

Bridlington School

INCLUSION POLICY

Other related policies: SEN; Teaching and Learning; Curriculum; Physical Restraint; Anti-bullying; Equal Opportunities; Attendance; Safeguarding; School Uniform.

PRINCIPLES

Bridlington School recognises that, whilst all students are of equal value, not all students are of equal ability or have equality of opportunity in terms of experiences which impact on their academic, social and emotional development. All students are individuals with their own strengths and development areas, their own interests and preferences in terms of learning styles. The school is committed to providing the best possible learning experience for every student, tailored to their individual needs. We support the entitlement of all students to a broad, balanced and inclusive curriculum and the need for teaching and learning that is accessible to all. We also recognise that many students, for a diverse range of reasons, will require additional support in order to make progress academically, socially and emotionally.

As in all school policy, effective inclusive practice is most effectively established and maintained by working in partnership between school and home. Students and parents/carers are therefore regularly consulted about our Inclusion policy and strategies and kept informed of any changes. The expectations of the school with regard to behaviour and responsibilities are clearly communicated to parents/carers and students in the school prospectus, on the website and discussed at prospective parents evenings and meetings.

A CLIMATE CONDUCIVE TO LEARNING

Outstanding behaviour is essential to outstanding and inclusive teaching and learning. The task of promoting and maintaining outstanding behaviour and inclusion is the responsibility all staff in the school who are entitled to expect the support of parents/carers. The Governing Body and the Headteacher are responsible for establishing an ethos and a framework within which outstanding behaviour can be maintained so that successful teaching and learning can take place. To this end the school's inclusion policy is based on the Positive Discipline approach.

What is Positive Discipline (PD)?

PD is a whole-school approach to behaviour management. It is based on the principle that human behaviour can be changed by both:

a) positive incentives – things that make us feel good (people wanting to be our friends/praise/recognition/tangible and non-tangible rewards)

AND

b) negative incentives – things that we want to avoid because they make us feel bad (falling out with people/being told off/punishments).

Effective behaviour managers:

- use BOTH positive and negative incentives effectively;
- use positive incentives MORE than negative incentives;
- build positive relationships with children;
- control negative behaviour in the short-term and long-term;
- change the negative behaviour into positive behaviour.

Our PD approach provides:

- A clear set of rules – see Appendix 1.
- A clear and consistent rewards policy (positive incentives) – see Appendix 2.
- A clear and consistent sanctions policy (negative incentives) – see Appendix 3.

Effective implementation of the PD approach ensures an appropriate balance between the use of positive and negative incentives and results in an outstanding climate for learning in which all students can thrive academically and socially.

Guidance for Staff for Effective and Inclusive Teaching and Learning:

- Ensure the level of work is matched to the ability of all individuals in a class;
- Ensure that learning experiences are varied and provide opportunities for students to learn in different ways;
- Set realistic, but challenging targets for individuals. Involve students in reviewing progress towards their targets regularly;
- Insist on a seating plan;
- Implement the Rules (see Appendix 1), Rewards policy (see Appendix 2) and Sanctions policy (see Appendix 3) consistently to provide students with clear guidelines of acceptable behaviour, reward positive behaviour and sanction negative behaviour.
- Explain and recap the rules regularly;
- Be firm, but fair – you are in charge;
- In addition to stamps in planners, give positive written comments in exercise/work books as well as diagnostic advice to improve the quality of work;
- Telephone/write to parents to tell them about good work/effort/attitude as well as informing them of negative issues.

Strategies for teachers when students misbehave:

- Mean what you say. Don't make threats you cannot carry out;
- When issuing a warning or sanction, always explain why the student's behaviour is unacceptable;
- Refer to the Rules (Appendix 1) – where did they go wrong?
- Where possible, avoid confrontation when settling students to work – try a quiet "word in the ear"/a clearly directed look/physical presence first;
- If the whole/majority of the class is unsettled, send them all out, line them up in silence and start the lesson again;

- Seek advice/support from HoD if problems persist.
- Contact parents/carers to share concerns and seek their support.

Intervention to support the development of social, emotional and behavioural skills:

Pastoral Support Plans

Students who display persistently challenging behaviour could be at risk of permanent exclusion. In these cases, the school will work with the student, parents/carers and, if appropriate, external support agencies to develop a PSP which:

- includes reasonable, achievable and agreed targets;
- demonstrates support to help the student achieve the targets;
- sets a reasonable time span to allow the student to work towards the targets;
- is reviewed appropriately.

School Alternative Learning Programmes:

The school provides alternative learning programmes for the small minority of students for whom the mainstream curriculum is not appropriate. This may include off-site learning opportunities. Any teaching and learning delivered by other educational providers is subject to the same quality assurance procedures as teaching and learning delivered in school.

Advice and Support from External Agencies:

Students with significant emotional and behavioural difficulties are referred to the Educational Psychologist and/or CAHMS for advice and support for the student, parents/carers and school staff.

Local Authority (LA) Alternative Learning Programmes:

Students in KS4 who do not respond to Wave 2 Intervention strategies may be placed on a LA Alternative Learning Programmes. These are co-ordinated by the LA. If the placement is successful the student is removed from the school roll and monitored by the LA. East Riding College is the main provider.

Managed Moves:

Students at risk of permanent exclusion may be provided with the opportunity for a fresh start at another school for a 12 week initial period (supported and managed by the schools and LA). After this initial period the placement is reviewed and a decision is taken as to whether the student transfers permanently to the new school or returns to BSSC.

PRU Placements:

Students with significant emotional and behavioural difficulties may be referred for placements at the PRU for periods of approximately 12 weeks. These are usually

on a part time basis with the student maintaining contact with BSSC. The Deputy for Inclusion liaises regularly with PRU staff.

Fixed-term Exclusion:

It will always be a case of professional judgement, based on the knowledge of the student, which decides at which point a student's conduct becomes seriously detrimental to others.

The Headteacher and the Governing Body must demonstrate, before excluding a student, that:

- all other alternatives have been exhausted : it is a last resort;
- and/or
- to keep the student at the school will be seriously detrimental to the safety or education of others.

Permanent Exclusion:

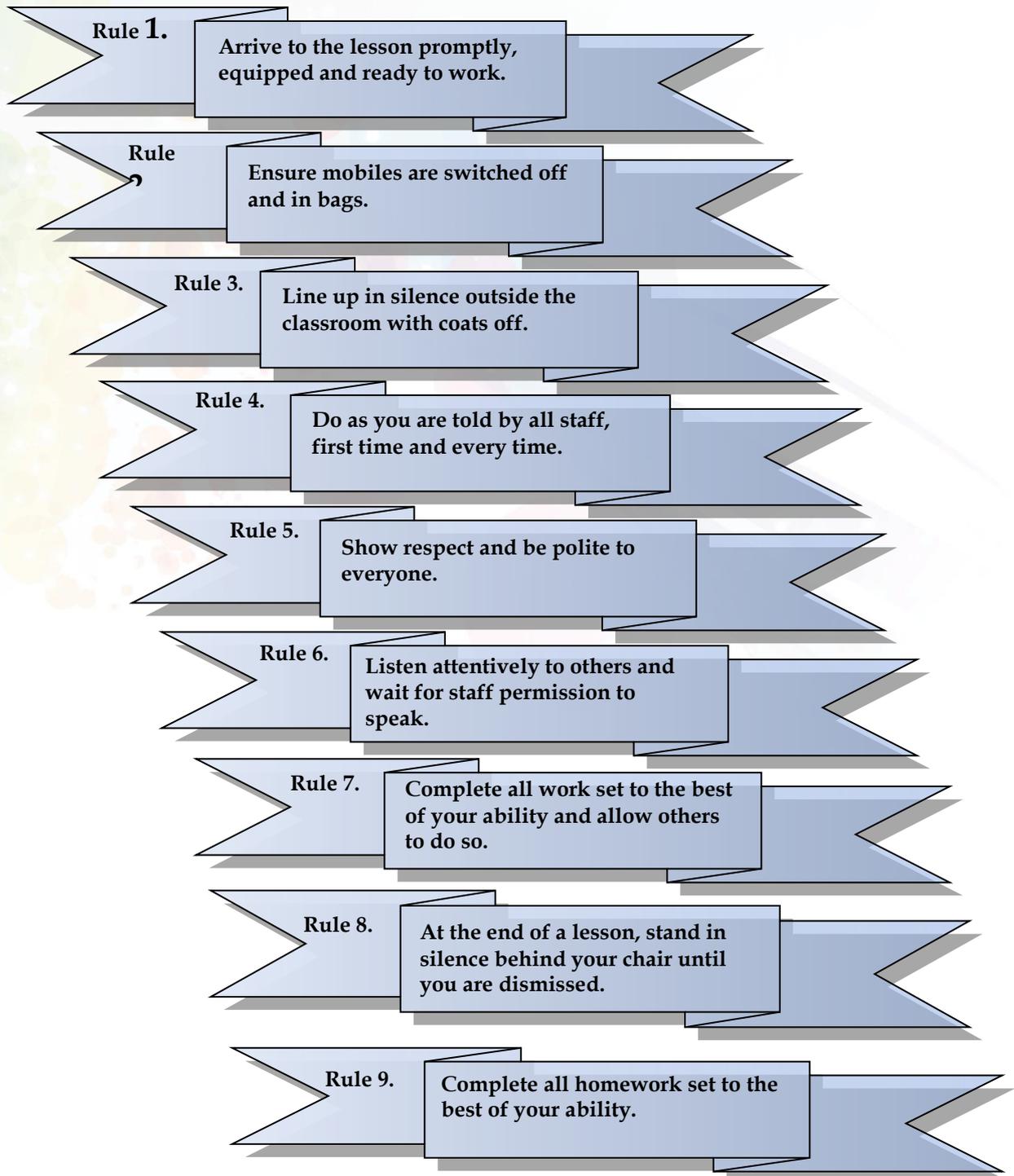
If, having fulfilled the above criteria, a student shows no real improvement, the failure of the PSP may be seen as grounds for seeking a permanent exclusion.

Permanent exclusion will also be considered in cases where a student's behaviour is seriously detrimental to the safety of staff and/or other students.

Signed:..... (Chair of Governors) **Date:** .../.../...

Appendix 1:

Positive Discipline: Classroom Rules

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- Rule 1.** Arrive to the lesson promptly, equipped and ready to work.
 - Rule 2.** Ensure mobiles are switched off and in bags.
 - Rule 3.** Line up in silence outside the classroom with coats off.
 - Rule 4.** Do as you are told by all staff, first time and every time.
 - Rule 5.** Show respect and be polite to everyone.
 - Rule 6.** Listen attentively to others and wait for staff permission to speak.
 - Rule 7.** Complete all work set to the best of your ability and allow others to do so.
 - Rule 8.** At the end of a lesson, stand in silence behind your chair until you are dismissed.
 - Rule 9.** Complete all homework set to the best of your ability.

Positive Discipline: Around School Rules

Rule 1.

Be polite and show respect for others at all times.

Rule 2.

Do as you are told by all staff, first time and every time.

Rule 3.

Speak appropriately and politely to everyone at all times.

Rule 4.

Wear your school uniform correctly at all times.

Rule 5.

Eat and drink only in the canteen or outside the school buildings. Put all litter in the litter bins.

Rule 6.

Ensure mobiles are switched off and in bags inside buildings

Rule 7.

Walk sensibly around the school, keeping left at all times.

Rule 8.

Arrive for a.m. school between 8.15 and 8.25 a.m. and for p.m. school by 1.25p.m

Rule 9.

Leave school site by 3.00pm unless you have staff permission to stay later.

Appendix 2 Positive Discipline: Rewards

CELEBRATION OF ACHIEVEMENT EVENING

Star Student Awards presented top 5 students with most credits in each Year Group
Megastar Award presented to the student with the most credits in the school.



LETTERS OF COMMENDATION

600 Credits = DH Letter of Commendation plus Vivos.
650 Credits = HT Letter of Commendation plus Vivos.
550 Credits = HoU/L School Letter of Commendation plus Vivos.
500 Credits = HoY Letter of Commendation plus Vivos.
450 Credits = PM Letter of Commendation plus Vivos.
400 Credits = FT Letter of Commendation plus Vivos.



ACHIEVEMENT CERTIFICATES

350 Credits = Double Diamond Certificate plus Vivos awarded by HT.
300 Credits = Diamond Certificate plus Vivos awarded by SLT.
250 Credits = Double Platinum Certificate plus Vivos awarded by SLT.
200 Credits = Platinum Certificate plus Vivos awarded by HoY.
150 Credits = Gold Certificate plus Vivos awarded by HoY.
100 Credits = Silver Certificate plus Vivos awarded in Tutor Time.
50 Credits = Bronze Certificate plus Vivos awarded in Tutor Time.



CREDITS

3 Stamps = 1 Credit
Clean Slate (no written warnings) per week = 1 Credit .
100% Attendance per week = 1 Credit.



STAMPS

Teachers and TAs use stamps in planners to reward excellent contribution in class:

- Good contribution/work = 1 stamp.
- Very good contribution/work = 2 stamps.
- Outstanding contribution work = 3 stamps.

All staff use stamps in planners to reward positive behaviour including:

- Making a positive contribution to school life.
- Showing care and concern for other people/the environment.
- Doing the right thing.
- Presenting a positive image of school in the community.

Positive Discipline: Other Rewards

FULFILLING POTENTIAL

Students who attend well, work to the best of their ability, participate fully and treat YOUR others with respect will fulfil their potential academically, socially and emotionally.

This is the best reward you can receive!

CELEBRATION OF ACHIEVEMENT EVENING

Subjects Awards plus Vivos presented for outstanding achievement/ contribution in each subject.

Pastoral Awards plus Vivos presented for outstanding contribution to the Year Group.

Attendance awards plus Vivos presented for 100% Attendance for the year.

CLEAN SLATE REWARD TRIP

Free Annual Awards Trip for every student with a clean slate for the whole year. N.B. Students who have not been in IE will also be invited but will be required to pay.

CAKE AND TEA WITH SLT

FTs nominate 1 star student per tutor group per week to spend PD Time with DH to discuss their achievement.

HoYs nominate 2 megastar students per year group to spend PD Time with the HT to discuss their achievement.

PRAISE POSTCARDS

Awarded half-termly by departments to hardest working and/or highest achieving students. Postcards posted home.

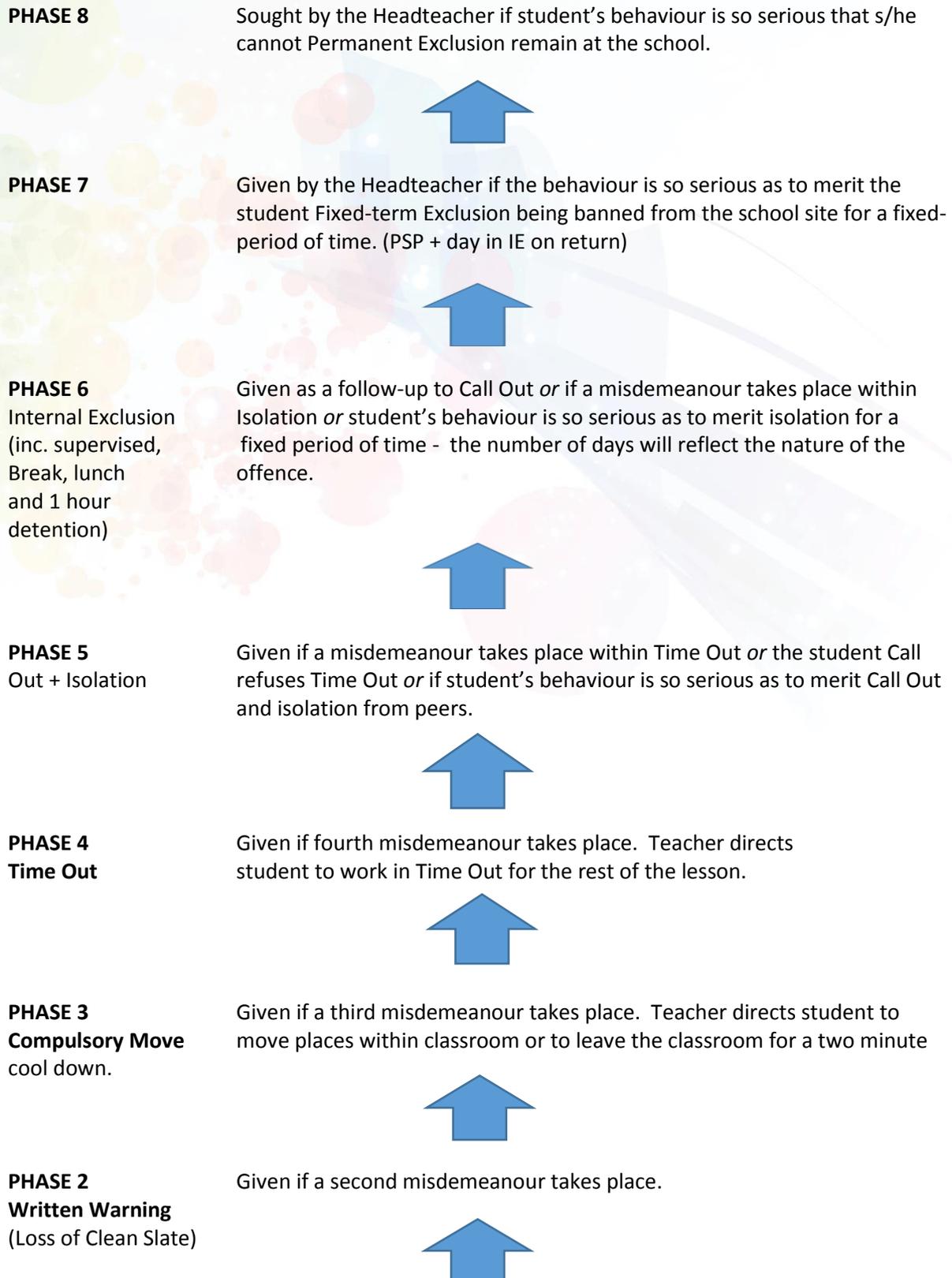
ATTENDANCE CERTIFICATES

Presented in assembly for 100% attendance per half-term.

PRAISE

Staff praise students for good effort, achievement, attendance, punctuality and behaviour in lessons, tutor time and around school.

Appendix 3 CLASSROOM SANCTIONS



PHASE 1 Given directly after first misdemeanour.

Verbal Warning

Around School Sanctions

PHASE 7 Sought by the Headteacher if student's behaviour is so serious that s/he cannot remain at the school.
Permanent Exclusion



PHASE 6 Given by the Headteacher if the behaviour is so serious as to merit the student being banned from the school site for a fixed-period of time. (PSP + day in IE on return)
Fixed-term Exclusion



PHASE 5 Given as a follow-up to Call Out *or* if a misdemeanour takes place within Isolation *or* student's behaviour is so serious as to merit isolation for a (inc. fixed period of time - the number of days will reflect the nature of the offence).
Internal Exclusion (+ supervised break Lunch and 1 hour Detention)



PHASE 4 Given if student fails to respond to written warning *or* is behaving in an 'extreme' or 'dangerous' way *or* refuses/is unable to hand over planner.
Call Out + Isolation



PHASE 3 Given if student fails to respond to written warning.
Detention
(1 hour after school)



PHASE 2 Given if student fails to respond to verbal warning.
Written Warning
(Loss of Clean Slate)



PHASE 1 Given directly after first misdemeanour.

Verbal Warning

Fast-Track Sanctions

Behaviour which will result in fast-tracking straight to Detention:

- Forgetting planner for second time in academic year
- Full box of written warnings in a half-term
- 3 Lates in a half-term
- Truancy including from Tutor Time – first offence
- Fighting - if equal blame on both sides
- Bullying/abuse of other students – first offence
- Smoking – first offence in a half-term

Behaviour which will result in fast-tracking straight to Call Out and Isolation and/or a day in Internal Exclusion:

- Forgetting planner for third time in academic year
- Refusing to hand over planner
- 3 full boxes of written warnings in a half-term
- 6 lates in a half-term
- Persistent truancy
- Verbal abuse of staff
- Persistent bullying/abuse of other students
- Possessing and circulating inappropriate images of other students
- Fighting - if instigator
- Being in possession of a weapon
- Smoking – second offence in a half-term
- Being under the influence of illegal substances
- Being in possession of an illegal substance
- Deliberate damage to property - school's/other people's

Behaviour which will result in fast-tracking straight to Fixed-term Exclusion pending consideration of Permanent Exclusion:

- Bringing a weapon onto site and threatening another student/staff member with it
- Physical assault on a member of staff
- Serious physical assault on another student
- Bringing illegal substances onto school site with the intent to sell them