



POLICY FOR INCLUSION

Blenheim Park Academy



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Rationale

Our Inclusion Policy is based on the following approaches: -

1. PATHS (see Appendix 1),
2. Restorative Approaches (see Appendix 2),
3. THRIVE (see Appendix 3)
4. Behaviour for Learning Strategy.

The values and principles behind our inclusion strategy are:

- All pupils benefit from learning and developing in an environment that fosters and rewards good behaviour (this includes pupils from all backgrounds and abilities).
- All pupils have the opportunity to reflect, to make positive choices about their behaviour and influence outcomes.
- All staff consistently apply the same system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following rules and expectations are noticed and rewarded.
- Disruptive behaviour does not affect the learning of others.

Aims and expectations

1. We strive to provide a caring ethos where everyone in the academy community feels safe and valued.
2. We promote an inclusive ethos in which everyone can live and work together in a supportive way.
3. We promote respect, tolerance and positive behaviour choices.

4. We have high expectations, demonstrate positive role models and acknowledge and praise pupils making good choices in order to develop a community of mutual respect and consideration.

How we support and develop an inclusive learning environment

We aim to provide a happy, safe, fair and inclusive environment where all children have the opportunity to learn and make progress. In order for this to happen we must ensure that the social, emotional and mental health needs of children are adequately met, making reasonable adjustments where necessary. Our provision is based on the following illustration: -



We use a range of approaches: -

1. PATHS programme (Appendix 1) – children are taught skills for self-control, self-esteem and emotional awareness, basic problem solving skills, social skills and friendships.
2. Restorative Approaches (Appendix 2) – this is used to build a sense of community and to teach children how to repair harm.
3. THRIVE (Appendix 3) – children are taught strategies to regulate their behaviours

As part of the PATHS curriculum, a set of class expectations/rules are drawn up at the start of each academic year. The children are involved in creating their class agreements. These class rules are displayed in every class and children are reminded regularly on good learning behaviours.

How we support pupils to make good choices

In the event of behaviour that is not in line with the agreement/expectations, a **traffic light system** will be implemented. This system works in the following way: -

Classroom/learning:

- A child is reminded to follow the rules and allow learning, their name is moved to amber.

- If the behaviour is not modified, the child's name is moved to the red traffic light.
- The child goes to another classroom for 10 minutes (with an adult) to reflect on their behaviour and/or attitude to learning.
- Parents are informed if behaviour/attitudes continue to be unmodified.
- A conversation will take place with the Headteacher or a senior member of staff.
- A log of unmodified behaviour will be kept on CPOMs (an electronic record system used at Blenheim Park).

Conflict:

- Restorative circles are used as a tool/method to resolve conflict. Circles are carried out by adults and/or trained mediators.
- Any bullying, harassment or discrimination is dealt with as laid out in the Anti Bullying Policy

The role of parents and carers

Evidence shows that being inclusive and supporting children to access learning successfully in the mainstream classroom is only effective when parents and the academy work together in partnership. Communication is a two-way process and we are committed to ensuring that there is regular communication between the academy and home. Successes will be celebrated and shared with parents regularly via class dojo, face to face and during weekly celebration assemblies.

If a child is experiencing challenging times, parents will be made aware of support and strategies available and discussion will take place around their role in supporting the academy and their child. At this stage a Pastoral Support Plan could be put in place which may include access to external services.

Fixed term and permanent exclusions

Our aim is to avoid the use of exclusions however, if we are unable to modify the behaviour presented and a child is significantly impacting on the learning and safety of other children using the strategies above, a fixed term exclusion will be used as a first stage, followed by a permanent exclusion if there is no change in behaviour.

Persistent and unmodified behaviour that will result in fixed term/permanent exclusions are as follows:

- Physical violence towards other children
- Physical violence towards staff (includes kicking, punching, spitting).
- Abusive swearing towards adults and children (including racial intolerance)
- Refusal to follow safety instructions so that the individual, other children and/or staff are put at risk.
- Damage to school property (broken windows, classrooms)

- Bullying, intimidation and threatening behaviour towards other children (including discrimination and harassment).
- Preventing the learning of other children in the classroom.

Personalised timetable

A child may be unable to access learning in their classroom for a variety of reasons. This usually presents itself as negative behaviour, which disrupts the learning of peers, prevents teaching and/or harms others. When we have followed all strategies in our behaviour policy, and been unable to modify these negative behaviours, in order to avoid repeated fixed term exclusion and/or permanent exclusion where possible, and to better meet the needs of the child concerned, we will aim to put in place a personalised timetable.

In consultation with parents, and other agencies where appropriate, a PSP (Personal Support Plan) will be drawn up to detail a tailored provision to meet the child's needs. This may involve small group focused support outside of the classroom environment to develop self-esteem, self-regulation and ensure curriculum coverage. This may involve adjusted start and/or finish times. The academy will determine how much teaching time there will be. This will be closely monitored, with the aim of reintegrating the child back into the mainstream classroom as soon as possible or seeking alternative support or provision that is suited to the child's needs.

Monitoring and review

- This policy is monitored on a day-to-day basis by the Headteacher.
- The effectiveness of this policy is reported to the Governors on an annual basis.

Appendix 1 PATHS Rationale

The PATHS Curriculum is a school-based programme which aims to improve emotional and social competencies in primary school children. A specific curriculum is taught throughout the school that involves weekly activity sessions that take place throughout the year. During these sessions, children engage in activities aimed at improving their social and emotional competencies and reducing aggressive behaviour.

What is the theory of change?

- The PATHS Curriculum is based on research linking difficulties in children's social-emotional regulation to behavioural problems.
- The PATHS Curriculum helps children develop an awareness of their own and others' emotions and provides them with positive skills for communicating their feelings and managing their behaviour.
- In the short-term, children's social-emotional skills improve and they are better able to manage their moods and behaviour.
- In the longer term, children are less likely to engage in antisocial behaviour and more likely to do well in school.

Delivery/intervention

- Teachers deliver PATHS sessions every week in normal classroom sessions throughout the course of the school year. Sessions typically last between 20 and 30 minutes.
- The sessions are interactive and include a variety of activities including role plays, group discussions and games. They aim to:
 1. Develop children's awareness and communication about their own and others' emotions
 2. Help children manage their behaviour and moods
 3. Improve children's communication skills and pro-social behaviour
 4. Improve their interpersonal problem-solving skills and logical thinking/decision making skills
 5. Create a positive classroom environment.

Appendix 2: Restorative Practices Rationale

At Blenheim Park Academy, we believe that every human being has intrinsic value, deserves to be treated with respect, is capable of changing and growing, and is inherently motivated to learn. We also believe that learning occurs best within a learning community where children are actively engaged in their own learning and interacting with their fellow classmates, and that learning should not only build capacity for the future, but should address current problems and challenges facing individuals and society.

Our aim is for children to leave Blenheim Park Academy being thoughtful learners who are ready for their next stage of learning and who are committed to developing their own skills through habits of exploration and reflection. We strive for children to be effective communicators and have a well-developed capacity to engage in life-long inquiry and learning. We aim for children to have an understanding of healthy interpersonal and

organisational relationships and are able to work well with others in responding to new and unexpected challenges that arise in their school and home life.

Through this approach, we endeavour to: -

- Improve the emotional and social skills of staff and young people
- Develop a sense of community and belonging
- Encourage children to be accountable and take responsibility for any harm caused.
- Resolve problems amongst groups of young people and/or staff
- Address bullying, racism and gang conflicts with confidence
- Reduce exclusions
- Run effective re-integration meetings

This approach is based on two equal elements: -

Building a sense of community	Repairing harm
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In order to build a sense of community we do the following things: -

- We hold whole class circles in every class. The purpose of the circle is to give children an equal voice and an opportunity to share their feelings and thoughts.
- Learning circles are integrated into the curriculum and take place as part of our daily teaching and learning.
- End of the day circles take place in each class. These are used to conclude the day and reflect on what has happened.

In order to repair harm, we do the following things: -

- We use problem solving circles to deal with issues and conflict. These are supported by an adult, a peer mediator or carried out by children themselves. Regular training is given to all parties to support this process. The following statements are used in restorative circles:
- What happened? How do you feel? How can we sort it out? (EYFS-Y6)
- A resolution is expected to take place as a result of a circle. Children often need support in achieving their desired outcome and this happens through adults in school sharing outcomes and resolutions that the children have decided. Any on-going conflict is automatically shared with the Headteacher.

Appendix 3: THRIVE Rationale

The Thrive Approach draws on the latest research - from current neuroscience, recent attachment research, current studies of effective learning and current models of child development – in order to help adults understand children’s behaviour as communication. It is an integrated approach; its strength is that it pulls together work from different disciplines to provide one model that is systematic, dynamic and relevant and helps adults respond to a child's emotional situation in a way that supports their emotional and social development. If children have been emotionally thrown off track, either temporarily or over longer periods, Thrive helps us understand the needs being signalled by their behaviour and gives us targeted strategies and activities to help them re-engage.

Cause and effect

Feelings are closely linked to behaviour and emotions are key to the learning process. We teach children to recognise and notice their sensations and then link these to their emotions and their thoughts. We build their cognitive, relational and physiological regulation systems so that they can see cause and effect and begin to make real choices, with some understanding of their consequences. This is the beginning of being responsible for one's actions. It has enormous impact on behaviour, on relationships, on being available to learn and on being productive and engaged in human society.

The relationship between a child and a significant adult is developed using The Thrive Approach. It:

- helps a child get ready to learn
- enhances their learning
- builds positive relationships between a child and his/her peers
- improves attainment

Thrive uses a simple model to illustrate how we all develop as human beings. It has six Developmental stages or strands:

- Being
- Doing
- Thinking
- Power & Identity
- Skills and Structure
- Separation and Sexuality

Outcomes

Through THRIVE, we aim to reduce exclusions, reduce classroom disruption, and further improve attendance and better educational attainment. Through the programme our aim is to help children and young people to:

<ul style="list-style-type: none">• feel good about themselves• know that they matter• become more resilient and resourceful• have a positive place in society• form trusting, rewarding relationships	<ul style="list-style-type: none">• be creative• be compassionate and empathetic• be thoughtful and self-aware• be productive• be able to overcome difficulties and setback
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