



## Doonfoot Primary School

### Inclusion Policy

*Linked to Article 2 (non-discrimination) of the United Nations Convention on the Rights of the Child.*

This policy makes clear the importance of leadership, culture within the school and policy and practice and should be read in conjunction with other school policies.

High priority should be given to “Getting it Right for Every Child (GIRFEC)”, ensuring that children feel Safe, Healthy, Nurtured, Achieving, Respected, Responsible and Included.

Doonfoot Primary aims to provide a stimulating learning environment that has variation across the whole curriculum and is designed in accordance to the age and stage of the child. Curriculum for Excellence allows us to maximise individual potential and ensure that pupils of all ability levels and staff at differing stages of their career, are well equipped to meet the challenges of education, work and life. This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills.
- Providing a broad, balanced and relevant curriculum.
- Using flexible and responsive teaching and learning styles.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society.
- Developing a close partnership within and with the whole community, particularly parents and carers.

We aim to be an inclusive school and offer equality of opportunity and diversity when needed, to all groups within the school. These groups include:

- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees.
- Pupils who have English as an additional language.
- Pupils who have additional support needs.
- Care experienced children.
- Pupils who are at risk of disaffection or exclusion, young carers, sick children or children from families under permanent or temporary stress.

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning targets and regularly reviewing them.
- Responding to pupils diverse learning needs.
- Overcoming potential barriers to learning and assessment.

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils.
- Providing high quality pastoral care, support and guidance that is driven by the leadership team.
- Safeguarding the health, safety and welfare of pupils with linked policies.
- Listening and responding to the concerns of children and parents.
- Taking care to balance the needs of all members of the school community.

A cycle of continuous review and evaluation of our aims will secure inclusive education for our pupils.

We aim:

- For pupils to achieve as much as they can.
- To ensure that there are differences in the achievements of each of our groups of pupils.
- To have effective actions.
- For pupils and staff to be happy to come to school (and to identify those who are not, the reasons for and the solutions to remedy this).

Overall, Doonfoot Primary School strives to ensure that all members of our community are valued, feel secure and are offered opportunities to learn.

Additional information on inclusion and children's rights can be found within the following publications:

- United Nations Convention on the Rights of the Child  
<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>
- Education Scotland - Children's Rights  
<https://education.gov.scot/parentzone/my-child/what-is-my-child-entitled-to/childrens-rights/>
- Children's Parliament  
<https://www.childrensparliament.org.uk/childrens-rights-in-scotland/>
- Equality Act (2010)
- Technical guidance for schools in Scotland for the Equality Act (2010)
- What equality law means for you as an education provider  
<https://education.gov.scot/education-scotland/scottish-education-system/support-for-all/#>

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