

YSGOL GYFUN BRYNTIRION COMPREHENSIVE SCHOOL



Inclusion Policy



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WELSH BACCALAUREATE QUALIFICATION





INCLUSION POLICY

A copy of this statement is available to:

- All teaching and non teaching staff
- Members of the School's Governing Body
- Student Teachers on ITT
- All parents
- All pupils

Foreword by Headteacher

At Bryntirion Comprehensive School discrimination on the basis of culture, sex, origin, colour or ability is unacceptable.

It is anticipated, and intended, that in line with the school ethos, each member of staff and pupils will endeavour to contribute towards a happy, caring environment and to show respect for, and an appreciation of, each other as individuals. The aim of the school is to develop the talents and maximise the potential of all its members.

Foreword by Chair of Governors

The Governing Body of Bryntirion Comprehensive School is fully committed to ensuring equality of opportunity irrespective of sex, race, religion, social class or disability. We consider all pupils and staff to be of equal worth and it is, therefore, insisted that equal value is placed on their abilities, achievements and talents, whatever form these qualities may take.

LEGAL REQUIREMENTS

The Local Education Authority carries a responsibility under:

1. The Education Acts 1944 and 1988
2. The Race Relations Act 1976
3. The Sex Discrimination Acts 1975 and 1986
4. The Disabled Persons Acts 1944 and 1958

to ensure that all persons in the Education Service, employees and pupils, do not encounter discrimination on the grounds of race, gender or disability.

It is the duty of the Governing Body, under the above legislation and following the policy guidelines issued by the Local Education Authority, to promote within the School equality of opportunity for pupils, teachers and non-teaching staff..

It is the School's duty to take positive steps to remove discrimination, both overt and covert, by raising levels of awareness and monitoring progress,

INTENT

Bryntirion Comprehensive School is fully committed to equal opportunity in education and will undertake implementation of relevant strategies and action plans to achieve this.

INCLUSION SCHOOL POLICY STATEMENT

The school is committed to the principle and practice of Inclusion within the staffing structures and classroom. All staff, pupils, governors, non-teaching staff and parents are to be informed of the school's equal opportunity policy in full.

Aims

1. Equal educational opportunities for all pupils, enabling them to reach their full potential.
2. Protection from sexist, racist and status-based language and harassment for all employees, non-teaching staff, teaching staff, governors and pupils.
3. Protection for pupils from verbal and physical harassment related to intellectual ability.
4. The highlighting and change of discrimination where it occurs.
5. The establishment of a complaints procedure relating to attacks on Inclusion, including all forms of harassment and discrimination on the grounds of gender, race, sexual orientation, religion, etc. affecting staff, pupils, governors and all school employees.

Objectives

1. A successful Inclusion policy in the school to ensure that the curriculum is designed to help all pupils to achieve their full potential.

Equal educational opportunities for all pupils, regardless of gender, colour, ability, religion, handicap or social class.
2. The raising of levels of awareness that discrimination exists, and is important enough to warrant serious attention.
4. The monitoring of progress, ensuring that efforts to combat discrimination are ultimately successful.

INCLUSION INTO PRACTICE

At Bryntirion we will strive to:

- a) Give all pupils access to the full curriculum as laid down by 1988 Education Reform Act.
- b) Raise staff awareness of issues involved in Inclusion.
- c) Ensure that pupils are not discriminated against where option choices are made.

- d) Ensure that a full range of career opportunities are presented to all pupils at appropriate stages in their development.
- e) Develop a school environment, which fosters an atmosphere of mutual respect and understanding.
- f) Ensure that the organisation of the school and its documentation is sensitive to the varying needs of pupils and does not reflect any bias.

The school fully recognises its duty to promote equality of opportunity and oppose racism. It aims to meet the requirements of the Sex Discrimination Act and the Race Relations Act.

The curriculum should recognise cultural diversity, prepare all students for life in multiethnic Britain and seek to meet the particular educational needs of ethnic minority students. All students should have access to the full curriculum of the school and should be empowered to make progress commensurate with their developing abilities.

EOUAL OPPORTUNITY. - GENDER

The Sex Discrimination Act (1975) makes discrimination unlawful in education and training. Bryntirion Comprehensive School will not only seek to avoid discrimination, but will take positive steps to counteract stereotyping. We aim to provide as wide a range of educational experiences as possible, for both girls and boys, to ensure the fullest use of the potential and talent of all young people. We will use a number of approaches to achieve this aim including:

Ensuring that the curriculum gives girls and boys access to the same range of learning experiences. It is important that they take a balanced and varied range of subjects throughout school and the choice of subjects is not distorted by a false sense of what is appropriate for one sex or the other. These efforts should be extended by the advice given to young people about further education, training or employment.

The teaching of subjects must motivate and interest both girls and boys.

Girls and women should be represented equitably with boys and men in teaching resources, whether the reference is explicit or implicit, central or incidental. This aspect should be regularly monitored by the governing body.

4. The content of courses should, over time, present the lives, achievements and concerns of Girls and women as fully and forthrightly as those of boys and men to family, society, economy and culture.
5. Expectations of girls and boys should be equally high and their contributions and their needs should receive the same level of attention.
6. Classroom organisation should ensure that, when group work takes place, the composition of groups enables all students to participate fully.

Artificial separation of girls and boys for administrative purposes or identification of them for different tasks and activities should be avoided.

8. Teachers need to be active in ensuring suitable behaviour between boys and girls within lessons and around the school.
9. Teachers need to be positive in improving the interests of both boys and girls.

EQUALITY OF OPPORTUNITY, ETHNICITY, SOCIAL CIRCUMSTANCES AND DISABILITY

The Race Regulations Act (1976) requires the school to fulfil its duty to provide facilities for education that are without racial discrimination. The school will not only seek to avoid discrimination or prejudice but will take positive steps to counteract stereotyping, we aim to provide as wide a range of educational experiences as possible for students from all ethnic origins, social circumstances and disability. We aim to ensure that:

- a) The curriculum gives all students, including those for whom English is a additional language, access to the same range of leaning experiences.
- b) The content of subject schemes of work has relevance to pupils from a wide range of ethnic and cultural backgrounds.
- c) Peoples' achievements, ideas and aspirations from a wide range of cultures should be represented in teaching resources.
- d) Expectations of students from all backgrounds should be equally high and their contributions and their needs should receive the same level of attention.
- e) Classroom organisation should ensure that, when group work takes place, the composition of groups enables all students to participate fully.
- f) .Artificial separation of students from different backgrounds should be avoided.
- g) Teachers are active in ensuring suitable behaviour between students from differing ethnic origins or social circumstances within lessons and around the school.
- h) Particular care will be taken to ensure that all advice and guidance offered to students is free of bias and does not restrict future opportunities and choices.

All appointments and promotion procedures will be based on the principle of "fitness for purpose" and on clearly stated job and person specifications in accordance with LEA advice.
- j) Professional development and training for groups under-represented in current management structures will be offered.
- k) Subject departments will analyse the teaching materials that they use to identify and avoid any instances of bias or under-representation.
- l) Consideration will be given to identifying and counteracting any students' attitudes which may limit ambition or performance.

HARASSMENT POLICY

Harassment including cases of assault, if proven, can lead to charges of gross misconduct. In this situation the following broad definition will apply:

Harassment is recognised as 'menacing, abusive or insulting behaviour, Particularly if repeated, towards any other person'. Physical assault or threatened assault will, in all cases, be regarded as harassment.

Examples types of harassment:

Harassment on Grounds of Sex

These can include the following:

- victimisation of a person because of his/her gender;
- unwanted verbal or physical advances;
- sexually explicit, derogatory statements causing offence to an individual;
- intentional sexual behaviour which interferes with the employee's job performance, undermines job security or creates a threatening intimidating work environment;
- duplication and publication of written or photographic materials likely to cause offence;

Sexual harassment can take many forms from leering, ridicule, embarrassing remarks or jokes, unwelcome comments about dress or appearance, deliberate abuse, the display of pornographic pictures, unwanted physical contact, demands for sexual favours or physical assault.

Harassment on Grounds of Race

These can include the following:

- victimisation of a person because of his/her race;
- derogatory verbal or physical treatment on the basis of his/her physical appearance and/or cultural background;
- racist name-calling;
 - racially discriminating remarks which cause the individual to feel threatened, humiliated, patronised or harassed;
 - racially motivated behaviour which interferes with a student's/members of staff's work performance and/or creates a threatening intimidating work environment;
- the duplication and publication of written or photographic material which may be found racially offensive;

Racial harassment will include references to physical characteristics, or comments about dress or appearance which are derogatory and prejudicial in content. Additionally it will include ridicule, embarrassing remarks and discriminatory work practices which result in students/staff undertaking tasks which have been assigned on racial grounds.

Harassment on the Grounds of Disability

These can include the following:

- victimisation of a person because of his/her disability;
- jokes about, or at the expense of, someone's disability or tide disabled groups to which he/she belongs;
- name-calling about disabilities; remarks of an abusive or unfavourable character about people with disabilities;
- the duplication and publication of written or photographic material likely to cause offence;
- display of images or material which people with disabilities may find offensive;

Harassment on the Grounds of Sexuality

These can include the following:

- victimisation of a person because of his/her sexuality;
- jokes about, or at the expense of, someone's sexuality or the sexual identity of the group to which he/she belongs;
- the use of homosexual/lesbian names or titles which offend and/or intimidate the individual;
- the use of remarks, images or material relating to someone's sexuality which are offensive or which cause the individual to be threatened, humiliated or harassed;
- the duplication and publication of written or photographic material likely to cause offence.

The experiences of the complainant will provide the basis for deciding whether further action is necessary and not the experience of the person causing the harassment. In all instances those who feel they are being harassed should not hesitate to complain, either themselves or through a representative if they so wish.

Monitoring of Inclusion

1. Inclusion working party to hold regular meetings to develop new initiatives, to provide guidelines and to monitor progress.
2. Departments are responsible for implementing the school policy on Inclusion and for reviewing this implementation at regular intervals.

3. Individual members of staff are responsible for evaluating their work in terms of the Inclusion policy.

Present Situation

At Bryntirion Comprehensive School we would like to highlight the areas when our Inclusion policy has been implemented.

- a) In Bryntirion Comprehensive School there are no segregated areas apart from those areas society segregates. The entrance halls, cloakrooms and yards are not segregated.
- b) The registers and assemblies are desegregated.
- c) Option subjects are open to all pupils, irrespective of gender or race.