YSGOL GYFUN GŴYR INCLUSION AND EQUALITY POLICY

(This reflects a number of articles in the Human Rights Convention on the Rights of the Child - e.g. 14, 22, 23, 29, 30, 37 - but especially the principle outlined in Article 3: The best interests of children must be the primary concern of all organisations involving children)

Ysgol Gyfun Gŵyr's Inclusion and Equality Policy is based on the following values:

- high expectations for the achievements of each individual
- equally valuing the contribution and achievement of each individual
- respecting each individual for what they are
- fostering the feeling of belonging in all individuals who are part of the school community
- ensuring equal opportunities to participate in all aspects of school life
- children have the right to learn collectively
- seclusion limits our ability to understand, respect and value each other as individuals
- social inclusion is essential to grow and develop into a whole and healthy person
- equal opportunities for all learners

Policy Aim and Objectives:

- develop and reinforce the awareness of all school staff of the principles of educational and social inclusion
- develop procedures that eradicate discrimination and prejudice
- identify and minimise barriers to learning, whether they are educational, emotional, behavioural or social, in order to ensure that all pupils access an appropriate and relevant curriculum that will ignite a commitment to education and training.
- recognise and celebrate individuality
- ensure that all pupils who are a part of the school community, with no exceptions, receive the best possible educational experience
- ensure that pupils at this school do not suffer prejudicial harassment based on their race, colour, gender, religion, sexual orientation, social background, ethnic background, ability, age, disability or language
- recognise the key role of parents in the process of supporting their child's education
- commit to ensuring appropriate and consistent training so that staff can respond to the implications of delivering the inclusion policy within the school

<u>Pupil Inclusion</u>: identify at-risk parties

Educational and social inclusion relates to equality of opportunity for all individuals, whatever their age, gender, race, religion, achievement or background. It requires the following groups of pupils to be specifically addressed:

- girls and boys
- pupils with special or specific educational needs
- bright pupils
- pupils 'Looked After' by the Local Educational Authority (LAC - Looked After Children)
- disabled pupils
- bisexual pupils
- gay pupils
- trans-gender pupils
- pupils with a long-term illness
- young carers
- children in under-pressure families
- young mothers or young girls who are pregnant
- ethnic minorities
- pupils who are travellers' children
- any pupils at risk of disengaging or being excluded

In order to deliver the values and objectives listed above we will ensure:

- that a wide, balanced and relevant curriculum is planned and that it ensures breadth and equality of opportunities for all pupils
- care structures as well as monitoring and targeting strategies that will create the culture, policies and activities that will enable us to identify barriers to learning, so that we can eradicate them
- good collaboration between parents, Governors, the LEA, colleges and other providers, agencies and external services in order to offer the most relevant and successful educational experiences for all individuals, in order to ensure the most appropriate curricular pathways for all individuals
- high quality career advice and care, at an early stage, for all pupils
- access to a high standard counselling service via the school's “Platform" counsellors
- robust structures for monitoring attendance that will identify pupils at risk
- pastoral systems and structures that identify the pupils most at risk and support them through appropriate mentoring and support processes e.g. opportunities to learn in *y Trobwynt* in order to ensure one-to-one support and a supportive environment
- specifically address pupils' basic skills development in order to promote access to a personal curriculum
- deliver a positive Behaviour for Learning policy that clarifies for pupils, staff and parents alike the school's expectations and values in relation to appropriate

behaviour for learning, identifies the signs of disengagement at an early stage and develops appropriate methods for dealing with this

- develop progress planning processes that include awards processes to support success and positively affect the individual's self-image and self-esteem
- relevant Individual Educational Plans as well as Individual Educational Programmes that emphasise the development of basic skills
- address teaching methods that recognise individuals' different methods of learning
- appropriate and consistent training for all school staff to raise awareness of philosophy, implications and at-risk pupils
- School Councils which reflect the needs and voice of all individuals
- a programme which forms a part of the Curriculum for Wales that offers opportunities to investigate social attitudes and stereotypical prejudice with regard to race, colour, gender, religion, social background, ethnic background, ability, age, disability and language
- a programme of extra-curricular activities that are open to all
- Pastoral Support Schemes that will offer thorough care and monitoring for at-risk pupils
- put in place a Formative Assessment Policy that promotes learning
- ensure that the principles of educational and social inclusion are embedded in all of the school's relevant policies
- departmental policies that reflect the school policy and provide clear guidance and strategies for all members of the Department
- act on the principles of "Rights Respecting Schools" and ensure that various committees are central e.g. "LGBT+"
- use y *Trobwynt* and *Encil* as a refuge for security and support for fragile pupils so that they can all achieve learning standards that reflect their inherent ability

Please see Ysgol Gyfun Gŵyr's Equality Plan 2024-2028

(Reviewed: July 2026)