



## **Inclusion Policy Whetley Academy**

### **SCHOOL COMMITMENT**

**Every child has the right to a good education and equal opportunities regardless of their age, ability, gender, race, religion, attainment and social background. We want all children to reach their full potentials by removing any barriers to learning so increasing accessibility to a broad, balanced and relevant curriculum. We celebrate differences and diversity, and actively seek to challenge all forms of discrimination.**

**All children, adults and families should feel welcome, safe, secure and happy, and should have an equal chance to benefit from our school community and everything it provides.**

### **OVERALL AIMS**

- To include all pupils in school life.
- To continue to raise staff awareness of inclusion via ongoing staff development.
- To maximise the learning potential of all pupils and raise attainment for all.
- To promote the personal, social, moral, spiritual and cultural development of all pupils.
- To celebrate the progress and achievements that all members of the community make.
- To develop inclusive practices throughout our school community by promoting equality of access and opportunity for all.
- To ensure that resources are matched to need.
- To work together with all partners in the education of the child.
- To seek to continuously monitor and evaluate the success of policy and practice.
- To ensure all children and adults in the school community are treated respectfully.

We are aware that specific groups of pupils are more likely to underachieve and/or suffer discriminatory practice than others within our society. These groups include:

- *Girls and boys*

- Ethnic minority groups
  - EU Migrant worker children
  - Asylum Seekers and Refugees
  - Travellers
  - NTE and EAL children
  - Pupils with disabilities
  - SEN pupils
  - Gifted and Talented children
  - Looked After Children
  - Children with medical needs
  - Children in need
  - Children with a Child Protection Plan
  - Children with short term difficulties at home
  - Children from a poor socio-economic background
  - Children with attendance and/or punctuality difficulties
  - Any children who are at risk of disaffection and exclusion
- The needs of these pupils are met through planning/provision maps/personal plans that:
- Set suitable learning challenges
  - Respond to pupils diverse learning needs
  - Overcome potential barriers to learning and assess individuals and groups of pupils.

As for all pupils, the progress of vulnerable individuals/groups are monitored on a regular basis.

### **Safeguarding and Child Protection - see separate policies**

#### **EQUAL OPPORTUNITIES**

**We aim to provide equal opportunities for all our pupils, families and staff. We will provide an environment free from social, sexual or cultural prejudice for all members of our school community. Whetley Academy strive to achieve an environment in which members of the school community can enrich the life of the school.**

#### **Gender Equality**

**Whetley Academy is committed to ensuring equal treatment of all its employees, pupils, families and anyone involved in the school community, regardless of gender. We will ensure that neither males nor females are treated less favourably in any procedures, practices or aspects of service delivery.**

**This school will not tolerate harassment of anyone based on their Gender.**

### **What do we understand by "gender"?**

Sex and gender are terms often used interchangeably. Sex more properly refers to biological differences of male and female; gender refers to society's construction of a system that identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identities.

#### **Aims**

- We seek to promote gender equality in all aspects including the curriculum, resources, teaching and learning, policy development, school ethos, partnership with parents, carers and the community.
- We aim to promote gender equality and eliminate sex discrimination in our role as an employer including recruitment, retention and promotion, training and career advancement, equal pay, challenging sexual harassment and homophobia.

### **Race Equality**

**We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs. We endeavour to make the school a welcoming place for all ethnic and national groups represented in our community. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.**

#### **Aims**

- We seek to promote race equality in all aspects including the curriculum, resources, teaching and learning, policy development, school ethos, partnership with parents, carers and the community.
- We aim to promote race equality in our role as an employer including recruitment, retention and promotion, training and career advancement and equal pay.

### **Disability Equality**

**Whetley Academy is committed to ensuring equal treatment of all its employees, pupils, families and members of the school community with any form of mental or physical disability and will ensure that disabled people are not treated less favourably in any procedures and practices.**

### **What do we understand by "disability?"**

Disability is a physical impairment, mental impairment or long term medical need which has a substantial adverse effect on a person's ability to carry out normal day to day activities. This could include pupils with Special Educational Needs.

(In accordance with DDA 1995 and DAA 2005)

#### **Aims**

- We seek to promote equality of opportunity between disabled persons and

- other persons.
- We aim to eliminate harassment of disabled persons that is related to their disabilities.
- We will promote positive attitudes towards disabled persons.
- We encourage participation by disabled persons in school life.
- We will take account of disabled person's disabilities including making physical adaptations to the school environment.

### **Access Plan**

**Whetley Academy is committed to ensuring equal treatment of all its employees, pupils, families and anyone involved in the school community, regardless of physical ability. This school will not tolerate harassment or prejudice of anyone based on their physical abilities. At least half termly, the Senior Leadership team and the EAB will assess the school site for accessibility and make any necessary alterations to ensure fair access for everybody. However alterations may need to be made on an ongoing basis depending on the needs and changes in the school population.**

### **Aims**

- To ensure all areas and facilities are accessible to all including hearing impaired, visually impaired, people with walking aids, wheelchair and pushchair users.
- To ensure fire escape routes are suitable for all.
- To ensure Personal Emergency Evacuation Plans (PEEPS) are in place for all pupils and employees with disabilities.
- To ensure there are disabled person's parking bays with access to reception.
- To ensure signage around school is clear and in a good state.
- To ensure resources are accessible to all employees, parents, carers and pupils.
- To ensure lighting is effective in all areas.

## **ANTI-BULLYING**

**Bullying is a deliberately hurtful verbal or physical behaviour where it is difficult for those being bullied to defend themselves. This could include emotional, racial, sexual, homophobia and Cyber bullying. It is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Whetley Academy. Only when all issues of bullying are addressed will children and families be able to fully benefit from the opportunities available at school.**

### **Aims**

- To educate children, families, staff and governors about what bullying is and
- to report any incidences of bullying to a member of the Senior Leadership Team.
- To deal with incidents of bullying immediately and effectively.
- In more serious cases a member of the Senior Leadership Team will interview all concerned and record the incident.
- External agencies including the Police will be consulted as appropriate.
- As appropriate parents/carers will be kept fully informed about incidents of

- bullying that involve their children.
- An appropriate support package will be put in place for children who need it, if they are being bullied or are bullying.
- We seek to promote anti-bullying in all aspects including the curriculum, resources, teaching and learning, policy development, school ethos, partnership with parents, carers and the community.

## **BEHAVIOUR AND PUPIL DISCIPLINE**

**A Positive Behaviour Management Strategy is embedded in school which is based on a robust reward system. All pupils have equal opportunities to earn these rewards for excellent and/or most improved work/attitudes to learning/social skills/attendance/teamwork/community work etc. The school also has a range of appropriate sanctions in place to tackle poor behaviour. The school has a Nurture Team that is led by the Pastoral leader. The Pastoral Leader is responsible for co-ordinating the investigation of any significant/more serious incidents to ensure they have been dealt with fairly and appropriately at all times. The children are expected to monitor and take responsibility for their own actions and also peer mentor other pupils in school. This has been established through adopting the Restorative Approaches model in school. The school has 6 behaviour expectations that all members of the school community are expected to achieve at all times. Classes also have their own tailored Learning Agreements which underpins outstanding behaviour and attitudes.**

### **Aims**

- To achieve outstanding behaviour in school through consistent and positive behaviour management.
- To deal with all aspects of behaviour management fairly.
- To treat everyone in the school community with respect and dignity.
- To learn and work in a safe and caring environment.
- To protect all members of the school community from harm, violence, assault and acts of verbal abuse.
- To prevent serious breaches of school discipline and deal with them effectively if they arise.

## **WHOLE SCHOOL BEHAVIOUR EXPECTATIONS**

**If we respect ourselves, our school and all the people in it we will:-**

- A. Use friendly language**
- B. Handle emotions positively**
- C. Choose safe behaviour**
- D. Be in the right place at the right time**
- E. Do our best and be ready to learn**
- F. Co-operate with other people**

## **CARE AND CONTROL (inc. Use of Force)**

Positive relationships between staff and pupils are the foundation on which good order and discipline are based within Whetley Academy. The purpose of the policy is to clarify the situation for all teaching, support staff, admin staff and lunchtime staff working with children, to inform them what is acceptable in relation to the use of physical intervention to manage challenging behaviour and to prevent any misunderstanding of their intentions. Support Services will have their own policies for care and control of pupils. When working within school it is the Senior Leadership Team's responsibility to ensure that colleagues from Support Services are aware of school policy and practice.

There are situations where it is necessary to physically assist a pupil in the course of their academic work including:

- A teacher assisting a pupil who is doing a difficult manoeuvre in PE.
- An adult administering First Aid.
- A teacher involved in outdoor education who needs to assist a pupil in a strange environment.
- Picking up a small child who has fallen and hurt themselves.
- Praising or comforting a child in distress.

In relation to inappropriate behaviour, we distract, cajole, persuade and negotiate with young people as well as reminding them of rules, privileges, rewards and sanctions.

There may be circumstances however, where verbal de-escalation alone is not enough to deal with the risks that present themselves and physical steps need to be taken.

This policy has been written in accordance with Section 550A of The Education Act 1996: The Use of Force to Control or Restrain Pupils, EFES Guidance document LEA/264/2003: Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties and the joint DFES/DOH Guidance document July 2002: Guidance for Restrictive Physical Interventions.

Every effort will be made to ensure that all staff in Whetley Academy:

1. clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where physical intervention is necessary
2. are provided with appropriate up to date training to deal with incidents safely and effectively.

### **Aims**

- To treat everyone in the school community with respect and dignity.
- To learn and work in a safe and caring environment.
- To protect all members of the school community from harm, violence, assault and acts of verbal abuse.
- To prevent serious breaches of school discipline and deal with them effectively if they arise.

## **Duty of Care**

Under Common Law and written into The children Act of 1989, all staff working within the school have a 'Duty of Care' to the children. They act in 'loco parentis' and as such, may face a situation where physical intervention is the only option left available to them, in order to ensure safety. They would be expected to act 'as the responsible parent in the context of the school' and failure to do this, either by taking no action or by using unreasonable force, could leave them in neglect of their duty of care.

As endorsed in the school's Behaviour Policy, staff consistently use positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively, quickly and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken only when another responsible adult is present to support, observe and call for further assistance from a member of Senior Leadership Team.

1. Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern)
2. Further verbal reprimand stating:
  - that this is the second request for compliance
  - an explanation of why observed behaviour is unacceptable
  - an explanation of what will happen if the unacceptable behaviour continues
3. Warning of intention to intervene physically and that this will cease when the pupil complies.
4. Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

## **Definitions of Intervention**

- Physical intervention (Positive handling) - the use of any physical handling technique that has the child's compliance e.g. 'shepherding'.
- Restrictive physical intervention (Restraint) - the positive application of force with the intention of overpowering the child.

Incidents of restrictive physical intervention are recorded, monitored and evaluated.

## **When Force may be Used and by whom**

It is the policy of the school that only in exceptional circumstances may physical restraint be used by an adult working within the school, and that our policy in this regard be made known to staff, EAB, parents and pupils and that clear contingencies are known to all.

There is no legal definition of 'reasonable force'. It will always depend upon the circumstances of each individual case.

The Principal of Whetley Academy has authorised all Teachers, Support Staff, Admin Staff and Lunchtime Supervisors to use force in accordance with this policy.

**THE USE OF ANY DEGREE OF FORCE IS UNLAWFUL IF THE PARTICULAR CIRCUMSTANCES DO NOT WARRANT THE USE OF PHYSICAL FORCE.**

The degree of force employed must be in proportion to the circumstances of the incident and must be the minimum needed to achieve the desired result.

Section 550A of the Education Act 1996 'The Use of Force to Control or Restrain Pupils' states:

A member of the staff of a school may use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following;

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Compromising the good order or discipline of the school following unsuccessful use of school behaviour policy.

This policy allows for the physical restraint of pupils in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the minimum force absolutely necessary for the minimum amount of time.

Examples of situations where the guidance could apply;

- When a pupil attacks a member of staff
- When a pupil attacks another pupil
- When a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism
- When a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects (for example on the sports field)
- When a pupil at risk absconds from class or tries to leave the school.
- When a pupil persistently refuses to obey an order to leave a classroom
- When a pupil is seriously disrupting a lesson.

### **Types of Force**

When circumstances justify, staff **AS A LAST RESORT**, may:-

- Physically interpose between pupils
- Block a pupil's path
- Hold a pupil in a controlled manner
- Use escorting techniques in a controlled manner
- In extreme circumstances, use more restrictive holds.

If possible, the use of restraint needs a second adult present to assist with and/or witness the incident. Staff must be aware of recommendations in 10/98, and not hold pupils in such a way that they may be injured or prevented from breathing. Pupils must not be slapped, kicked or punched, held face down to the ground, have limbs twisted, be pulled by the ears or tripped.

Staff are expected to continue to use all available verbal and non-verbal support and de-escalation strategies, including Restorative Approaches, to defuse difficult situations. Duty of care expects staff to

take responsible action; failure to do so, in certain circumstances could be construed as neglect.

### **Individual Care Plans**

Where a pupil is recognised as likely to behave in ways which may require physical restraint then a Risk Assessment will be completed and an individual Care and

Control Plan will be prepared on the action to be taken when it becomes necessary.

This plan will be drawn up by the Inclusion Leader and shared with all pertinent staff at the school. The plan will also be made available and discussed with parents/guardians.

The Senior Leadership Team will decide whether circumstances are such that the Police should be called and this will be included in individual Care and Control Plans.

### **Recording and Report of Incidents**

If physical force is used on a pupil the Senior Leadership Team must be notified at once. The name of the pupil will then be recorded along with the time, circumstances, witnesses, details of any injury sustained and the pupil's responses. Where very possible the parents will be notified before the pupil gets home and be given the opportunity to discuss the incident.

### **Monitoring Incidents**

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert management to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis by the Senior Leadership Team and the results used to inform planning to meet individual pupil and school needs.

### **Action after an incident**

The Senior Leadership Team will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Behaviour Programme
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure in the case of violence or assault against a member of staff.

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

### **Complaints**

In the event of a complaint, the normal procedures of the school will be used. It is possible that a dispute over the use of force by a member of staff could lead to an investigation, either under disciplinary procedures or by the Police and Social Services. DFEE Circular 10/95: Protecting Children from Abuse gives specific guidelines about this and about procedures for dealing with allegations against teachers.

## **SEN**

**We aim for all children, regardless of ability, to achieve their full potentials as a learner.**

**Staff work hard to meet pupils' needs by providing quality first teaching and learning for all. There are times when a child needs are not fully met by quality**

first teaching and they need more focussed support in order to make good progress. They may then need to be identified as a child with Special Educational Need and placed on the school's Inclusion register.

### Aims

- To meet the needs of all pupils regardless of age, ability, gender, race, religion, attainment and social background.
- To enable all pupils to participate effectively in the curriculum and extra-curricular activities.
- To work effectively with other agencies to ensure the best possible provision for all pupils.
- To narrow the gap so that vulnerable children who are underperforming are able to reach national expectations.
- To keep staff up to date with National initiatives through relevant training.

### Procedures for indentifying children with SEN

When a child, for whatever reason, fails to make progress in line with their peers their teacher will identify them as a cause for concern and monitor them very carefully for a period of time. They will consult with the Inclusion Leader but at this stage they are not officially a child with Inclusion Leader. However, they will still be recorded on the Inclusion Register as a Cause for Concern. At this point a 'catch up' intervention may be introduced to accelerate their rate of progress.

When a child still fails to make sufficient progress despite being closely monitored, they will be identified as a child with School Action needs. Again they will recorded on the Inclusion Register and an intervention programme will be introduced to accelerate their rate of progress. Outside agencies such as the Educational Psychologist or Learning Difficulties Team may be consulted at this point to give additional support.

The child's progress will continue to be monitored and reviewed closely at the regular pupil progress meetings.

When a child falls significantly behind their peers they will be identified as a child with School Action Plus needs.

Again they will recorded on the Inclusion Register and an intervention programme will be developed to accelerate their rate of progress. Outside agencies such as the Educational Psychologist or Learning Difficulties Team will be consulted at this point to give additional support.

School Action and School Action Plus children may be identified due to medical or physical needs.

In certain cases children will be put forward for Statutory Assessment in order to gain a Statement of Special Educational Needs. This takes place for children with very severe and/or complex learning difficulties or for children with serious medical

or physical difficulties. These children usually need at least 15 hours one to one support.

### **Parents**

As for all children, parents with children who have SEN are kept well informed about their children's progress in school. They are encouraged to talk to their child's teacher and/or our Inclusion Leader on a regular basis.

### **VULNERABLE GROUPS OF CHILDREN**

There are several groups of children that are particularly vulnerable in school. These include SEN, G & T, Roma children, Looked After children etc. Personal Education Plans will be initiated as and when necessary for individuals. In the case of LAC the social worker will initiate a PEP within 20 days of joining school or of entering care. The present Inclusion Leader and Head of School have received EPEP training.

### **COLLECTIVE WORSHIP**

Families have the right to remove their children from faith worship times. Children who do not attend weekly worship are supervised elsewhere in school during this time.

The school holds weekly Muslim worship sessions for KS1 and 2 children and weekly Christian worship sessions for KS1 and 2 children. The Muslim worship sessions are led by a teacher from the Interfaith Centre. The Christian worship sessions are led by teachers in school.

### **MONITORING AND RECORDING**

Incidents of discrimination and severe behaviour including exclusions are recorded. The policy is reviewed on an annual basis by the Senior Leadership Team and the EAB.

Dated: Autumn 2017

Review Date: Autumn 2018