

**Euston Street P.S.**

**& Nursery Unit**

**Inclusion, Equity & Diversity Policy**

**Commitment to keeping policies live!**

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| **Date the plan came into effect** | **November 2018** |
| **Who is responsible for this document** | **Principal, SLT, SMT, Newcomer coordinator** |
| **Issued to** | **Staff, BOG, parents, pupils (friendly version)** |
| **Reviewed date** | **September 2021** **September 2022** |
| **Related Policies** | **T&L, Pastoral Care, Safeguarding, RSE, SEN, Positive Behaviour & Citizenship** |

**Newcomer, Diversity & inclusion Policy Euston Street Primary School**

**Mission**

*‘Achieving Excellence Together’*

 *‘To work together for excellence in: our learning; our school; our community; and our future’.*

Our purpose therefore is to be an excellent school. We continually strive for excellence in every area of school life. To achieve this aim we must always have the right school **vision and values** and these must be at the heart of all that we do, including our School Development Plan.

**Vision**

In order to achieve excellence in each aspect of school life, our vision is:

 *'To create a safe, happy learning community. A community where together, we inspire and equip our pupils so that they fulfil their potential, use their talents and follow their dreams now and always.’*

**Values**

We believe that our school is a place where the child is at the centre.

*‘We value kindness, integrity, hard work and mutual respect.'*

Good attendance at school is essential for a pupil’s education and establishes a positive working ethos early in life.

**Introduction**

The purpose of this policy, as with all of our policies, is to support us as we strive for excellence in every area of school life. To achieve this, we must always have the right school **vision and values** and these must be at the heart of all that we do, including our engagement with parents and guardians.

**Purpose**

The policy aims to explain the ethos of the school and the procedures that are employed to promote and support inclusion, equity and diversity in school.

Through this policy, and the wider practices within ESPS we seek to empower our young people to embrace inclusion, equity and diversity and challenge discrimination. We equip our Governors and staff to fulfil their legal responsibilities, ensure that our school’s safeguarding procedures are comprehensive and inclusive and enable robust monitoring of our progress as a school.

**Inclusion and equity underpin all our school policies.**

**Equity**

Equality means ‘fairness’ regardless of ability, background, culture or personal characteristics.

**Inclusion**

Inclusion means valuing and respecting our differences and so creating a welcoming environment for all to flourish in.

**Diversity**

Diversity means all the ways in which we differ.

**Diversity statement:**

***‘ESPS welcomes everyone and will always provide an equitable and inclusive environment for pupils, families, staff and the community.’***

**Promotion of Inclusion, Equity and Pastoral Care**

The school attempts to reflect the linguistic, religious and cultural diversity of its pupils and community through but not only:

* a whole school approach to inclusion and diversity
* staff training
* flexible payment schemes
* have inclusion and equality as Board of Governors agenda items
* inclusive mission, values and diversity statements
* have newcomer pupil voice sessions
* have other nationalities on school council and in pupil leadership positions
* using appropriate terminology and language
* set clear expectation of positive behaviours
* promoting anti-bullying
* challenging all abusive behaviours
* the physical environment, signage etc.
* PDMU and RE
* celebrations such as European Day of Languages
* assemblies
* using intercultural resources for learning
* the celebration of home languages
* the promotion of effective communication with home
* Translated transition information for Nursery, Year 1 and Year 7
* welcome packs in different languages for families
* school packs for families in different languages
* the use of translation services
* the use of Language Champion pupils
* cultural celebrations and awareness sessions
* staff training
* parental diversity and inclusion information sessions
* promotion of inclusion, equality and diversity in PSA and Board of Governors
* newcomer Parent Focus Group sessions
* the appointment of a school Inclusion and Diversity coordinator
* the appointment of a Newcomer support teacher
* Opportunity to use Barnardo’s counselling



**UNCRC and Euston Street PS & NU**

Euston Street PS is a Rights Respecting School and promotes the rights of children as defined in the articles of the convention. These rights and responsibilities also underpin out commitment to inclusion and equality.

* **Article 3 – My best interests must be a top priority in all things that affect me**
* **Article 6 – I have the right to life and to succeed to the best of my ability**
* **Article 12 – I have the right to voice my opinion and be listened to**
* **Article 19 – I have the right to be protected from all forms of violence and be kept safe**
* **Article 28 – I have the right to learn and go to school**
* **Article 29 – Education must develop me as a person**

We recognise the value of diverse environments and strive to promote a culture in which all pupils, staff and members of the school community are welcomed and supported to fulfil their potential, irrespective of their background or personal characteristics.

We are committed to an ethos and culture of inclusion in ESPS for all pupils, irrespective of race, religion/belief, political views, disability, SEN status, gender, gender identity and/or sexual orientation.

ESPS is an inclusive school where we focus on the well-being and progress of all our children and young people and where all members of our school community are of equal worth.

ESPS has evolved to become a school with an international community. As such the ethos is one that acknowledges and supports this diversity.

We recognise, respect and value difference and understand that diversity is a strength that enriches our lives. We take account of differences and strive to remove any barriers to learning and development.

We oppose all forms of unlawful and unfair discrimination and bullying and harassment. As a school community, we recognise the need to champion equality and ensure inclusion for all pupils in the full life of our school; where appropriate making necessary adjustments to enable everyone’s participation.

ESPS believes that education (both formal and informal learning) is fundamental to equality of opportunity. It prepares young people for life and is a powerful influence on access to and advancement in employment. All young people should be able to learn and develop fully in a truly diverse and inclusive environment.

All our policies and practices are fully inclusive and supportive of a welcoming culture for all communities; this is evidenced in our practices and procedures.

Through this policy, and the wider practices within ESPS we seek to empower our young people to embrace diversity and challenge discrimination. We equip our Governors and staff to fulfil their legal responsibilities, ensure that our school’s safeguarding procedures are comprehensive and inclusive and enable robust monitoring of our progress as a school.

**Inclusion and equity underpins all our school policies.**

As part of our overall school policy development there are a number of policies that we must have in place and regularly review to ensure our school is addressing its statutory responsibilities. These include Anti-bullying Policy, Safeguarding Policy, Curriculum Policy, Positive Behaviour Policy, Uniform Policy and Admissions Policy. Any arising incident will be dealt with by the appropriate policy. There should never be any grey areas when it comes to young people’s safety and well-being.

This is supplemented by a range of other policies that as a school we feel are important to have for our whole school community. It is our belief that equality and inclusion is central to **all** of our policies and that we maintain an ethos that welcomes diversity and promotes equal opportunities for all, ensuring all our pupils and their families feel valued and supported and making sure that equality and inclusion is evident in everyday school life.

**Roles and Responsibilities**

**Responsibilities**

**ESPS Board of Governors** have overall responsibility to:

‘Promote equality, good relations and diversity and to comply with education and employment legislation and anti-discrimination, human rights and equality legislation that affect its statutory duties in relation to the school’ *‘Every school a good school – the governors role’* (Department of Education NI, August 2019)

The Governors have overall responsibility to manage the implementation of equality and diversity in our school.

**The Principal** is responsible for:
ensuring policies and procedures are in place to comply with equality legislation;

* ensuring the school implements policies and practices in line with the principles of equality and inclusion;
* following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying;
* ensuring appropriate training and awareness raising is undertaken with staff;
* ensuring that appropriate records are kept of any cases of unfair discrimination, harassment or bullying.

**The School Senior Management Team(SLT)** are responsible for:

* putting the school’s equality and inclusion policies and codes into practice;
* making sure that all staff know their responsibilities and receive the support and training necessary to carry them out;
* following the relevant procedures and taking action where necessary.

**The School’s Pastoral Care and Safeguarding Team** (led by the Designated Teacher) will manage the implementation of the policy in partnership with the Principal.

**All School Staff(**teaching and non-teaching) have a responsibility for the day-to-day operation of this policy and will contribute to an inclusive and welcoming environment within the school.

**Pupilsare responsible for:**

* respecting others in their language and actions;
* following all of the relevant school policies and codes of conduct in line with the principles of equality and inclusion.

**Parents and community members are responsible for:**

* respecting pupils and staff and other members of the school community at all times;
* Following all relevant school policies.

**Teaching and Learning**

Opportunities for celebrating diversity are provided through:

* all areas of the curriculum where possible particularly through The World Around Us and PDMU.
* extra-curricular activities such as Newcomer Club for KS1.
* extra-curricular activities are open to all children depending on targeted age group.
* intercultural resources throughout the school.

A positive attitude to home languages is encouraged through:

* dual language books where possible.
* encouraging pupils to use home languages to help with curriculum understanding through the use of HSJ which are being developed.
* children sharing their language with their peers.
* languages being celebrated where possible e.g European Day of Languages and assemblies.

Teaching strategies and resources are adapted to suit the needs of newcomer pupils through:

* provision and pre-teaching of key language relating to curriculum topics.
* appointment of classroom buddies.
* signposting and clear learning intentions on boards.
* use of visual material where possible.
* adaptation of tasks to suit the pupil’s level where possible.
* provision of dictionaries.

Additional language support is available through our Newcomer Support Teacher who supports children both inside and outside the classroom. This support can take place through withdrawal on a 1:1 basis or in a group setting. Children are supported in Talking and Listening, Reading and Writing.

**Assessment**

All staff are aware of assessment arrangements such as temporary exemption in the case of statutory assessments.

Assessment for learning is a key element of the curriculum. The benchmarks from the *Common European Framework of Reference* *(CEFR)* are used to assist in recording newcomer pupils’ progress, setting targets and planning for language learning.

Feedback to parents is communicated through

* parent-teacher meetings where an interpreter is provided if necessary.
* Reports using a grading/number system to indicate progress.
* short clear comments on books.
* Stickers and stampers in books.
* Verbal feedback.

Feedback is communicated to pupils through written comments on work. The teacher may also provide verbal feedback to the child to ensure they understand any comments made. In some cases, feedback may be given in symbol form such as the use of a happy face/sad face that children will be familiar with. Language champions can also be used to communicate feedback if necessary.

**Monitoring & Evaluating**

**Policy Review**

The Newcomer, Inclusion & Diversity Policy will be reviewed by all stakeholders through Board meetings, parent Focus Group, Pupil Voice, Staff Voice, Community Voice and, if required, updated every ***three*** years in line with our school policy review cycle.

**School Development Planning**

The school ethos and practice of supporting diversity and promoting inclusion may be changed if identified in the school development planning cycle through training, acquisition of resources and or changes made to policy. The Education Authority Inclusion & Diversity Department will be consulted alongside stakeholders in line with school development planning and policy review.

**M&E**

Pupil books and short term planning are evaluated by coordinators each term. This evaluation process will include the work of Newcomer pupils.

The Newcomer pupils who have SEN will also have plans to target their needs.

**SEN**

Pupils who are not from Northern Ireland and who have SEN will be given additional support in school. They may have a Pupil learning Plan started if required. Language Champions will be used as required in school to support pupils for who English is not their first language.

**Home-school / Community Links**

Induction for newcomer parents includes:

* a welcome to Belfast information pack
* a welcome meeting where essential information is given and gathered where possible. Interpreters are provided if necessary.
* a Data Capture form will be sent home to gather information.
* opportunities for parents to come to the school to learn more about the education system and curriculum.
* information about ESOL classes (English for Speakers of Other Languages) in the local area.

Parents are informed about the curriculum, their child’s progress and school events through:

* The welcome packs
* The welcome meeting
* The visual welcome book
* The home-school journal
* The homework planner / diary
* Comments on books
* Translated letters
* A website that can translate information
* P / T meetings with interpreters where possible
* Translations of general information and monthly Newsletters
* Pupil reports

**Professional development**

A Newcomer Coordinator has been appointed to oversee provision for pupils. Training for the coordinator is provided through the Intercultural Education Service.

The coordinator will organise and deliver staff training in equality and inclusions as required.

Time has been for the coordinator to carry out duties and liaise with other teachers.

Time has been / will be made available to all teachers meet with the Newcomer Coordinator when necessary.

Training in using the CEFR will be provided for all staff through the Newcomer Coordinator and IES.

**Complaint’s Procedures**

The school has a robust and transparent Complaints procedure. If a complaint is made regarding equality or inclusion, the Complaints process will be fairly and systematically applied. Access to the Complaints procedure can be found on the schools website at [**www.eustonstreetps.co.uk**](http://www.eustonstreetps.co.uk)