

# Inclusion Policy

*Updated: June 2025*

*“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem-solving. Inclusion is the Learner Profile in action, an outcome of dynamic learning communities.”*

*(‘The IB guide to inclusive education: a resource for whole school development’, 2019).*

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## **1. Purpose:**

*This policy serves as a guiding document outlining Takapuna Normal Intermediate School’s (TNIS) approach to and perspective on inclusion. It encapsulates the school’s inclusion philosophy and delineates all community stakeholders’ rights and responsibilities. By adhering to these guidelines, we aim to foster an environment where every student feels valued, respected, and supported throughout their educational journey.*

## **2. Philosophy of Inclusion**

Inclusive education ensures that all students are engaged in their learning and achieve success by being present, participating, and belonging. This includes students of all abilities, cultures, races, ethnicities, religious beliefs, gender identities, sexual orientations, neurodiversity, ages, and socio-economic statuses. We recognise the importance of providing options and opportunities that cater to the diverse needs and interests of our students.

At TNIS, we value inclusive education and aim to provide our students with an environment and education that respects their dignity and individuality, and challenges them to achieve personal standards and reach their full potential. We strive to remove barriers to learning by creating an environment that is equitable, positive and open-minded to differences.

### **3. Promoting inclusion:**

- **Model and promote inclusive behaviour:** We encourage inclusive behaviour, language, concepts, and values within our school community.
- **Confront and eliminate racism and discrimination:** We actively work to address and eliminate racism, discrimination, and stigma in education.
- **Zero tolerance for bullying and harassment:** We do not tolerate any form of bullying or harassment.
- **Celebrate diversity:** We acknowledge and celebrate the diversity of our students and staff.
- **Avoid cultural bias:** We strive to avoid cultural bias in all aspects of our school environment.
- **Reflect community diversity:** We aim to have a Board of Trustees and staff that reflects the diversity and character of our community
- **Support professional development:** We support staff in seeking professional development opportunities with a focus on inclusion and diversity.

### **4. Services and resources to support an inclusive education:** *(Including but not limited to)*

| Within the classroom:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Beyond the classroom:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Strong connections between teachers, students and whānau:</b></p> <ul style="list-style-type: none"> <li>● <b>Events and opportunities:</b> We offer various events to form connections with students and their whānau, ensuring their voices are heard and our programmes reflect their identities. Examples include meet-the-teacher interviews, picnic evenings, hui and fono evenings, EOTC (Education Outside the Classroom), learner-led conversations, and parent-teacher meetings.</li> <li>● <b>Consistent communication:</b> Clear and consistent communication between home and school, including fortnightly emails and positivity emails.</li> <li>● <b>Formal reporting:</b> We provide formal reports twice yearly.</li> </ul> | <p><b>Pastoral support:</b></p> <ul style="list-style-type: none"> <li>● <b>Student management software (Edge):</b> Behavioural and academic tracking system</li> <li>● <b>Stopbully email:</b> Dedicated email for reporting bullying.</li> <li>● <b>Onsite counsellor:</b> Available for student support 2-3 days per week.</li> <li>● <b>Nurturing support staff/International Student Coordinator:</b> Ready to assist students and families throughout their journey at TNIS</li> <li>● <b>Chill Zone:</b> A safe space for students to relax at break times.</li> <li>● <b>Behaviour management policy:</b> A restorative justice approach is used to support and manage student behaviour; see <a href="#">Behavioural Management Policy</a>.</li> </ul> |

- **Addressing concerns:** Concerns about academic and emotional well-being are discussed promptly.
- **Behaviour management policy:** A restorative justice approach is used to support and manage student behaviour and to create an inclusive environment for all learners and staff; see [Behavioural Management Policy](#).

#### Access to assistive technology:

- **BYOD school:** We support a BYOD (Bring Your Own Device) program.
- **Digital tools:** Students have access to various educational tools such as Hapara, Google Suite, Freckle, Language Nut, Education Perfect, MyiMaths, and other free online learning tools, including Read Theory and Epic.

#### Units of Inquiry

- **Dedicated units:** Each year, there is a dedicated unit ("Who We Are") to support the development of classroom culture and personal connections, allowing learners to explore their identities, beliefs, and values. Every two years learners explore the concepts of peace and conflict and inquire into conflict resolution strategies. This supports them to form and maintain positive relationships with their peers.
- **Puberty education:** Taught in even years.
- **Keeping Ourselves Safe Programme:** Taught in odd years, and partly facilitated by the New Zealand Police.

#### Opportunities to learn additional languages

- Please refer to the [Language Policy](#) for detailed information.

#### Differentiated teaching and learning programmes:

- Responsive programmes: Tailored to learner needs as determined through various assessments; see [Assessment Policy](#).
- Follow the IB's Principles of Teaching for Learning Diversity (see Appendix 1)
  - Valuing Prior Knowledge, Extending learning, Scaffolding and Affirming identity and building self-esteem.

#### Teacher assistants:

- **Privacy and information sharing:** Student privacy and preferred level of information sharing are determined upon enrolment.
- **Gender inclusivity:** Including the availability of gender-neutral bathrooms and uniforms, and a preferred pronoun option on the student management system (Edge)

#### Academic support:

- **Literacy support:** Additional help for students struggling with literacy, especially those for whom English is not their first language.
- **Referrals for Learning Support:** For students needing extra help.
- **Multilingual programme:** Please refer to the [Language Policy](#) for further details.
- **Opportunities for exceptional learners:** To explore their passions and talents. Run on every Day 6.

#### Leadership opportunities for students:

- **Roles:** Kāiaraahi, Cultural Leaders, Wellbeing Leaders, Sports Leaders, Enviro Leaders and Class Leaders

#### Connections with local schools:

- **Transitions support:** Facilitates smooth transitions for learners to and from TNIS, both academically and socially.
- **Academic support:** Maths Tutoring facilitated by senior secondary school students.
- **Extracurricular support:** Opportunities for learners to work with secondary schools in Performing Arts.

#### Extracurricular opportunities:

- **Range of activities:** Cultural, academic, sporting, and performance opportunities to help learners form connections and develop self-awareness.

#### TNIS Way:

- **Model and promote the TNIS way** throughout the teaching and learning programme (Learner Profile, Wellbeing Model, Enviro Model)

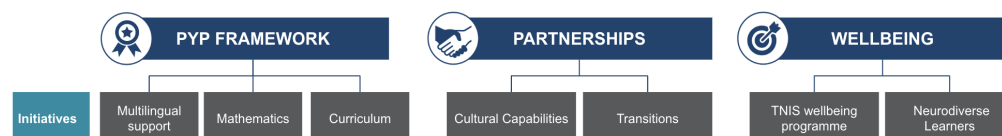
- **Dedicated support:** Each teaching team has a dedicated teacher assistant facilitating additional support programmes.

#### The Hauora Initiative:

- **Well-being programme:** Specifically designed to respond to the needs of emerging adolescents in our context. Concepts/topics include: Emotional Literacy, gratitude, mindfulness, empathy, and breathing.
- **TNIS Wellbeing model:** [Link](#)
- **Kōrero box/Circle Time:** An opportunity for students to ask questions, anonymously if needed, that can be addressed with the whole class/individuals.

#### Professional Development opportunities for staff:

- **2025 focus:**



- **Professional Development budget:** Available to support additional staff needs, e.g., upskilling in learning needs including Executive Functioning, dyslexia, etc.

## 5. Legal requirements

As required by the Education and Training Act 2020, and the Human Rights Act 1993, the school is inclusive of, and caters for,

- Students with differing needs (section 127).
- In keeping with the national education and learning priorities (section 5), we aim to instil in our students 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.

## 6. Responsibilities and Rights of members of our Community:

### Learners:

#### Responsibilities

1. To be open-minded to the perspectives of others (both adults and peers)
2. To be an upstander; demonstrate courage and empathy when advocating for the needs of others

#### Rights

1. To express who they are (opinions, ideas, concerns)
2. To learn about and be exposed to others' feelings, cultures and perspectives
3. To a safe space where they can freely ask questions and explore diverse topics without the fear of being marginalised
4. To join and participate in various opportunities across

## Whānau

### Responsibilities

1. To actively engage with school events (including Hui, Fono, Parent-teacher evenings)
2. To support, where possible, both curricular and extracurricular opportunities (including Education Outside The Classroom, sporting groups, cultural groups, and curriculum groups)
3. To support open communication channels between school and home; communicate regularly with teachers and staff to stay informed about their child's progress
4. To support, where appropriate, learning at home including encouraging a positive attitude to learning
5. To support, regular punctual attendance at school
6. To ensure the necessary provisions are provided for learning including stationery, technology and any other additional resources. If this is not possible, to communicate for additional support from the school.

## Staff:

### Responsibilities

1. To uphold school policies
2. To uphold the principles of the Treaty of Waitangi: Partnership, Protection and Participation.

*Partnership:* We work with all learners and their whānau to understand the significance of the Treaty of Waitangi in New Zealand's history and the importance of Māori culture in our multicultural society.

*Protection:* We are committed to protecting Māori knowledge, language, and culture, along with the diverse knowledge, languages, and cultures learners

the school

5. To accessibility to all parts of our school environment
6. To receive timely feedback on their learning progress and goals

### Rights

1. To be informed about their child's progress and needs in a timely way
2. To share information about themselves with the school community, including their ethnicity and languages spoken, to foster a welcoming environment where everyone feels valued and respected.
3. To be a proactive stakeholder by providing feedback on school policies and decision-making processes

### Rights

1. To access the 'Employee Assistance Programme (EAP)' when needed.
2. To have systems in place that support their mental, emotional and physical well-being.
3. To non-discriminatory hiring practices and equal opportunities; fair treatment and consideration for all opportunities regardless of background or identity (including race, gender, disability, religion

bring with them.

*Participation:* We strive to ensure that all students have access to equitable opportunities and outcomes.

3. To create an inclusive environment for all members of the community that is both responsive and affirmative
4. To equip all learners with the knowledge, understanding, skills, and Learner Profile attributes needed to thrive, experience success, and make a difference in their lives.
5. To know their students. Use this knowledge to identify and remove barriers to learning (physical, social, emotional and academic) by adapting strategies, materials and programmes
6. To incorporate, where possible, all stakeholder views when making decisions
7. To communicate concerns, with the appropriate community stakeholders, promptly
8. To be mindful of any unconscious bias and actively work to mitigate these effects

and sexual preference).

4. To access timely and appropriate professional development opportunities to ensure teaching and learning programmes are inclusive
5. To have flexibility and understanding taken into account when managing personal and professional commitments.

## **Senior Leadership Team:**

### **Responsibilities**

1. To model and lead inclusive practices in all aspects of school life
2. To have systems in place to support the mental, emotional and physical well-being of all staff members
3. To lead the direction of professional development to ensure teaching and learning programmes are inclusive
4. To support staff in removing barriers to learning so all students can experience success
5. To provide necessary resources and support to students with Special Education Needs (SENCO)
6. To support whānau in ensuring all students have the necessary provisions for learning including regular and punctual attendance
7. To build positive relationships with all stakeholders in our Takapuna Normal Intermediate community
8. To build positive relationships with all stakeholders in our Community of Learning to facilitate smooth transitions and continuity of learning between primary schools and secondary schools

### **Rights**

1. To challenge behaviours, biases, and views that do not support an inclusive working and learning environment
2. To be supported by all staff members in upholding school policies

9. To be mindful of any unconscious bias and actively work to mitigate these effects
10. To have clear, non-discriminatory standards for hiring and promotion processes
11. To support whānau and other community stakeholders in understanding all of our policies

## **7. Supporting references and resources:**

1. [Equity and Inclusive Education in the IB](#)
2. [Access and Inclusion Policy](#) (2022, International Baccalaureate)
3. [Nesis International School: Access and Inclusion Policy](#)

## **8. Staff Wellbeing**

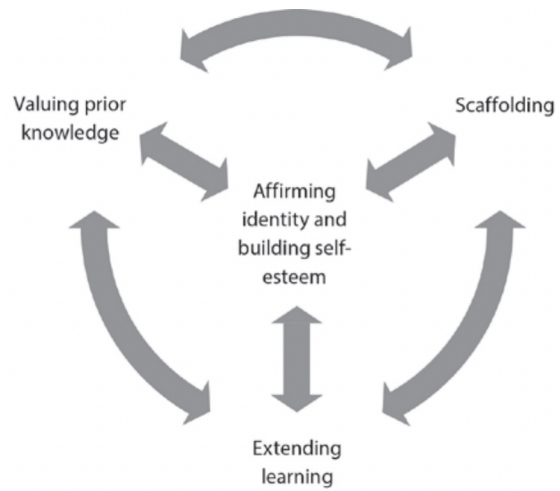
At TNIS, we prioritise the wellbeing of our staff, recognising its importance for their ability to function effectively and support our learners. We focus on mental, emotional, physical, and spiritual wellness, implementing regular initiatives to manage stress and anxiety in the workplace. Staff wellbeing surveys are conducted so we can gather relevant information to further support our wellbeing. We also offer regular treats, social events, and report-writing days to create a balanced environment. Social activities are offered and staff have the opportunity to get together while completing art or cooking, or going off-site. Additionally, staff have access to the confidential Employment Assistance Programme when needed.

## **9. Policy Review**

This policy is to be reviewed annually, in Term 2, by the Senior Leadership Team, Wellbeing Curriculum Leaders and PYP Coordinator.

## 10. Appendix

### Appendix 1: The four principles of good practice in the IB learning cycle



*(Source: Learning diversity and inclusion in IB Programmes, 2018)*