



# **INCLUSION POLICY PART 2**

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## **SOCIAL INCLUSION**

### **Key Principles**

- At St Mary's we believe that good habits should be set early and pupils should be encouraged to attend regularly, be punctual and exhibit good behaviour. Parents will always be involved in this process.
- Prompt early intervention is necessary as poor behaviour or unexplained absence will not be tolerated.
- Positive achievement is recognised and individual, class or year group achievements are recognised in assembly, good attendance and behaviour are celebrated with the issue of certificates.
- Circle time is used regularly throughout the school, which supports behaviour management techniques. Assertive discipline is used; our policy aims to improve and maintain a high standard of behaviour and discipline.
- Home school agreements, newsletters and parents' meetings are used as tools to work closely with parents.
- Involving pupils with reinforcing and creating school rules and behaviour policies. Active involvement in anti-bullying policies, pupils gain responsibility through Playtime Pals and the school council.
- Whole school commitment to equal opportunities for all pupils.
- Individual pupil's needs are focused through careful monitoring and assessment, identifying special needs groups and booster needs
- Study support, the school provides regular homework and uses brain gym techniques. We provide information evenings and booklets for parents so that they may work more closely with their children in schoolwork.

## **GROUPS AT PARTICULAR RISK**

### **Certain pupils are at particular risk:**

- Those with special educational needs - Early identification of special needs is essential, including EBD. Liaison with SENCO once difficulties are identified and preventative measures put in place.
- Children in the local authority care - Good quality liaison with social services and child protection officer.
- Minority ethnic children - Staff awareness of need to monitor racial harassment, good quality home school liaison, and ethnic monitoring of achievement.
- Those from families under stress - Home circumstances to be sensitively managed and taken into account.

## **TRANSITION**



### **Transition from home to KS1:**

Close co-operation with parents will ease transition, home visits by teacher and nursery nurse if necessary and phased entry allows pupils to settle in to their new school effectively. Visits to feeder nurseries take place in Summer Term.

All new entrants assessed using baseline to assess social and academic skills.

### **Transfer to KS3:**

Named teacher to liaise with KS3 schools. Visits made by prospective pupils and induction days/visits held. Records re assessment are passed on to secondary school in conjunction with transfer forms. Visits from Year 7 tutors, SENCO and senior staff takes place in the Summer Term. 'Over to You' programme being piloted for specific children.

## **HANDLING SIGNS OF DISAFFECTION**

### **Irregular attendance and truancy**

Children who do not attend school without authorisation are putting themselves at risk. Parents have the primary responsibility to ensure that their children attend school regularly. School office staff contact parents on the day a registered pupil is absent without explanation. Unauthorised absence is taken seriously. Parents are contacted to make appointments to discuss concerns. Term time holiday forms need to be completed by parents and the school monitors term time holidays rigorously. In exceptional circumstances pupils are granted term time leave in excess of 10 days per year. Those pupils who attend regularly are praised publicly and certificates are presented to them.

ICT is used to monitor attendance.

The profile of attendance is raised regularly through newsletters or other communication. School statement regarding absence and term time holidays are regularly sent to parents. School closely liaises with EWO re attendance issues.

## **MANAGING DISRUPTIVE BEHAVIOUR**

The school will work with parents in order to agree further action. A written behaviour contract will be put in place, making clear to everyone what is expected. Regular reminders take place re expectations and examples of good behaviour in class and assemblies.

Rewards should be tangible and achievable and agreed before the plan is put into action.

The school behaviour policy operates to support pupils and staff in dealing with behaviour issues.

Sanctions are fair and consistently applied, taking into account the child's age and within the context of positive reinforcement of good behaviour.



Sanctions may include:

- Removal from group
- Withdrawal of break or lunchtime privileges
- Withholding participation in school visits/activities that are not an essential part of the school curriculum
- Withdrawal from particular lesson of peer group
- Complete of assigned work
- Carrying out useful tasks in school.

Effective: 2009

Review: Autumn 2013

Approved: Spring 2014



