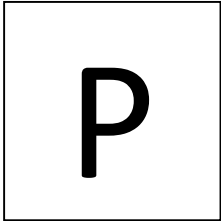# Inclusion Policy

1.0   Principles

1.1   This policy should be read alongside:

- DfES Circular 10/99 *Social inclusion: Student Support*
- Other related school policies e.g. equal opportunities, behaviour and discipline, child protection, attendance, anti-bullying etc.
- Related guidance issued by the LA

1.2   Ofsted has provided the following definition of inclusion:

1.3   *An educationally inclusive school is one in which the teaching and learning achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows not only in their performance, but also in their ethos and their willingness to offer new opportunities to students who may have experienced previous difficulties. The most effective schools do not take social inclusion for granted. They constantly monitor and evaluate the progress each student makes. They identify any students who may be missing out, difficult to engage, or feeling in some way apart from what the school seeks to provide.*

   (Ofsted *Evaluating Educational Inclusion: Guidance for Inspectors and Schools* ref. No. 235 p.4)

1.4   The focus of social inclusion is on raising educational attainment for those students who are demonstrating disaffection or failing to participate fully in the school experience through challenging behaviour or poor attendance. The policy may also be relevant to other vulnerable children including:

- Minority ethnic and faith groups
- Travellers
- Asylum seekers and refugees
- Children in care/looked after
- Pregnant schoolgirls and teenage mothers
- Young carers
- Children who abuse drugs and other substances
- Homeless children
- Children with mental health needs
- Victims of abuse and domestic violence

1.5   The school is committed to the following principles:

- seeking to meet the needs of all our students, including those who may be missing out, difficult to engage or feeling in some way apart from what the school seeks to provide
- early intervention, especially the identification of students at risk of disaffection, and proactive planning to meet their needs, is essential

VERSION 1	TO BE APPROVED BY FULL GOVERNING BODY ON: May 21	POLICY RENEWAL REQUIRED: EVERY 3 YEARS	REVIEW DATE May 24	SIGNED: .... CHAIR OF GOVERNORS

- social inclusion is best promoted when the teaching and learning within the school is of the highest possible standard in order to enhance the educational experience of every child. Ensuring social inclusion is the responsibility of every member of staff, teaching and non-teaching children and their parents are entitled to be treated fairly with respect to important educational decisions which affect their lives, especially concerning admission, attendance, exclusion and assessment for any special needs. Procedures will be applied in accordance with DfE, Ofsted and LA guidance.

1.6   Light Hall School recognises the need to serve its local community and to include all its young people within an effective and positive learning environment. It recognises that each child has a unique experience of life, and that many come from very different domestic, financial, social and cultural backgrounds, and have different aspirations and expectations. The school has a commitment to each individual student and to assisting him/her to achieve success.

1.7   We believe that our school represents a well-ordered and caring community in which all are valued irrespective of differences. We believe that excellence for all is achievable. However we also recognise that inclusion represents challenge for all, both staff and students, and that it is an area which needs constant monitoring and regular revisiting in terms of systems, support and strategies.

1.8   Within this policy we recognise the needs of staff and students as a whole as well as the small minority of students requiring the special and specific support provided for social inclusion. There are times when inclusion puts great pressure on teaching and support staff and this pressure needs addressing in clear and practical ways. There are, equally, times when inclusion may disadvantage the generality of students, through prejudice to their learning opportunities and on occasion through risk to their personal well-being. We seek therefore to identify such systems as are practicable, efficacious, and which benefit both the corporate and the individual needs within school.

1.9   Social inclusion requires agreed, articulated, understood and practised systems. Progress and Development Leaders, Pastoral Managers, other staff and students will be involved in drawing up accepted codes of behaviour and attitude, and in identifying support strategies, rewards and sanctions for those whose experience to date has failed to equip them adequately for full and positive social interaction. The Students, the Progress & Development Leaders, the Governors, the full staff body and SLT are all active participants within policy development in this area. Parents and external advisers will also be involved when appropriate as opportunities present themselves.

2.0   Aims

2.1   To seek to enable all students irrespective of attitude, behaviour, aspiration or background, to achieve his/her best within the learning environment of Light Hall School.

2.2   To practise an admissions policy which does not automatically refuse entry to students on the grounds that they have special, social, educational or behavioural needs or because they have a history of disruption.

2.3 To promote good attendance and to take proactive steps to combat poor attendance using the support of the EWO/ FLO

2.4 To identify early those students who find positive social interaction with their peers difficult. This will manifest itself often in anti-social behaviour (persistent name-calling, unacceptable and abusive language, aggressive tendencies – whether verbal or physical – inappropriate manner towards staff etc.). However, there may be others whose inclusion needs are recognised by introspection, social isolation and alienation from their peer group. Non-attendance will also be a trigger for identification of vulnerable students.

2.5 All staff to practise consistently the agreed school policies on behaviour, anti-bullying, equal opportunities, attendance etc., so that all students are fully aware of the school's ethos and expectations.

2.6 For Pastoral Managers to alert all teaching staff to an individual's particular difficulties in terms of social interaction, and to identify for staff the preferred management strategies for the student and the appropriate course of action for specific behavioural concerns.

2.7 To support staff by recognising their need to have some assistance in behaviour management, e.g. Subject Leader and SLT, providing Teacher Assistant support in lessons etc.

2.8 To provide the student concerned with what is the most effective strategy for improvement, eg., daily integration and inclusion within an ordered and positive community, with boundaries and safeguards to promote own good behaviour.

2.9 To ensure that, on the occasions when inclusion fails, the school will be seen to have worked proactively, energetically and purposefully for success at every stage of the student's involvement in the life of the school.

2.10 To acknowledge that there may be occasions when a child will be better served elsewhere, or when the corporate good – of staff and students – must supersede the individual needs.

2.11 To prepare students for living in a diverse and increasingly inter-dependent society.

2.12 To ensure that teachers and non-teachers are offered appropriate training to help them to implement this policy effectively.

2.13 To allocate identified funds to support this area.

3.0 Practice

3.1 The school operates its admissions procedures in accordance with the policy laid down by the governors, following the LA model.

3.2 Students are expected to attend the school full-time, on time unless the reason for their absence is unavoidable.

3.3 The school operates in accordance with the prescribed regulations covering the marking of registers, the granting of leave, the removal of students from roll and the authorisation of absence.

3.4 Maximising attendance is a priority and the school seeks creative solutions to attendance problems wherever possible, recognising any particular needs of

individuals or groups. This includes the use of curricular flexibility and educational alternatives at Key Stage 4 as appropriate.

3.5 For all students, the school operates a first day absence contact procedure using Sims In-touch.

3.6 The school sets high standards of behaviour for its students and considers itself a community which respects and values each individual, both staff and students. Expectations on behaviour are regularly made clear to students through tutor time, assemblies, PSHEC programmes, by published codes in the Student Home School Notebook and on notices around school, and to parents in the school prospectus, parent bulletins, and in other policies available on request.

3.7 All forms of discrimination are unacceptable.

3.8 Light Hall School liaises with its feeder primary schools effectively, to ensure that concern regarding an individual's behaviour/attitude/attendance is passed on. This is done in the first instance through the Pastoral manager for Year 7 and the SENDCO, who proactively seeks out such information during the term leading up to transfer.

3.9 The school strives to maintain a balance between proactive strategies on transfer to minimise anti-social behaviour by identified students, and the philosophy of a "clean sheet" and a new start.

3.10 Usual school procedures will be implemented when any student exhibits anti-social behaviour of any sort: warnings, detentions, removal from class temporarily, isolation within the Refocus Centre, liaison with Pastoral Manager, AHT etc. Agreed codes of behaviour will be drawn up for each vulnerable individual addressing his/her specific needs, and putting in place a clear system of rewards and sanctions. This may initially be undertaken fairly informally through daily monitoring systems, but in more formal stages, through a Pastoral Support Programme. Parents, key staff and the student concerned will be involved as appropriate at various stages in this process.

3.11 The Assistant Headteacher (Student Support) in conjunction with the Pastoral Manager involves external agencies as appropriate: Siss, educational welfare officer, counsellors and SEMH specialist teachers

3.12 At all stages, teaching and any other involved staff will be kept fully informed of behaviour issues and strategies being enacted. All will be expected to support agreed procedures, and to seek assistance from the Pastoral Manager, the Pastoral AHT, the HT, and other members of the Leadership Team should implementation prove difficult at specific times.

3.13 Where a child is on a PSP, review meetings are held to which parents and other involved parties are invited, including the student him/herself.

3.14 Social inclusion may prove difficult for students for whom the normal academic curriculum is in any respect inaccessible. Should this be the case, or be considered to be a factor, the input of the relevant Inclusion team member will be sought and appropriate additional academic support provided, and such other strategies as are considered helpful.

3.15 The Delegated School Budget is used in the following ways to support social inclusion:

- To assist with funding the Inclusion Manager

- To fund Work-Related Learning and college placements for identified students at Key Stage 4

- To fund any Teaching Assistant Support which the school deems appropriate over and above that which is identified through statements of Special Educational Needs.

- In exceptional cases, to fund specialist tutor time (one-to-one) in core subjects for those students who would otherwise be permanently excluded.

4.0   Targets

4.1   The school has set targets for measuring its effectiveness in promoting social inclusion:

- To reduce permanent and fixed term exclusions

- To raise progress across all year groups and across all abilities

- To maintain and improve further the current high attendance levels.

5.0   Staff Responsible

5.1   Attendance, Behaviour, etc.

Senior Assistant Headteacher, Pastoral Managers, Inclusion Manager, Form Tutors, Deputy Headteacher, Headteacher.

5.2   Attainment, progress etc.

Assistant Head Teacher (teaching and learning), Pastoral Managers, Head of Year, Subject Teachers, Headteacher, Teaching Assistants.

5.3   Specific Initiatives

Inclusion Manager, Head of Refocus Centre