



# POLICY FOR INCLUSION Greenpark Academy

(INCORPORATING BEHAVIOUR, ANTI-BULLYING, DISCRIMINATION & HARASSEMENT)



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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 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 school 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.

## **SUPPORTING AND DEVELOPING AN INCLUSIVE LEARNING ENVIRONMENT**

**Class Dojo** ([www.classdojo.com](http://www.classdojo.com))

Everyone plays an important role in creating a positive school community. Class Dojo enables leaders and teachers to create a safe place for learning, encourages children and engages parents by:

- Bringing school values to life.
- Encouraging school values inside and outside of classrooms.
- Recording feedback to pupils and developing communication with parents.
- Teachers can encourage pupils by awarding points for any skill or value — whether it's working hard, being kind, helping others or making good choices.
- Pupils can showcase and share their learning by adding photos and videos to their own portfolios.
- Parents are engaged by the sharing of photos and videos of classroom moments.

## **DEVELOPMENT OF KEY SKILLS**

As part of the PATHS programme, each class develops their own set of Class Rules; a set of standards the children agree are necessary for them to be happy, feel safe and to learn in class. The following steps are

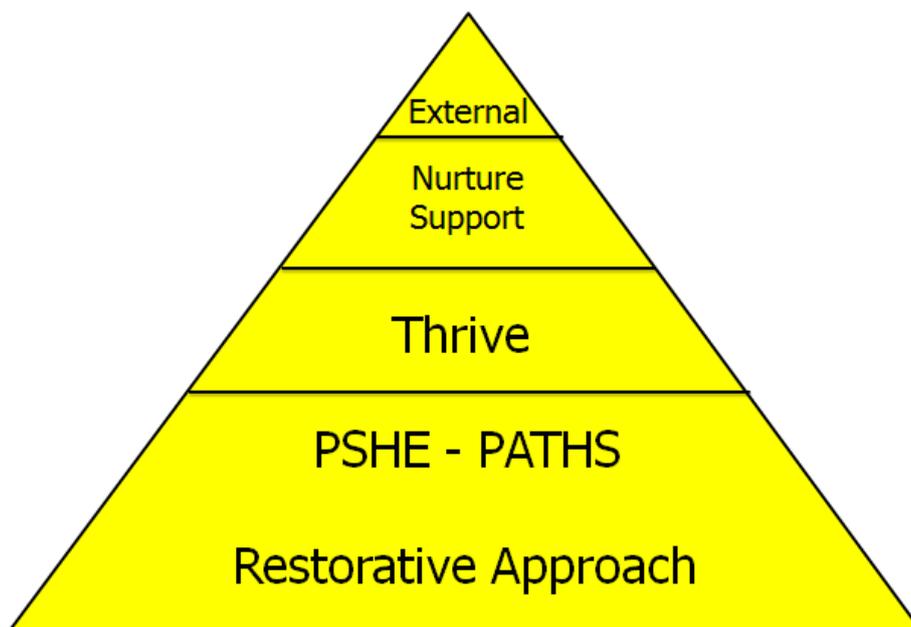
taken if a child demonstrates negative behaviour by not following adult instruction, disrupts the learning of themselves and others or behaves in a dangerous way:

1. Verbal reminder (x2)
2. 5 minute reflection time in the classroom calm down area
3. Time out in own classroom
4. 5 minutes reflection time with the class teacher or TA during break/lunch
5. Time out in another classroom\*
6. Support of a staff member from the Pastoral team or SLT (who may call parents in to talk to the child)

These actions are recorded by the class teacher or TA on the class weekly behaviour record sheet. The class teacher or TA is responsible for discussing negative behaviour with parents at the end of the day, either in person or by telephone. This is also recorded on the behaviour sheet and CPOMS. The information from the sheet is collated weekly to identify triggers and patterns and to plan support and intervention where necessary.

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.

Provision is as follows:



We use the Restorative Approach (Appendix 2) to build a sense of community and to repair harm. The PATHS programme (Appendix ) assists us in creating an environment that enables children to develop better self-control, self-esteem and emotional awareness, basic problem solving skills, social skills and friendships. As

part of this, all children participate in a daily complements circle. For those children who have difficulties in regulating their behaviours, we use one to one and/or small group Thrive sessions (Appendix 6).

## **PARENTS**

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 as a Trust, we are committed to ensuring that there is regular communication between school and home. Successes will be celebrated and shared with parents regularly. At Greenpark Academy, this is done 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 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.

### HIGH RISK MANAGEMENT PLAN

There are occasions in school when children and/or their parents struggle with their emotions and quickly accelerate their behaviour. This plan will be applied for behaviour as follows:

- Disruptive behaviour where there is one or more child (inside the classroom, in the shared areas and outside).
- Children climbing on/damaging furniture and property.
- Adults (parents/family members) behaving in an aggressive, threatening or violent manner.

The following strategy will be used: -

Step	Action to take
1	A member of the SLT will take the lead. In the absence of this team, a teacher will take the lead. Other available staff will support.
2	Supporting staff will be directed to do the following (as required): - <ul style="list-style-type: none"> <li>• Deflect onlookers – take them to their classroom/outside/another area.</li> <li>• Provide a presence (stairwells, doors and open areas) to minimize impact to other children and learning.</li> <li>• Monitor safety by observing from a distance.</li> <li>• Use a calm voice to discourage the child/adult from causing damage to themselves, others or property.</li> <li>• In the event of more than one child/adult getting together – if possible, the group will be divided into small groups to de-escalate.</li> <li>• Containment strategies – access to zones will be managed to minimize the impact on other children and learning (hall, corridor areas, and doors near the toilets).</li> <li>• Use of the de-escalation script - use the child's name; I can see something's wrong/happened; I'm here to help; Talk and I'll listen; Come with me and.....(note, this is less successful where there is a group of children – in this situation it is better not to speak as this inflames the situation)</li> <li>• If the situation does not calm down, parents/police will be contacted and a fixed term exclusion given</li> </ul>

3	<p>If a child is behaving in a dangerous way in the classroom (throwing tables and chairs) the following strategies will be used: -</p> <ul style="list-style-type: none"><li>• De-escalation script (calm, quiet voice essential)</li><li>• If the child refuses to leave the room, the other children will be moved by the adult in the classroom to another room.</li><li>• An adult will remain with the child and either encouraged to help re-sort the classroom or will monitor safety from a distance. If the child leaves the room they will be monitored from a distance and the strategies in 1-3 above will be used.</li></ul>
4	<p>Meetings with potentially volatile parents must take place in the meeting room (near the main entrance) with more than one member of staff present.</p>

APPROVED

## BULLYING, DISCRIMINATION AND HARRASSEMENT

We do not tolerate bullying, discrimination or harassment (both in and out of school) based on a pupil's gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability. This includes pupil –pupil bullying and adult/teacher-pupil bullying or vice versa.

Term	Our definition	Types
<b>Bullying</b>	Bullying is the consistent and sustained, physical or emotional action taken by one or more children with the deliberate intention of hurting others.	<ul style="list-style-type: none"> <li>• name calling, put-downs</li> <li>• pulling faces, making rude gestures</li> <li>• threatening or '<i>ganging up</i>' on people,</li> <li>• hitting, kicking, pushing etc.</li> <li>• stealing, hiding or damaging someone's work or belongings</li> <li>• deliberately excluding someone by not talking to them or by not letting them join in</li> <li>• influencing others within a group to deliberately exclude others</li> <li>• spreading rumours or gossip about others</li> <li>• sending inappropriate messages e.g. texts, e-mail, notes, graffiti, images</li> <li>• teasing others about their appearance or medical condition.</li> </ul>
<b>Discrimination</b>	Discrimination is any behaviour relating to gender, race, religion, skin colour, language, culture, social circumstances, appearance, sexuality, ability or disability taken by one or more children with the deliberate intention of hurting others.	<ul style="list-style-type: none"> <li>• making nasty and degrading comments about a person's skin colour, culture, race/place of birth, gender, ability/disability, sexuality or culture</li> <li>• telling offensive jokes about a particular country, culture, ability group or gender</li> <li>• deliberately excluding someone because of their differences.</li> </ul>
<b>Harassment</b>	Harassment is any continuing behaviour that is unwelcome and makes you feel uncomfortable, upset, hurt, scared or embarrassed. It may come from an individual or a group, either adults or pupils. Harassment is not only against our school rules; it is also against the law.	<ul style="list-style-type: none"> <li>• Harassment is any continuing behaviour that is unwelcome and makes you feel uncomfortable, upset, hurt, scared or embarrassed – see bullying above.</li> <li>• deliberately touching or brushing against someone without their permission</li> <li>• whistling, gesturing or making comments about a person's body</li> <li>• telling offensive jokes</li> <li>• showing or communicating pictures or writing that the other finds offensive</li> <li>• staring and ogling</li> <li>• spreading rumours or making offensive remarks about sexuality.</li> </ul>

## INCIDENT RESPONSE

If an incident happens we use the following strategies: -

Strategy	Things that take place	When?
<b>Prevention</b>	<ul style="list-style-type: none"> <li>• Restorative Approaches – circles (see Appendix 2).</li> <li>• Direct teaching through assemblies and PATHS lessons.</li> <li>• Visitors to talk about bullying, discrimination and harassment (Police).</li> <li>• Inclusion policy</li> <li>• Exposure to positive images and examples through PATHS, assemblies and staff role models.</li> <li>• 1-1 tier 1 and 2 mental health work - THRIVE (see Appendix 3) or referral to external services</li> </ul>	These strategies take place as part of daily school life.
<b>Intervention</b>	<ul style="list-style-type: none"> <li>• Circles and conferences with the child harmed and the perpetrator (as appropriate).</li> <li>• Support and intervention for children who have been bullied</li> <li>• Meetings with parents or care givers about the situation.</li> <li>• Clear contractors with perpetrators established to set out expectations and consequences (fixed term/permanent exclusions)</li> <li>• Teaching children to be better bystanders</li> <li>• Staff training to ensuring that all staff know how to address bullying, discrimination and harassment effectively and respectfully.</li> <li>• 1-1 sessions, 1-1 tier 1 and 2 mental health work (THRIVE or referral to external services)</li> </ul>	Following reports/knowledge of bullying/discrimination/harassment.
<b>Post-intervention</b>	<ul style="list-style-type: none"> <li>• Close monitoring of situations between the children to ensure that their safety and well-being are maintained</li> <li>• Talking with parents or caregivers about short and long term strategies</li> <li>• Reviewing and evaluating behaviour codes and policies</li> <li>• Teaching children about violence prevention, conflict resolution, anger management and problem solving.</li> <li>• 1-1 sessions</li> <li>• Thrive</li> <li>• Involvement of external agencies</li> </ul>	Following resolution of an incident.

## REPORTING INCIDENTS

- Children are encouraged to report bullying, discrimination and harassment to their class teacher or any other member of staff.
- The staff member to whom it has been reported must take it seriously.
- The child must always be asked whether they wish to have it revealed that they have made a report. In all cases reported the child is given the following options: -

1. Counselling/advice on how to deal with the matter themselves,
2. Facilitating a circle (with an adult) so that the child and the perpetrator can talk out the issue with clear expectations of future behaviour.

- At St Edmund's Academy, incidents are logged via CPOMs.
- If a child is repeatedly involved in harming other children, the Headteacher will meet with parents and the perpetrator to talk through barriers, expectations and sanctions.
- Teachers regularly discuss any concerns they have regarding a child's behaviour with colleagues and the Senior Leadership Team. Children with particular difficulties may have a pastoral support plan. This enables staff to deal with incidents of bullying, discrimination, harassment and behaviour management in a targeted way.
- Where behaviour is not modified, the senior leadership team will contact external support agencies (e.g. the Inclusion Team at the Local Authority, School Nurse Service, EMHP, Partner Community Focus Team)

## **ROLES AND RESPONSIBILITIES**

### **All staff** (including Teaching staff, non-teaching staff, MSA's, Admin staff, volunteers)

- Are expected to engage fully in our PATHS, Norfolk Steps and restorative approaches.
- Are required to set a good example and treat others with respect.
- Are aware of our opposition to bullying, discrimination and harassment, and we make clear each person's responsibilities with regard to the eradication of it in our academy.
- Are committed to teach children how to solve problems.
- Keep up to date records in line with this policy.
- To provide opportunities in their classrooms for: - community and trust building; active listening; creative conflict management; emotional education; developing empathy, understanding and tolerance towards diversity.

### **Senior Leadership Team – Chief Executive Headteacher and Academy Headteachers'**

- To implement this policy and to ensure that all staff (both teaching and non-teaching) are aware of the policy and know how to deal with incidents. The Headteachers' will report to the Chief Executive Headteacher about the effectiveness of this policy annually.
- To ensure that all children know that bullying, discrimination and harassment are wrong, and that it is unacceptable behaviour.
- To ensure that all staff receives sufficient training to be equipped to deal with carrying out circles to resolve incidents of bullying, discrimination and harassment.
- To set the school climate of mutual support and praise for success.
- To report racial incidents to external agencies as required.

### **Directors**

- To support the SLT in all attempts to eliminate bullying, discrimination and harassment.
- To reinforce that any incidents that do occur are taken very seriously and dealt with appropriately.
- To monitor the number of incidents that occur, the accuracy of records and regularly reviews the effectiveness of this policy.
- To respond within ten days to any request from a parent to investigate incidents of bullying, discrimination and harassment. In all cases, the Chief Executive Headteacher will be asked to conduct an investigation into the case and to report back to a representative of the Directors.

## **The role of parents**

- To contact their child's class teacher immediately if they are concerned that their child might be being bullied, subject to discrimination or harassment, or who suspect that their child may be the perpetrator of these.
- To support the Academy's Policy for Inclusion (including anti-bullying, discrimination and harassment) and to actively encourage their child to be a positive member of the Academy.
- To be involved in circles and conferences when invited and to behave in a way that sets a good example to children when on the Academy premises.

## **MONITORING AND REVIEW**

- This policy is monitored on a day-to-day basis by the SLT who keep a log of incidents.
- The effectiveness of this policy is reported to the Chief Executive Headteacher on an annual basis. The report included frequency of incidents particularly with regard to gender, age, disability and ethnic background of all children involved.

## 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 two to three weekly activity sessions that take place throughout the school 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 two to three 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 Approaches Rationale

At St Edmund's 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 class mates, 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 St Edmund's 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.

As a school we have adopted the use of Restorative Practices. Through this approach, we endeavour to: -

- Improve the emotional and social skills of staff and young people
- Develop a sense of community and belonging
- 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 each morning in every class. The purpose of the circle is to greet and establish how children are feeling.
- The greeting element gives children a sense of community, they are welcomed into their classroom and they build up a vocabulary for greeting others.
- Children share how they are feeling; this enables teachers to gauge the well-being of the learners in the class and support children as required. Concerns that arise re safeguarding are logged and referred to the Inclusion Team. Support partners are chosen for children who need additional support throughout the day.
- 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)

- Restorative conferences take place when there has been an incident in class or on the playground (Y1-6) that cannot be resolved by a circle. These are facilitated by an independent member of staff (or child) who was not involved in the incident. All staff are required to use the 'Restorative Questions' when facilitating a conference:

<p>Restorative Questions 1 – To respond to challenging behaviour</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking about at the time?</li> <li>• What have your thoughts been since?</li> <li>• Who was affected by what you did?</li> <li>• In what way have they been affected?</li> <li>• <b>What do you think needs to happen to make things right?</b></li> </ul>	<p>Restorative Questions 2 – To help those harmed by others' actions</p> <ul style="list-style-type: none"> <li>• What do you think when you realised what had happened?</li> <li>• What have your thoughts been since?</li> <li>• How has this affected you and others?</li> <li>• What has been the hardest thing for you?</li> <li>• <b>What do you think needs to happen to make things right?</b></li> </ul>
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A resolution is expected to take place as a result of the conference. 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 Inclusion Team.

Restorative Practices is about encouraging children to be accountable for their actions and to take responsibility for repairing the harm caused.

### 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"><li>• feel good about themselves</li><li>• know that they matter</li><li>• become more resilient and resourceful</li><li>• have a positive place in society</li><li>• form trusting, rewarding relationships</li></ul>	<ul style="list-style-type: none"><li>• be creative</li><li>• be compassionate and empathetic</li><li>• be thoughtful and self-aware</li><li>• be productive</li><li>• be able to overcome difficulties and setback</li></ul>
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## Appendix 4

### Addendum to Policy for Inclusion (incorporating behavior, anti-bullying, discrimination and harassment) – Returning to school June 2020 (Covid-19)

#### Expectations of children

- The rewards and sanctions of the Inclusion Policy still apply. Use of Class Dojo to support and develop inclusive learning. The 6 point steps system for negative behavior.
- Children should stay at a social distance as much as possible (adults in school with remind children regularly).
- Children should not play games that involve physical contact with others (tag, etc).
- Children will enter school separately and calmly.
- Children will wash their hands on entering the building and throughout the day at regular intervals.
- If children purposely cough or spit on others, parents will be called and the child will be sent home.
- Children must follow any signs that are in place around school.
- Children should bring their own named water bottle and only use this.
- Children should avoid touching their mouth, nose, eyes and face and follow the 'catch it, kill it, bin it' advice.

#### Expectations of parents/carers

- Only one parent/carer should bring their child to school.
- If there is no alternative for siblings other than to accompany the parent to school, they **must** stay with the parent at all times.
- Follow social distancing at all times (markings outside school).
- Arrive **on time** to drop off and pick up to avoid congestion.
- To drop off and pick up at the designated place.
- Parents/carers must not enter the school building.
- Ensure school has at least 2 up to date contact numbers.
- If called to collect a child with symptoms, collect ASAP.
- If a child is not following the behavior expectations, despite reminders, parents will be called to collect their child.