



A POLICY FOR SOCIAL INCLUSION

The Marches School and Technology College's ethos includes valuing others and this means respecting other people; valuing other people's differences; taking care of other people; valuing our community.

Principles

This policy should be read alongside

- DFES Circular 10/99 Social Inclusion: Pupil Support and the SEN and Disability Act 2001
- School policies on
 - Equal Opportunities
 - Admissions
 - Behaviour Management
 - Child Protection
 - Special Educational Needs
 - Anti-Bullying
 - Attendance

The Marches School and Technology College is seeking to achieve the expectation that it is "educationally inclusive" in relation to the needs of those pupils at risk of social exclusion.

The focus of social inclusion is on raising attainment for those pupils 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 vulnerable children, including:

- Minority ethnic and faith groups
- Children in care/looked after
- Pregnant school girls and teenage mothers
- Young carers
- Children who abuse drugs and other substances
- Children with mental health needs
- Victims of abuse and domestic violence
- Those with disabilities, physical, sensory or mental impairment, this will include those with learning difficulties or a diagnosed condition that may relate to behaviour issues such as ADHD or ASD.

The school is committed to the following principles:

1. No adult or pupil, individual or group will be discriminated against on the basis of their gender, sexual orientation, colour, race, religion, nationality, ethnic, national origins, educational ability, disability or marital status. Any form of abuse or harassment which prejudices this principle should be reported to the Pastoral Leader and recorded in the log kept by the Headteacher's PA.

2. The School will seek to meet the needs of all its pupils, including those who may be missing out, difficult to engage or feeling in some way apart from what the school seeks to provide.
3. The school will carry out its duty towards disabled children by ensuring that they are not treated less favourably, without justification, than non-disabled pupils. Staff planning all school trips will check accessibility before making arrangements. Specific exam arrangements to assist disabled pupils will be put in place. An Access Plan will be in place to audit and schedule the improvement of facilities.
4. Early intervention, especially the identification of pupils at risk of disaffection and proactive planning to meet their needs is essential.
5. 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. The school has high academic and behavioural expectations of all pupils in all subjects. Ensuring social inclusion is the responsibility of every member of staff, teaching and non-teaching.
6. 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 DfES, OFSTED and the Governors' guidelines.

Admissions

The school operates its admissions procedures in accordance with the policy laid down by the Governors, in line with the LEA Admissions Policy.

Attendance

Pupils are expected to attend the school full-time, on time, unless the reason for their absence is unavoidable. Maximising attendance at the school is a priority and creative solutions to problems will be used wherever possible, including support services and educational alternatives in KS4.

Behaviour

The school sets high standards of behaviour for its pupils and is working towards being 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 interdependent society. Where pupils infringe these standards, the school will seek to respond in a way which sees the behaviour as unacceptable but still recognises the needs of the individual who carries it out. Pupils having difficulty with their behaviour will be offered individual support using a number of strategies. Sanctions will be applied fairly and exclusion used only as a last resort.

Strategies

The school is seeking to promote social inclusion through the National Curriculum by teachers setting suitable learning objectives, responding to pupils' diverse needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

In addition the following strategies and support are available and will be used where appropriate:

- The pastoral system
- Pastoral Learning Mentor
- Anti-bullying ethos
- The Learning Development Centre
- Use of IEP (Individual Education Plan) and PSP (Pastoral Support Plan) where appropriate
- Systematic follow-up for lates and non-attendance

- Referral to the Education Welfare Officer (EWO)
- Alternative curriculum at KS4, including Walford and North Shropshire College, extended work experience
- Part-time counsellor
- Full-time youth worker
- Homework Club
- Connexions
- Citizenship Curriculum
- Working with external support services including those for pupils with behavioural difficulties: Educational Psychologist, School Nurse, Social Services and CAMHS
- Staff training
- Transition policy
- Target setting
- Progress checks
- KS3 initiative
- Peer mentoring (Buddys)
- Code of Conduct
- Pastoral Leader and Leadership Group walkabouts
- Role of the Form Teacher
- Support from EAZ
- TIC TAC
- Monitoring, mentoring and counselling

A pupil can be referred for support by any member of staff contacting the Pastoral Leaders or Deputy Head, behaviour management. Parental concern can be raised via the Pastoral Leaders or Leadership Group.

JG/HCB
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