategy will be to make the perpetrator aware of the effect of their actions, to counsel the perpetrator, give a verbal warning and log the incident. It may be suitable also to contact the parent. The full range of sanctions of the school discipline system may also be used depending on the nature of the incident. Referral to Behaviour Support for intensive counselling or mediation can also take place.

3.2f The curriculum and assemblies should provide opportunities for anti-racist and anti-sectarian education and for the promotion of racial/religious awareness and harmony

An audit of the curriculum is undertaken regularly to ensure that contributions from departments is being maintained and to track improvements to delivery. There is a staff Equality committee which develops and delivers a programme of assemblies on Equality themes.

3.2g There should be support for staff on the promotion of racial/religious awareness and on handling racist incidents.

A staff folder on Race Equality is available in each departmental base. This details school policy as well as giving guidance and information that has been developed in response to staff requests. The folder was a follow up to extensive InService training that took place in 2004. All students, NQT's and new staff are given induction training in Race/Religious Equality.

Guidelines on reporting racist incidents are clear and staff are regularly reminded of these.

3.2h Reported racist incidents should be logged centrally by the Equality Coordinator.

A log of incidents is held in SLT offices and the ERC reporting format is used. Each term a return is made to ERC.

3.3 Gender

3.3a The policies and practices of the school should not discriminate against any pupil because of gender.

Boys and girls have equal access to the curriculum, the support services, the facilities and extra curricular activities of the school. Policy and practice is regularly reviewed by SLT. Analysis of statistical data by gender takes place to evaluate the impact of policy and practice eg attainment, attendance, extra curricular, parental attendance at evening meetings etc

3.3b The curriculum should promote gender equality education and an ethos of equality.

Departments actively counter traditional stereotyping through the choice of materials and texts and displays.

3.3c Learning and teaching strategies should be varied to engage all types of learners.

There has been considerable In Service on learning and teaching strategies and in recent years some of this has been focussed on boys' attainment.

3.4 Physical and Mental Health

3.4a The policies and practice of the school should not discriminate against any pupils because of their physical or mental health.

Pupils with a physical or mental disability should have the opportunity to access as fully as possible the curriculum, the support services, the facilities and extra curricular experiences of the school.

Policy and practice is regularly reviewed by SLT. Tracking of individual pupils takes place to evaluate the impact of policy and practice eg attainment, attendance, involvement in school life.

3.4b There should be planned and structured support for pupils with long term physical or mental health disabilities. Pupils and parents should be involved in the planning process.

This normally takes place when the pupil is in the upper stages of primary school. The PT Support for Learning and the PT Behaviour Management are responsible for this process and work with other agencies and the local authority to assess the needs of the pupil and put support in place. Meetings with parent, pupil, school staff and other agencies take place before enrolment at secondary school and at various stages during the course of the pupil's secondary experience.

3.4c The support for pupils with physical or mental health disabilities should be individual to their need.

Support might include: changes to the physical environment eg desk/chair supports; medication held at school office; help from a support assistant; variation of the curriculum; home tuition; regular counselling, specialist careers advice etc

3.4d All staff should be made aware and given an understanding of the individual needs of pupils with physical health disabilities and teachers should take this into consideration in their planning of lessons. If appropriate teachers should be made aware of the needs of pupils with mental health disabilities.

All staff should be made aware of the possible signs of abuse, self harm etc and should know the procedures to follow.

Information is updated each year on pupils in the school for whom there are special support arrangements. In some cases case conferences are held for the teachers of an individual pupil. Whole school information and training sessions are held as necessary eg for the treatment of anaphylactic shock, recognition of child abuse. The GIRFEC directory is updated on an ongoing basis.

Guidelines on reporting child abuse are clear and staff are regularly reminded of these.

3.4e Where pupils are absent from school in the short term, teachers should make work available to them as far as the nature of the subject allows.

3.4f Where pupils have a short term health disability but are able to attend school (eg broken limb) arrangements should be put in place to allow them to access as much of the curriculum as possible.

Pupils can access the lift and be given permission to move from classes early to avoid congested corridors and stairs. In some cases transport to school can be arranged.

3.5 Social/Economic Disadvantage

3.5a The policies and practices of the school should not discriminate against any pupils because of their social/economic background.

Policy and practice is regularly reviewed by SLT. Analysis of statistical data by Free Meal Entitlement takes place to evaluate the impact of policy and practice eg attainment, attendance, extra curricular, parental attendance at evening meetings etc.

3.5b The school should take steps to ensure that all pupils can access the full curriculum, the support services, the facilities and the extra curricular experiences of the school.

The school has procedures in place to ensure that financial support is available for school visits, for extra curricular clubs etc.

Teachers should consider factors such as availability of home computer, revision notes etc when planning lessons and pupil work. The school also has a number of initiatives to positively support the lowest performing 20% via an action plan and additional resourcing.

3.5c The school should have in place arrangements and procedures to ensure that Looked After and Accommodated children have a stable educational experience and are given appropriate support.

There is a statement of policy and procedures within the Pupil Support Policy. Each pupil will have an Individual Education Care Plan which will be drawn up in cooperation with social work department, carer and child. The DHT (Pupil Support) is the Designated Teacher who is responsible for the overview of the management and support of Looked After Children.

3.6 Support for Learning and Behaviour

3.6a Pupils with additional needs related to Learning or Behaviour should have the opportunity to access as fully as possible the curriculum, the support services, the facilities and extra curricular activities of the school.

Policy and practice is regularly reviewed by SLT. Tracking of individual pupils takes place to evaluate the impact of policy and practice eg attainment, attendance, involvement in school life.

3.6b There should be planned and structured support for pupils with additional needs related to Learning or Behaviour. Pupils and parents should be involved in the planning process.

This may take place at any stage in a pupils' time at school but normally it will take place when the pupils is in the upper stages of primary school. The PT Support for Learning and the PT Behaviour Management are responsible for the process and work with other agencies in the local authority to assess the needs of the pupil and put support in place. Meetings with parent, pupil, school staff and other agencies take place before enrolment at secondary school and at various stages during the course of the pupil's secondary experience. Pupils may have an IEP.

3.6c The support for pupils with additional needs related to Learning or Behaviour should be individual to their need.

Support might include : help from a support assistant, tuition from a Learning or Behaviour teacher or EAL specialist; variation of the curriculum; provision of ICT or other aids; work with outside agencies.

The PT Support for Learning and the PT Behaviour Management are responsible for this process.

3.6d There should be support and guidance for teaching staff on Learning and Behaviour issues.

Information on strategies of support for individual pupils is distributed as appropriate. Considerable in service has taken place in recent years both on Learning and Behaviour issues. All staff have a folder of information on Additional Support Needs and information on EAL.

3.6e All teaching staff should use teaching strategies in the classroom which will address the needs of all pupils.

PT's Subject are responsible for the development and delivery of classroom strategies. This will include: statements in the departmental handbook; discussion at DM's; sharing and development of materials; liaison with Support for Learning and Behaviour Management departments.

4. Management and delivery of the policy

All staff have a responsibility in the promotion of Equality, Inclusion and Additional Support Needs and staff development should take place to raise awareness of issues.

Principal Teachers (Subject) have a key role in developing an ethos of Equality and Inclusion within their department and in ensuring that the curriculum contributes to the aims of the policy. Principal Teachers (Subject) also have a key role in developing an ethos of support and encouragement to pupils with Additional Support Needs and ensuring that the curriculum and work in classes meets individual needs.

Principal Teachers of Support and Senior Management Team also have a key role in developing an ethos of Equality and Inclusion in all their contacts with pupils and parents and in being responsible for the delivery of specific areas of the policy. Principal Teachers of Support have a key role in ensuring the delivery of policy related to Additional Support Needs.

The DHT Pupil Support has overall responsibility for the management and promotion of Equality and Inclusion as well as for Pupil Support and Additional Support Needs.

The school improvement plans state the current developments to promote Equality, Inclusion and Additional Support Needs.

5. Monitoring and evaluation of the policy

The policy is monitored and evaluated in a number of ways:

- Evaluations that are part of the HGIOS planned programme

- Annual ethos pupil and parent evaluations

- Statistical monitoring of attainment, attendance, exclusions, extra curricular uptake, racist incidents, bullying incidents

Information from the monitoring and evaluation will inform the annual Standards and Quality report and the planning process for the following session.

The DHT (HGIOS) has overall responsibility for monitoring and evaluating the policy.

6. Links with other school policies

- Learning and Teaching Policy

- Assessment Policy

- Pupil Support Policy

- Support for Learning Policy

- Behaviour Support Policy

- Behaviour Management Policy

- Citizenship Policy

- Health Policy

- Education for Work and Enterprise Policy

- Health and Safety Policy