

Waterthorpe
Nursery Infant School



Inclusion Policy
January 2016

Approved by: Steering Committee

Date: 3rd February 2016

Next Review Date: Spring 2019

At Waterthorpe Nursery Infant School we aim to provide an inclusive environment where everyone has access to the best opportunities and highest quality of provision. We constantly seek ways to increase learning and improve levels of attainment for everyone, particularly children who are at risk of under achieving, who are vulnerable to education exclusion, or who have additional needs. We aim to make our school a place where every member of the school community wants to come and where they feel valued and secure; a place where children are excited about learning and are given the opportunities to fulfil their potential.

In order to achieve this, we are committed to the following principles as indicated in the “index for inclusion” (Appendix 1)

Inclusion in education involves:

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as 'having special educational needs'.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than as problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students.
- Emphasising the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognising that inclusion in education is one aspect of inclusion in society.

These principles of good practice will be met in the following ways:

- ✓ Developing the school for all staff, pupils and families
- ✓ Setting good habits early with regard to attendance and behaviour
- ✓ Early intervention with regard to poor behaviour and absence
- ✓ Rewarding achievements as outlined in the Behaviour policy
- ✓ Supporting behaviour management using agreed techniques
- ✓ Working with parents using many varied approaches
- ✓ Involving pupils e.g. during circle time
- ✓ Commitment to equal opportunities
- ✓ Identifying underlying causes of behaviour or under-achievement
- ✓ Learning support
- ✓ Multi-agency approaches

Admissions

Waterthorpe Nursery Infant School operates its admission procedure in accordance with the policy laid down by the CYPD. This policy will not discriminate on grounds of race, religion or ethnic origin. The school will not automatically refuse entry to pupils on the grounds that they have special social, educational or behavioural needs or because they have a history of disruption.

The school is willing to consider offering new opportunities to pupils who may have experienced difficulties previously where it is reasonable to do so.

The school will work in partnership with other schools within the Family of Schools (FoS) to actively support each other in avoiding permanent exclusions for pupils through the Westfield exclusion panel. This may include offering, and receiving, support and/or temporary and permanent placements to pupils vulnerable to exclusion from other schools in the family.

Parents and pupils may be asked to make agreements as to future conduct and attendance but such an agreement will not be used as a condition of entry.

Attendance

Pupils are expected to attend, all their allocated nursery sessions or full-time school, on time unless the reason for their absence is unavoidable. Parents/carers are expected to work closely with school staff in resolving any difficulties at an early stage. The school will operate in accordance with the prescribed regulations covering the marking of registers, the granting of leave, the removal of pupils from roll and the authorisation of absence.

Maximising attendance at the school is a priority and the school will seek creative solutions to attendance problems wherever possible.

This policy is linked to the Attendance Policy.

Behaviour

Waterthorpe Nursery Infant School sets certain standards of behaviour for its pupils and is a community, which values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable. The school aims to prepare pupils for living in a diverse and increasingly inter-dependent society. Where pupils infringe these standards, the school will seek to respond in a way which sees the behaviour as unacceptable but which still recognises the needs of the individual who carries it out. Pupils having difficulty with their behaviour will be given individual support. Sanctions will be applied fairly in accordance with DfEE guidance and exclusion used only as a last resort when no other alternatives are available.

This policy is linked to the Behaviour Policy.

Education

Waterthorpe Nursery Infant School is committed to creating a school ethos which reflects an inclusive education. The school endeavours to be welcoming for all children and their carers, families and visitors. The school continually renews and updates facilities and resources and makes the school physically accessible. We aim to provide all children with an equality of opportunity through learning together without discrimination of any form. The teachers aim to provide teaching styles, curriculum content and activities to compliment all learners within a class. The school utilises its staff and resources in order that every child can participate fully in all aspects of school life. The school ensures opportunities for staff training and support to meet the needs of learners and to work in collaboration with specialist and support assistants.

A Communication Consultation has been planned within the Family of Schools and this is used in alternate years to evaluate how well the schools communicates with, and is inclusive of, its community. (Appendix 2)

Strategies and Targets

Following an Inset day in which the analysis of the inclusion questionnaires was discussed, and annual review of playtime systems and our Behaviour Plan, the staff agreed on the following:

Playtimes:

- Music outside on Friday afternoon
- Large play equipment to be available for children
- Football to be supervised by a member of staff
- Activities planned and supervised by lunchtime staff
- All support staff will be outside each morning and afternoon play. They will each have a record book on them. In this they will write the names of any children going in the book for not following the rules after a reminder and a warning. They should also note any good behaviour and any events they deal with that they feel may have relevance later.
- At lunchtimes support staff will be available to stay with new children, for talking to children with problems, to go outside and play games or to prepare work.

Sanction of missed playtime:

- Each afternoon playtime a member of staff will supervise children who have had their names placed in a behaviour book. This may be by their teacher, a Lunchtime Supervisor or another member of staff.
- The member of staff issuing this sanction will record what the child has done on a record form that is taken with them to the missed playtime area in the Computer suite. This is then taken home by the child at the end of the day so that parents are kept informed.
- If a child has behaved well since their name was entered in the book this will be commented on in writing on the record form.
- Missed playtime will consist of discussion about the behaviour that has occurred, the rules that were broken and how this may affect others or the child themselves. The particular rule linked to the behaviour will be discussed in relation to how the child may follow it better in future.

Persistent Misbehaviour:

- When a child has been in the class book three times within a term they will be sent to the headteacher. Their parents will be informed.
- If a child hurts another child or behaves in a way which puts themselves or others in danger they may be required to either miss a playtime or hold an adult's hand at playtime. The period for which this is decided will be determined by a member of the Leadership Team dependent on the severity of the incident.
- When a child has seen the headteacher three times within a term a letter will be sent home outlining their behaviour, what will happen next and offering the parent an appointment to discuss the matter. Reward strategies for good behaviour may be used at this point by the headteacher.
- Children may also be sent to the headteacher for more serious single events. These should be reported to the parent verbally by the classteacher.
- If a letter has been sent home and the behaviour does not improve the child will be put on report. A letter will be sent home about this and will include information about possible exclusion.

- When on report the child will have to report to the office before and after every playtime. They will be seen by the headteacher or other available member of staff. Bad behaviour when on report will result in immediate loss of 3 playtimes, increasing to a full week where necessary. Exclusions will be considered if there is no improvement.
- A full range of other strategies involving behaviour support, rewards etc. will be used as per school policy.

Support for children:

- Support staff will be available for children in each year group to discuss any worries with.
- Where concerns are identified children will be allocated a specific member of staff to go to with any worries.
- During new class induction teachers will introduce this to the children, talk about what a worry is and how it can help to talk to someone. They will explain about going to see the support staff or themselves. Support staff would be introduced to the children. Children would be reminded of this during SEAL/PSHE sessions and assemblies.

Positive Action and Dealing with Discriminatory Practice

- Positive action will be taken to promote inclusion:
 - Teaching styles
 - Curriculum content and activities
 - Physical accessibility
 - Reference to non-tolerance of racism, sexism and other forms of discrimination
- Where discriminatory Practice is identified this will be challenged and sanctions applied as reasonable and linked to other policies e.g. Staffing, Anti-bullying or Anti-racist

This policy was reviewed February 2016 and will be reviewed in the Spring term of 2019

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Inclusion	3/2/16

Priority Level	
High	X
Medium	
Low	

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes & Suzanne Marriott
Others involved in the assessment (peer review/external challenge): Steering Committee members

<p>What are the aims of the policy or project?</p> <p>we aim to provide an inclusive environment where everyone has access to the best opportunities and highest quality of provision. We constantly seek ways to increase learning and improve levels of attainment for everyone, particularly children who are at risk of under achieving, who are vulnerable to education exclusion, or who have additional needs. We aim to make our school a place where every member of the school community wants to come and where they feel valued and secure; a place where children are excited about learning and are given the opportunities to fulfil their potential.</p>
<p>Who is the intended customer/service user of this project or policy?</p> <p>All staff, children and families</p>
<p>What are the desired outcomes from this project or policy?</p> <p>Fully inclusive practices in all areas of school</p>
<p>List any other key policies, procedures, projects or strategies that this policy/project has implications on:</p> <p>Admissions, Behaviour, PSHE, Attendance,</p>

<p><i>What are the racial, disability and gender equality implications of the policy or project?</i></p> <p>Inclusion for all children of all groups</p>
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<p>Does the policy or project have any significant positive impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	<p>Yes: Teaching styles, curriculum content and activities. Physical accessibility. Reference to non-tolerance of racism, sexism and other forms of discrimination</p>
<p>Does the policy or project have any significant adverse impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	<p>No</p>
<p>Do you have any evidence?</p>	
<p>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</p>	<ul style="list-style-type: none"> • Policy includes section regarding positive action and dealing with discriminatory practice

Action to take : On review to include the above			
If you have indicated there is a negative impact, can it be justified?	NA	YES	NO
If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	N/A	YES	NO
If you have answered YES, please list all the changes that you have made to eliminate this discrimination:			
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)			

<p>Signed (Person completing the form):</p> 	<p>Date: 3/2/16</p>
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