



Equal Opportunities, Diversity and Newcomer Pupil Policy

September 2024

1. Rationale

Belfast Boys' Model School is committed to providing equal access to a broad and balanced curriculum, for all learners, which is appropriate for the pupils' abilities, skills, and qualities, across all Key Stages.

Belfast Boys' Model is a welcoming and caring community of pupils, parents/carers, staff and Governors. Together we continually strive to provide a happy and supportive environment in which the unique potential of every pupil is realised.

We aim to ensure that all newcomer pupils are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Have equal access to the curriculum
- Develop their self-esteem and confidence through recognition and acceptance of their cultural identity.

2. Definition

A 'Newcomer Pupil' refers to a pupil who has enrolled in Belfast Boys' Model School for whom English is not the primary language spoken at home and does not have the satisfactory language skills to participate fully in the curriculum.

3. Context

Pupils from a wide range of cultures, languages and dialects attend Belfast Boys' Model School. They exhibit great cultural diversity and bring with them the knowledge they have gained from the range of experiences through which they may have lived. Currently we have pupils from 20 different countries attending Belfast Boys' Model School.

4. Key Principles for Additional English Acquisition

- Integrating newly arrived pupils into school life and classroom routines.
- Teachers have a crucial role in modelling the use of language.
- Developing a pupil's self-image through recognition of their distinctive cultural experiences, the ability to use two languages or more, of being multilingual and through praise for their achievements.
- All pupils have access to the NI Curriculum
- Organising activities and experiences which foster communication.
- Motivation to communicate through the development of acceptance, security and self-confidence.
- encouraging pupils take ownership of their learning.
- A distinction is made between EAL and SEN. The focus and use of additional support time are best seen as an integral part of the curriculum and lesson planning.

5. Roles and Responsibilities

The Board of Governors should:

- ensure that the needs of all Newcomers are addressed;
- confirm that the policy for Newcomers is kept under review; and

- Ensure appropriate funds and resources are delegated to Newcomer pupils.

The Principal should:

- keep the Board of Governors informed about Newcomer issues;
- work in close partnership with the LSC (Learning Support Co-Ordinator); and
- ensure that the SLT are actively involved in managing Newcomers within the school.

The LSC should:

- give guidance and support in target setting and planning work;
- liaise with staff to identify SEN difficulties;
- support staff with resources;
- contribute to the in-service training of staff; and
- be aware of current research.

All staff should:

- liaise with and advise colleagues;
- promote lessons that are well prepared - challenging, engaging, motivating, progressive and accommodating the individual needs of learners;
- include opportunities to teach and model language skills;
- provide opportunities for relationship and self-esteem building;
- have a balance and range of teaching strategies and activities, for example pairs, individual or practical;
- ensure that learners have appropriate time to complete a task;
- use a balance of questioning techniques;
- use a range of teaching strategies and resources that promote different learning styles and multiple intelligences;
- employ self-monitoring and self-assessment techniques; and
- provide learners with positive and constructive feedback that promotes assessment for learning.

The CRED and Newcomer Co-ordinator should:

- gather important information about the pupil from initial parent meeting;
- hire an interpreter if required for parent's meetings;
- monitor progress carefully and record information through observation and assessment forms;
- be knowledgeable about pupil's abilities and needs in English;
- not insist that newcomer children take part in oral activities as part of the immersion period;
- provide opportunities for celebrating diversity such as 'European day of languages';
- develop a socially and intellectually inclusive classroom, valuing cultural differences;

- complete benchmarks from the Common European Framework of Reference (CFER) to record newcomer pupils' progress.
- prepare a 'buddy' to welcome new arrivals;
- make parents aware of resources available to them;
- liaise with inclusion and diversity service (ids); and
- refer to the 'Newcomer Procedures' booklet for advice.

6. Monitoring, Evaluating and Reviewing the Policy

We continually monitor, evaluate and review the policy every three years.

7. Resources

- Every School a Good School 'Newcomer Guidance for Schools' DE.
- Every School a Good School 'Supporting Newcomer Pupils' DE.
- EAL Language Builders
- www.education-support.org.uk - Education support website for parents and teachers.
- www.education-support.org.uk/teachers/ids/cefr-primary/-Common European Framework of Reference (CFER).

