



British Junior Academy of Brussels

Policy on Inclusion and Equal
Opportunities

Revised September 2018



The British Junior Academy of Brussels

Policy on Inclusion and Equal Opportunities

This policy is for the whole school, including Early Years Foundation Stage

See also policies on English as an Additional Language (EAL); Special Educational Needs and Disabilities (SEND).

1 Introduction

- 1.1 We are committed to giving all our children every opportunity to achieve their full potential and to be lifelong learners and responsible global citizens. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes equal opportunities for all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.
- 1.2 We believe that all children have a right to be educated with their peer group. At BJAB, we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race or background.
- 1.3 This policy accords with U.K. legislation:
 - Race Relations (Amendment) Act 2000;
 - Disability Discrimination (Amendment) Act 2002;
 - Sex Discrimination Act 1975.
- 1.4 We recognise that there are different groups in our school, including:
 - Girls and boys
 - Minority ethnic and faith groups
 - Children who need support to learn English as an additional language (EAL)
 - Children with Special Educational Needs and Disabilities (SEND)
 - Gifted and talented children
 - Other children, such as sick children, those children from families under stress
 - Any children who are at risk of disaffection and exclusion.

2 Aims and objectives

- 2.1 We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- 2.2 We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- 2.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- 2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- 2.5 We challenge personal prejudice and stereotypical views whenever they occur.

- 2.6 We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school and we show respect for all minority groups.
- 2.7 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

3 Racial equality

- 3.1 In our school, we will:
- strive to eliminate all forms of racism and racial discrimination;
 - promote equality of opportunity;
 - promote good relations between people of different racial and ethnic groups.
- 3.2 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see Anti-Bullying policy).
- 3.3 We endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of diverse cultures through the topics studied by the children and we reflect this in the displays of work shown around the school.
- 3.4 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on festivals, the children learn the importance of Diwali to Hindus.

4 Disability non-discrimination

- 4.1 At any time, some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.
- 4.2 Where appropriate, the school is committed to providing an environment that allows disabled children full access to all areas of learning. (See Accessibility Plan.)
- 4.3 Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

5 Gender equality

- 5.1 We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.
- 5.2 We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance.

6 EAL and inclusion

- 6.1 In our school, we value each child as a unique individual. We will strive to meet the needs of all our children. All children in our school follow the requirements of the National Curriculum. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.
- 6.2 Our school is in Belgium and we recognise that for many of our children English is not their home language. We recognise that some may need extra English so that they can feel confident in class. The EAL teacher works with small groups of children, who are withdrawn from class in a group and follow an intensive English programme, to help them acquire a working knowledge of English. If a child arrives with no English at all in Key Stage 2, we endeavour to give that child some 1:1 attention to help them adjust and to give them extra help with their English.
- 6.3 We believe that children learn from other children, so the majority of their day is spent with their classmates and they have the full entitlement to the BJAB curriculum.
- 6.4 Children who have EAL needs are not withdrawn from subjects such as Art, Music, PE and ICT. However, where the learning of another language might be considered an extra stress for the child - and the parent, teacher and child agree - extra English may take place during French lessons. Once the child, parent and teacher is happy that the child can cope with learning another language then he/she is assimilated into these lessons.

7 Learning Support and Educational inclusion

- 7.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:
- have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.
- 7.2 All the children on our Learning Support register have full access to the National Curriculum. The Head of Learning Support and Learning Support Assistants support children on the Learning Support register in class whenever possible and work closely with the class teacher. Sometimes a group of children may be supported for reading and spelling and mathematics in a space outside the classroom.

8 Roles and Responsibilities

At BJAB, all staff have a responsibility to promote inclusion and to ensure equal opportunities for all children.

The role of the Headteacher

- 8.1 It is the Headteacher's role to implement the school's Policy on Inclusion and Equal Opportunities, and she is supported by the Board of Governors in so doing.
- 8.2 It is the Headteacher's role to make sure that all staff are aware of the school policy on inclusion and equal opportunities, and that teachers apply these guidelines fairly in all situations.

- 8.3 The Headteacher ensures that all appointments panels give due regard to this policy, to ensure no one is discriminated against.
- 8.4 The Headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 8.5 The Headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.
- 8.6 The Headteacher views all incidents of unfair treatment, and any incidents, which impinge on another person's rights (e.g. the right to feel safe in school) will be dealt with according to the Anti-Bullying Policy.

The role of the class teacher

- 8.7 Class teachers recognise their own prejudices but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.
- 8.8 When selecting classroom material, teachers strive to provide resources which give positive images and which challenge stereotypical images of minority groups.
- 8.9 We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in history. In geography, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.
- 8.10 All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the class behaviour book and draw them to the attention of the Headteacher.

10 Monitoring and review

This policy will be monitored and reviewed every two years or sooner if needed.

PART TWO – MANAGING EQUALITY IN PRACTICE

1. **Admission** – The school follows the Admission Policy that does not permit sex, race, colour or disability to be used as criteria for admission.
2. **Registration** – Pupils’ names will be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures.
3. **Discrimination** – All forms of discrimination by any person within the school’s responsibility will be treated seriously as such behaviour is unacceptable. Racist symbols, badges and insignia on clothing and equipment are forbidden in school. Staff should be aware of possible cultural assumptions and bias within their own attitudes. In all staff appointments, the best candidate will be appointed based on strict professional criteria. Parents should be aware of the school’s commitment to equal opportunities. Incidents will be recorded.
4. **Language** – The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued.
5. **Resources** will be provided for all pupils according to their needs, irrespective of sex, ability or ethnic origin. Current resources and new acquisitions will be monitored by the Headteacher to ensure the promotion of a positive image regarding race, gender and special need. The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective.
6. **The P.S.H.E. curriculum** will help to promote a positive image of all members of society, with particular reference to race/religious belief, gender, physical ability and special need.
7. **Displays** reflect a positive image of race/religious belief, gender, physical ability and special need. All children are given the opportunity to contribute to display throughout the school and their contributions are valued.
8. **The schools Monitoring and Evaluating System** for regularly observing, assessing and recording the progress of children is used to identify children who are not progressing satisfactorily and who may have additional needs. Whole school monitoring and evaluation procedures will include sampling of work and observations. Target setting for all pupils takes place daily, half-termly and within each Key Stage.

EQUAL OPPORTUNITIES SPECIFIC TO STAFF

BJAB is an equal opportunities employer. The school prides itself in providing equal opportunities for all of its employees and children regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour, class or age.

Protected Characteristics

No employee or prospective employee will receive unfair or unlawful treatment on the grounds of a Protected Characteristic, because they are perceived to have a Protected Characteristic or because they are associated with someone who has a Protected Characteristic, in particular but not only, in relation to:

- Recruitment and selection
- Promotion, transfer and training opportunities
- Benefits, terms and conditions of employment
- Grievance and disciplinary procedures
- Termination of employment including redundancies
- Conduct at work

- Procedures ensure fair and equitable treatment in relation to admission and assessment of students

The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.

Implementation

The school with the assistance of the staff will:

- Break down any barriers to equality of opportunity which may prevent staff members realising their full potential or accessing benefit
- Advertise vacancies and ensure job selection criteria are appropriate for the job
- Promptly and fully investigate all complaints of discrimination and harassment, taking appropriate action where necessary
- Ensure that all members of staff are fully informed and trained on this policy
- Monitor the composition of the school and the effects of its recruitment practices
- Existing procedures are reviewed and examined to ensure they are not discriminatory in their operation
- Language used in official communication reflects the letter and spirit of the policy

Recruitment and Selection

BJAB is committed to achieving and maintaining a workforce which represents the population within our recruitment areas in terms of race, colour, nationality, national or ethnic origins, religion or belief, sex, sexual orientation, pregnancy or maternity, marital or civil partnership status, gender reassignment, age and disability (together known as “Protected Characteristics”).

Please refer to the school’s Safer Recruitment Policy for further details.

Disability

If you are disabled or become disabled, the school encourages you to tell us about your condition so that we can support you as appropriate.

A disability will not of itself justify the non-recruitment of an applicant for a position at the school. Such reasonable adjustments to the application procedures shall be made as are required to ensure that applicants are not disadvantaged because of their disability. For example, where written tests are used, alternative arrangements will be made for visually impaired applicants.

If you experience difficulties at work because of your disability, you may wish to contact your line manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Your line manager may wish to consult with you and your medical adviser about possible adjustments and you may be required to give your consent to a report being produced about your state of health and ability to perform your duties. We will consider the matter carefully and try to accommodate your needs within reason. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible. Once an adjustment has been made its operation may need to be reviewed at agreed intervals, to assess its continuing effectiveness.

The school will make such adjustments to work arrangements or school premises as are reasonable to enable a disabled staff member to carry out his or her duties. This will include, but is not limited to, consideration of the provision of specialist equipment, job redesign and flexible hours.

Where during the course of their employment a disabled member of staff recognises their need for a reasonable adjustment to be made to work arrangements or school premises, he or she should discuss this requirement with the Headteacher.

Anti-Bullying Policy

Harassment of any kind is not accepted within the school as detailed in the school’s Anti-Bullying Policy.

Monitoring of the policy

Equality of opportunity permeates the whole school and will be reviewed regularly. We recognise it is all too easy for the structure of institutions to result in ‘inequality by default’. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

The effectiveness of the above policy and our practice will therefore be evaluated every two years. This will be done every two years by the Senior Leadership Team in consultation with the whole school community.

This policy is the responsibility of Sarah White, Headteacher	
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