**Bentley New Village Inclusion Practice Policy**

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: kirsten mckechnie

2020 2022

**Inclusion Practice Policy**

|  |  |
| --- | --- |
| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT & Governors** | **Abigail Smith, Rachel Emery** |
| **DATE: November 2020** |
| **SIGNED:** A.Smith, R.Emery | **ROLE: Assistant Head Teacher** |
| **TO BE REVIEWED:** | **SEPTEMBER 2022** |

**OUR SCHOOL VISION**

Together we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school in which we will focus on excellent progress within traditional core subjects whilst providing a rich and exciting curriculum.

We believe that our school should equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

All pupils will have the opportunity to take part in a wide range of physical and sporting activity, as part of the curriculum, as an extra-curricular activity and in competition with other schools. Through sport we will promote a love of physical activity, the spirit of fair play and the ability to be a team-player, a coach and a mentor.

We will encourage the development of individual flair, creativity, talent and personality and will always embrace differences and uniqueness. Our school will value a good sense of humour and celebrate the fun that can be had in learning and within our school.

**OUR SCHOOL VALUES**

Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity

**OUR SCHOOL AIMS**

* To raise the aspirations and life-expectations of each individual within our school so everyone strives for **personal excellence** in everything they do
* To provide outstanding learning and teaching which enables all pupils, regardless of gender, race, background or ability, to excel
* To help pupils and staff build on their strengths and overcome their weaknesses through development, mentoring and support
* To help pupils develop respect for others so that they can form tolerant and caring relationships and be sympathetic to the needs of other people, whoever they may be
* To provide pupils with a variety of experiences and the support they need to be healthy and active, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being
* To use the skills, knowledge, experience and talents of all staff to personalise the learning for each pupil
* To develop a culture of team work that promotes continuous improvement and the highest standards of achievement and conduct
* To be committed to providing a high quality program of professional development and training.

Our mission statement, **“What Challenges us, Changes us”**

**RATIONALE**

Learning happens best when children feel confident, safe and are able to enjoy their learning experience. To ensure this happens we strive to provide immersive and differentiated learning environments with a clear expectation of how behavior impacts on learning and memory. We use a range of strategies and approaches to support this, making our teaching diverse and inclusive to our pupils’ individual needs. As a school, we offer an expertise in how children grow and develop and the role this plays on their behavior in school. As such, we adopt a research-based, nurturing approach to the social, emotional and mental health development of our pupils so that they become empowered to make daily decisions about their behaviour and social interaction independently. We strive to teach to all pupils of Bentley New Village how to become the best version of themselves.

PURPOSE

The Inclusion Practice Policy aims to provide clear directions to staff as to how Bentley New Village supports and differentiates learning to suit all learners’ needs. Children will respond positively through knowing that all our staff work towards creating an environment which:

* Enables all learners to achieve their potential through good inclusive practice
* Supports all learners in their individual needs to achieve and succeed
* Employs a consistent approach to inclusive practice

**THE IMPORTANCE OF RECOGNISING THE ROLE OF SOCIAL, EMOTIONAL AND MENTAL/BRAIN HEALTH DEVELOPMENT**

****

Our school works hard at developing its understanding of the research-led information of the influences that effect children’s behaviour. We adopt a Thrive© led approach which means we offer a bespoke approach to helping pupils with their social and emotional development. Thrive teaches us to understand the impact that our early experiences have had on our brain development and how this affects our behaviour. Thrive improves all children’s emotional wellbeing and social skills and for our more vulnerable children, whose earlier experiences have not equipped them with a sufficient stress regulation system, it enables them to feel safe, to concentrate, to be curious or to work collaboratively. It helps them to develop a way to regulate their emotion, putting language to feelings and to communicate them rather than reacting solely on feelings.

In Thrive terms, we are teaching our children to:

Feel Stop Think Choose Behave

For children who have had ‘good enough’ life experiences where adults have helped them to regulate their emotions in different situations, this model shows what most children are able to do.

For those children who have had a trickier life experience, this is what they tend to do:

Feel Behave

As a Thrive school, it is our job to help them ‘catch’ the feeling, to understand it and to help them regulate it and deal with it in a safe way so that their emotional learning develops to reflect the first model.

Science shows us that it takes **500 times** to change a pathway in our brain – changing our emotional development takes time and commitment.

We teach our pupils the brain science behind their feelings and their body’s responses so that they are more able to understand the reasons behind their behaviour and how we can work together to change it.

**A THRIVE APPROACH TO SUPPORTING BEHAVIOUR**

As the adult, it is key that we remain regulated (have our own emotions in check) so that we can provide emotional support and stability to our pupils. If, as the supporting adult, you do not feel that you are regulated enough to manage a pupil in need then you must ask for additional support.

When a pupil is finding things tricky, is dysregulated or in need of emotional support we, as adults, use four keys steps to help them regulate themselves (calm themselves) and which contribute positively to their development. They are known as the Vital Relational Functions (VRFs) and it is this approach that we use.

When a pupil starts to communicate that they are finding it tricky, we **do** VRF – we notice, we do **not** distract or ignore as they are communicating that they need our help.

VRFs

* Attunement
* Validation
* Containment
* Soothing / Regulating
* **Attunement –** Be alert as to how the child is feeling. Name the emotion that you see. ‘I can see that…’ ‘I’m wondering if…’ ‘I’m noticing that…’
* **Validate –** Validate their experience / feeling. ‘It’s ok to feel sad when….’
* **Containment –** Be understanding of their feelings, match them. At times containment may be physical restrain where the child needs that containment to feel safe or to help them regulate their body, or to keep themselves and others safe.
* **Soothing / Regulation –** Model how to soothe and calm their bodies

Once the child is calm, we can ‘shine the light’ on their behaviour and model what we could do differently next time we feel this way.

Even though we work hard to understand the behaviour, we still let the child know ‘when that behaviour is not ok.’ We explain why their behaviour isn’t ok and what we are going to do to support them in changing those behaviours. It is essential to recognise that the supporting adult(s) should remain with the pupil until the pupil is regulated and able to use their thinking brain and manage themselves without high-levels of adult supervision and support.

Please refer to our Managing Emotions and Behaviour Policy.

THE THRIVE BASE

The Thrive Base strives:

* to deliver a bespoke approach, underpinned by neurodevelopmental research and attachment theory, to helping pupils with their social and emotional development
* To support pupils to regulate and manage their emotions through creative, play based activities
* to teach pupils about brain development and how this relates to managing emotions
* for specially trained Thrive Practitioners to support pupils’ emotional development on a 1:1 basis to enable them to access mainstream learning
* to identify when a pupil may need specialised provision and to work collaboratively with outer agencies

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEN)

The SENCo at Bentley New Village is responsible in ensuring that the teaching and learning of pupils with Special Educational Needs is of high quality and is inclusive in its practise. Our school has a rigorous system of tracking and accountability to ensure that pupils with SEN make expected progress and that their progress is supported with all the necessary support and funding. The SENCo works closely with external agencies to ensure that pupils in our care are provided for. Please refer to Bentley New Village’s Special Educational Needs Policy for further information.

INITIAL CONCERN RECORD (ICR)

All staff members are responsible for identifying early signs of the need for additional support. An Initial Concern Record is to be used by staff members who have a concern about a pupil’s educational development and feel that the pupil may benefit from an initial assessment by the SENCO. Staff members fill in an ICR and pass it onto the SENCo who will follow up the concern.

INTIMATE CARE PLANS (ICP)

We understand at Bentley New Village that pupils develop at different paces and that pupils with needs may need support toileting. The school follows the Local Authority’s guidance in its procedures and protects itself through a school-parental agreement for pupils who need such support. Please refer to Bentley New Village Intimate Care Plan Policy.

REDUCED TIMETABLES

As a supportive intervention and to help prevent exclusion, the school may choose to reduce the timetable of a pupil. The school will only consider this option in extreme circumstances where the pupil consistently poses a high risk to themselves or others if they were to remain on a full timetable, as part of a reintegration into school following a period of absence or due to medical reasons. Please refer to Bentley New Village’s Reduced Timetable Policy for further information.

POSITIVE HANDLING

Staff at Bentley New Village are trained to look after pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others and it is only in these extreme circumstances that positive handling would be used. If a member of staff ever needs to intervene physically they will follow the school’s Positive Handling Policy and will complete a Serious Incident Form which is passed to the Inclusion Lead or Inclusion Manager. The incident is logged on CPOMS and parents are informed. Our most vulnerable pupils have a Behaviour Support and Positive Handling Plan in place which is agreed by school and parents/ carers. Please refer to Bentley New Village’s Positive Handling Policy.

CPOMS

All staff members are responsible for reporting all incidents onto CPOMs. Entries are to be factual and concise.

SAFEGUARDING

As part of our duty of care, all staff members are responsible for reporting any concerns that they have to a DSL using the Safeguarding form. The DSL will then take appropriate action and record the incident on CPOMs. We ensure that all staff receive regular up to date safeguarding training and are current with any changes to policies and practices. The Inclusion Lead and Inclusion Manager will attend Child Protection, Case conferences & Core Group, CIN and TAF meetings and report any relevant information to the class teacher whilst keeping the original documents securely filed. Our practise is informed by KCSIE 2020, Working Together to Safeguard Children 2018 and safeguarding guidance from the LA. Please refer to the school’s Safeguarding Policy.

FILES & DOCUMENTATION

Each class will have three types of folders to ensure that:

* the school fully safeguards all pupils in our care
* staff members are active & responsible in safeguarding pupils in their care
* staff members are informed and are vigilant to monitor for warning signs so that no pupil falls between the gaps in our care
* evidence of the pupil’s school journey is documented if support from external agencies is required

Each class will have;

* Individual SEN files (orange) if a pupil has a SEN Support Plan (SSP). Thrive plans, Behaviour Support & Positive Handling Plans and behavioural documentation are also filed in the pupil’s SEN file
* Safeguarding file containing:
* Safeguarding Process Flow chart
* Safeguarding Non Negotiables
* Safeguarding Form
* Body Map
* Whole class Behaviour file containing;
* Managing Emotions and Behaviour Policy
* PEEP
* Serious Incident forms (if positive handling was required)
* Information on the Thrive approach and neurological development