



BUCKLANDS BEACH
INTERMEDIATE SCHOOL

Inclusion Policy

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.”

Learning Diversity in the International Baccalaureate Programmes.

Last Review	2024
Next Review	2025

Our Vision

Bucklands Beach Intermediate students are self-motivated, with a love for learning. They are excited by the opportunities provided at school and have the independence of spirit to become lifelong learners. They are active participants in their learning, rather than it being seen as something that is 'done' to them.

Learners give consideration to their own learning and experience, assessing and understanding their strengths and limitations in order to set targets and goals to support their learning and personal development. They are effective thinkers, with the creative, critical and metacognitive skills required to enable them to learn how to learn.

Students develop self awareness, courage and confidence in themselves as risk-takers in their learning. They are proud of their achievements, recognising their uniqueness. They are confident decision makers, and have high expectations of themselves and others.

Students have an understanding of the bicultural and multicultural nature of our school and New Zealand society. They are internationally-minded, future focused citizens, aware of their responsibilities toward the environment in which they exist, and to the people they share it with. Students act with integrity and respect, acknowledging the consequences of their actions.

In turn, BBI provides the structures, the environment, and the support to enable each student to meet with success. There is a positive school culture based on mutual respect and understanding, inspiring all to strive for their personal best at all times.

For students to be successful, we establish a partnership between students, teachers and parents/caregivers, with all working together in the best interest of the learner. The school actively promotes this partnership.

Student learning is the focus for all that we do.

Inclusive School Culture

At Bucklands Beach Intermediate, we aim to create a safe and inclusive environment for our school community by meeting our legal and regulatory responsibilities, promoting inclusion, and having procedures to manage any concerns.

Legal and regulatory responsibilities

Under the Education and Training Act 2020:

- the primary objectives of the board (s 127) include ensuring that the school:
 - is a physically and emotionally safe place for all students and staff

- gives effect to relevant student rights set out in the Education and Training Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993
- takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school
- is inclusive of, and caters for, students with differing needs
- gives effect to Te Tiriti o Waitangi
- an education and learning objective (s 5.4) is to instil, in each child and young person, an appreciation of the importance of:
 - the inclusion of different groups and persons with different personal characteristics
 - diversity, cultural knowledge, identity, and the different official languages
 - Te Tiriti o Waitangi and te reo Māori
- the board takes all reasonable steps to ensure that the policies and practices of the school reflect New Zealand's cultural diversity (s 133)
- the board operates employment policies that comply with the principles of being a good employer (s 597).

Under the National Education Learning Priorities (NELP), we have particular regard to the following objectives and priorities:

- ensuring our school is safe, inclusive, and free from racism, discrimination, and bullying (Objective 1, Priority 1)
- providing education that responds to student needs, and sustains their identities, languages, and cultures (Objective 1, Priority 2)
- reducing barriers to education for all, including for Māori and Pacific students, disabled students, and those with learning support needs (Objective 2, Priority 3)
- meaningfully incorporating te reo Māori and tikanga Māori into the everyday life of the school (Objective 3, Priority 5).

Our responsibilities under the Employment Relations Act 2000 include:

- ensuring an employee is not discriminated against in their employment (s 104-108)
- ensuring an employee is not racially or sexually harassed (s 108-109).

Board members are subject to mandatory code of conduct requirements. Teachers are subject to a code and standards for the teaching profession.

See Board Responsibilities.

Promoting inclusion

Our school vision and strategic goals support our inclusive school culture. We have a plan for working towards our strategic goals based on the identities, needs, and aspirations of our school community. This includes identifying and catering for students whose needs have not yet been well met. We use the principles of the New Zealand Curriculum as a

foundation for our curriculum decision-making, including inclusion, cultural diversity, and the bicultural foundations of Aotearoa New Zealand. See School Planning and Reporting.

We aim to create a safe and inclusive school culture where diversity is valued and all students and staff feel they belong, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities (NELP Priority 1). We support this objective through our school values and behaviour expectations for students, staff, and the school community. We do not tolerate bullying, harassment, racism, discrimination, or other non-inclusive behaviours.

We have high aspirations for every student, and we partner with their whānau, and our wider school community, to design and deliver education that responds to the needs of students, and sustains their identities, languages, and cultures. This includes building relationships and collaborating with our Māori community to support rangatiratanga, and Māori educational success as Māori (NELP Priority 2). We try to meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the school (NELP Priority 5). See Māori Educational Achievement.

We aim to reduce barriers for all, including for Māori and Pacific students, disabled students, and those with learning support needs (NELP Priority 3). We take a collaborative approach to identify barriers and needs, and we involve the student, their parents/caregivers, and others as needed, to best support the student. We aim to ensure that every student gains sound foundation skills, including language, numeracy, and literacy (NELP Priority 4). See Curriculum and Student Achievement Policy and Learning Support.

We support quality teaching and leadership and develop staff competence to support the needs and abilities of all students. This includes developing capability, knowledge, and skills in te reo Māori and tikanga Māori (NELP Priorities 5 and 6).

We have gender-neutral uniform options and ensure physical spaces are inclusive by having gender-neutral options available (such as changing rooms and bathrooms).

We celebrate festivals and significant holidays from a range of cultures and run our own cultural events and activities.

Raising and responding to concerns

We promote a school culture where raising concerns is safe. We encourage staff, students, and other members of the school community to raise concerns about behaviour that breaches this policy by following our school policies and procedures.

- To raise concerns about racism, discrimination, or other non-inclusive behaviours, see Concerns and Complaints Policy.
- To raise concerns about bullying or harassment, see Bullying and Harassment.
- To raise concerns (especially serious concerns) about the wellbeing and/or safety of a student, see Child Protection and Responding to Student Wellbeing Concerns.
- If appropriate, a person with a concern or complaint who fits the definition of a discloser and has concerns about certain types of serious wrongdoing may instead follow the processes for a protected disclosure. See Making and Receiving a Protected Disclosure.
- Staff are encouraged to raise any employment-related concerns by following the concerns and complaints policy.

We follow our privacy policy at all times. See Privacy.

(Bucklands Beach Intermediate School Doc Policies and Procedures)

Supporting Student Wellbeing

At Bucklands Beach Intermediate, we support student wellbeing/hauora in keeping with the requirements of the Education and Training Act 2020 (s.127). Our whole-school approach to wellbeing/hauora aligns with Tiriti o Waitangi principles and upholds the human rights of all students. We provide a physically and emotionally safe place for all students and make every effort to create an inclusive school culture free of racism, discrimination, and bullying (NELP: Objective 1, Priority 1). We have high aspirations for every student and we work with family/whānau to deliver support that responds to their needs, identities, languages, and cultures (NELP: Objective 1, Priority 2).

As a state school, the principal and school take all reasonable steps to ensure students receive good guidance and counselling (Education and Training Act 2020, s.103).

Whole-school wellbeing approach

We support student wellbeing and recognise that wellbeing directly affects the ability to learn and succeed at school. Bucklands Beach Intermediate seeks to support student wellbeing given the potential impact of wellbeing issues on the emotional, mental, physical, and/or social health of our students.

We have partnered with Mitey (Sir John Kirwan Foundation) to teach students about wellbeing and promote positive mental health education. This process involves the school, students, parents/caregivers, and family/whānau.

Our whole-school approach to wellbeing is shaped by our school:

- curriculum (including physical and mental health education)
- culture, environment, and values
- vision and strategic priorities
- senior management systems and procedures
- policies and procedures
- support systems
- community.

We encourage and support students to develop skills, knowledge, values, and key competencies in line with The New Zealand Curriculum and the International Baccalaureate Primary Years Programme.

At Bucklands Beach Intermediate, our comprehensive set of policies and procedures guides how we support student wellbeing.

Specific processes are in place for students who may experience challenges at school due to a health condition or high needs.

Our behaviour management procedures help us promote positive behaviour and de-escalate challenging behaviour. We respond appropriately to behaviours that impact wellbeing, such as bullying.

Our digital technology policies and procedures help us create a safe digital environment and minimise harm to student wellbeing that may be caused by digital incidents.

To support student wellbeing, staff may receive training in cultural competence as appropriate. We are sensitive to cultural differences in the understanding and expression of wellbeing issues and concerns. If necessary, we seek cultural advice and work collaboratively with parents/caregivers and whānau to understand protocols and language to help us support students at school.

We encourage parents/caregivers to share important information about the wellbeing of their child with the school as necessary.

Pastoral care

All staff play a role in supporting the wellbeing of our students. Staff maintain positive learning environments and relationships with students, and treat students with respect and fairness. The pastoral care that staff provide guides students to better understand their own wellbeing, seek and use reliable information to make well-considered decisions, and develop lifelong wellbeing skills. Students learn to support their own wellbeing and the wellbeing of others around them.

We monitor student performance, attendance, and behaviour, and take action as appropriate to intervene and support students.

For how we respond to student wellbeing concerns and incidents, see Responding to Student Wellbeing Concerns.

(Bucklands Beach Intermediate School Doc Policies and Procedures)

Learner Profile Attributes

At BBI, all students will be encouraged to understand and ‘live’ the attributes of the Learner Profile. We believe that by doing this, our students will become internationally-minded, future focused, lifelong learners.

Diversity within the classroom

Bucklands Beach Intermediate implements the PYP, MYP, DP inclusion principles of an inclusion education as described in the IB document - ‘**Meeting Student Learning Diversity in the Classroom**’.

- Education for all is considered a human right.
 - Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student.
 - Every educator is an educator of all students.
 - Learning is considered from a strength-based perspective.
 - Learning diversity is valued as a rich resource for building inclusive communities.
 - All learners belong and experience equal opportunities to participate and engage in quality learning.
 - Full potential is unlocked by connecting with and building on previous knowledge.
 - Assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated.
 - Multilingualism is recognised as a fact, a right and a resource.
 - All students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens.
 - All students in the school community have a voice and are listened to so that their input and insights are taken into account.
 - All students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
 - Diversity is understood to include all members of a community.
 - All students experience success as a key component of learning.
-

Inclusion of all students

Students, no matter their background, beliefs and values or make up are welcomed in our school as everyone deserves to be treated with respect regardless of gender identity and expression, and ensuring that systems and processes treat all genders equally. Our uniform allows for students to choose what formal uniform they would like to wear. Part of our school’s mission statement is to developing caring, knowledgeable and inquiring

young people to be active participants in our community. This is just one of the many ways we provide options for our students to be independent learners.

Classroom Programme

The classroom teacher is responsible for providing a comprehensive learning programme that caters to every learner's needs. The classroom programme uses the BBI Scope and Sequence document, updated each year and incorporating the Primary Years Programmes and the New Zealand Curriculum learning areas. Teachers also use school-wide assessments and formative assessments to inform their practice and differentiate the classroom programmes to meet the needs of their class.

Throughout the year, we provide three opportunities for parents to visit the classroom: Meet the Teacher, the third at 3-Way Conferences in April, and then Student Led Conferences in July/August.

Reporting to parents occurs three times a year; the first is during the 3-Way Conferences, where each child receives an interim report. The second is before the Student Led Conferences in July/August, the Middle of Year report is sent to parents, and the last report, the End of the Year report, is sent to parents after Prizegiving in December.

Communication about the classroom programme and reporting to parents will be shared with parents and caregivers through School Newsletters, Whānau Newsletters and Toddler Portfolio posts. The two main reports, the Middle of the Year and the End of the Year, are sent via the Parent Portal.

Students who require additional support will be accommodated within the classroom programme. Parents should contact the child's classroom teacher as their first point of contact. With the support of the SENCo, Classroom teachers and parents will connect to discuss how best to support the child during their time at BBI.

Health Statement

Health Education at Bucklands Beach Intermediate School will be appropriate for our local community and delivered with the New Zealand Curriculum (2007) and the IB Primary Years Programme in mind. Health and wellbeing are fundamental to quality relationships and effective interactions with others. Our health education programme centres around goal-setting, changes at puberty, discrimination, bullying, mental wellness, gratitude, resilience, decision-making, social media and digital citizenship. BBI teachers use a range of teaching approaches to engage learners to develop health-enhancing life choices. Health education is both planned for, and responsive to, the needs of our students. BBI is an inclusive school, where it is essential that every student feels safe and that they belong. Teachers respect the importance of whānau and value open communication between

home and school. Learning experiences are integrated with units of inquiry and mental health is taught.

Transition from primary school (Year 6) to BBI

In Term Four, BBI Principal and Deputy Principals visit local contributing primary schools with BBI student representatives to meet and talk with Year 6 students. Year 6 students also view a welcoming video.

Year 6 students from contributing primary schools are invited to attend a BBI Orientation Day. Students are welcomed by the BBI Principal and Deputy Principals. As students tour the school, they are able to visit Year 7 classrooms.

To best meet the needs of each student, careful consideration is given to Year 7 class placement. BBI Deputy Principals meet with Deputy Principals from each main contributing primary school. These discussions, together with information provided by Year 6 classroom teachers, assists with this process.

The Resource Teacher of Learning and Behaviour (RTLb) service is involved with the transition of students identified by their contributing primary school. To ensure a smooth transition to BBI, a coordinated approach with the RTLb, BBI SENCo, classroom teacher, and the student's whanau is implemented. Using the 'One Practice Framework', a collaborative plan is created to guide all parties to work together towards identified goals and aspirations. Additional supports are put in place, if needed.

Liaison with specific organisations occurs for students who receive ongoing support. For example, Ko Taku Reo Deaf Education Centre's Service team and Resource Teacher Vision BLENNZ.

Transition from Year 7 to Year 8

Unless a fresh start is required, students are grouped together as they change year levels to ensure a strength-based handover between classroom teachers takes place.

Transition from BBI to secondary school (Year 9)

BBI feeds into two main secondary schools. BBI provides each of these schools the opportunity to visit students during Term Three. BBI students also visit their in-zone secondary school.

In Term Four, a transition meeting takes place between Senior Management and SENCO's from BBI and each secondary school. Notable students are discussed to ensure the best possible placement. Small group visits are arranged for students who require additional support and the RTLb service is engaged, if needed.

Gifted and Talented Education

According to the Standards for the Teaching Profession, teachers in Aotearoa, New Zealand are expected to: "Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures." At the beginning of every school year, classroom teachers work with students, parents and other BBI staff to build a supportive and positive learning environment, while identifying areas of personal strength.

Throughout the year, teachers work to differentiate learning and meet the needs of all students within their class. Students at BBI have opportunities to extend their talents and explore their strengths throughout the classroom programme and our Period 5 extension opportunities. Our Period 5 programme offers a wide variety of classes ranging from music groups, languages, art, dance, drama, digital technology, science and many more. All students are involved in a different Period 5 and get the choice to select areas of personal interest.

Gifted and talented students also have the opportunity to experience extension in curriculum areas like mathematics, English, and science with the ICAS and other academic assessments, literacy trips and extension classes, and afterschool class options.