

Inclusion, Diversity and Rights of the Child

Educational Psychology Service



Inclusion, Diversity and Rights of the Child

Inclusion means welcoming and respecting the diversity of Manchester's children and young people in all its forms:

- Neurodiversity
- Linguistic, cultural and religious diversity
- Diverse life stories including attachment and trauma
- Diverse sexualities, identities and personalities.

Manchester is lucky to be a thriving multicultural city which is one of the most linguistically diverse, relative to its size, in Europe. Our children come to our settings from a diverse set of backgrounds and with a huge range of preschool experiences and familial and cultural influences.

When considering the potential vulnerabilities and differences of our population, it is helpful to consider the protected characteristics of the Equality Act (2010) plus wider characteristics that shape lived experiences of discrimination, inequality and privilege such as socio-economic disadvantage, occupation and care-experience. Having a protected characteristic means that you have a right not to be treated less favourably, or be subject to an unfair disadvantage, because of that characteristic.

What might this look like in a setting?

- Teachers deliver high-quality teaching and there is evidence of a graduated approach to SEND support.
- Teaching and learning draws upon and reflects the full range of backgrounds and perspectives found in our society. Teaching takes account of neurodiversity (such as autism, ADHD and dyslexia) and teaching approaches help reduce barriers.
- Displays and resources reflect diversity in school in terms of race, gender and disability, without stereotyping. Steps are taken to ensure all children see themselves represented in the curriculum
- Pupils are encouraged to explore and express their own identity (including culture and/or gender) through the curriculum.

The protected characteristics relevant to children include:

- Age
- Disability
- Race, including colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Gender reassignment
- Sexual orientation
- Pregnancy and maternity



Children's Rights: Becoming a UNICEF Child Friendly City

Fundamental to Manchester's understanding of 'inclusion' is ensuring that we recognise and promote children's rights. Manchester has embarked on work towards international recognition as a child friendly city.

What is a child friendly city?

A child-friendly city is one which implements the UN Convention on the Rights of the Child at the local level.

A summary of the UN Convention on the Rights of the Child can be found here: www.unicef.org.uk/wpcontent/uploads/2019/10/UNCRC_summary-1_1.pdf

Many schools in Manchester are also choosing to work towards their UNICEF Rights Respecting Schools award

It might be helpful to consider some of these key questions:

- How does your setting ensure inclusion, diversity and human rights principles influence all policies and are integrated into everyday practice?
- Do your displays, resources and learning objectives reflect the diversity in your setting in terms of race, gender and disability, without stereotyping? How?
- How does teaching take account of neurodiversity (such as autism, ADHD and dyslexia) and help to reduce barriers?
- How do you ensure all children and young people contribute to decision making and their voices are heard? (Including second language learners; younger, more vulnerable, quieter pupils, those who don't enjoy school and reluctant attenders?)

Where to access more information.

The toolkit offers specific additional information on various aspects of diversity (see overleaf for details). There is also an Inclusion Audit Tool which can be used help you embed inclusive practices in your setting. It is important, however, to recognise the individuality of all children and young people's experiences. Nothing is more powerful than professional curiosity and support; listening, being flexible and demonstrating empathy when working with children and their families.



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A child-friendly city aims to create equal opportunities for all children. This entails identifying the most marginalized and vulnerable children, the barriers to inclusion that they face and removing these barriers.



Where can I get more information, advice and support?

One Education have produced an Inclusion Toolkit as part of the Inclusion Strategy which promotes educational inclusion and support for all children and young people to thrive.

Section 1: sets out Manchester's vision and guiding principles.

Section 2: sets out key approaches to good universal inclusive practice.

Section 3: provides a 'quick links' information access approach to help all those working to support children and young people to find information about specific educational needs, evidence-based approaches/interventions and links to useful resources and supporting agencies/services. It includes a section on attachment and developmental trauma.

Where can I find the Inclusion Toolkit?

The Inclusion Toolkit has been shared with all Manchester Local Authority Schools. This is now available on the One Education website.

oneeducation.co.uk/inclusiontoolkit

For further information, please email:
inclusionstrategytoolkit@oneeducation.co.uk

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Manchester Inclusion
Strategy Toolkit

For further information contact
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oneeducation.co.uk