**Bentley New Village Inclusion Practice Policy**

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: kirsten mckechnie

2017 2019

**Inclusion Practice Policy**

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| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT & Governors** | **Abigail Smith, Rachel Emery** |
| **DATE: February 2019** |
| **SIGNED:** A,Smith, R.Emery | **ROLE: Assistant Head Teacher, SENCO** |
| **TO BE REVIEWED:** | **SEPTEMBER 2019** |

**We believe that:**

**At Bentley New Village Primary School we have high expectations of all our children and staff members. We strive to teach and model to all: good manners, respect,**

**co-operation and a positive attitude.**

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 behaviour. 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 a 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. 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 learner’s 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

THRIVE

We are a Thrive school and as such we offer a bespoke approach to helping pupils with their social and emotional development. Thrive teaches us to understand the impact that our 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 stress regulation system that enables them to feel safe, concentrate, to be curious or to work collaboratively. It helps them to develop a way to regulate their emotion, putting language to feelings, 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 take **500 times** to change a pathway in our brain – changing our emotional development takes time and commitment.

A THRIVE APPROACH TO TRICKY 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.

When a pupil is ‘having a tricky time’ 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.

VRFs

* Attunement
* Validation
* Containment
* Soothing / Regulating

THE THRIVE BASE

The Thrive Base strives:

* to deliver a bespoke Thrive programme to vulnerable pupils to support their Social and Emotional development through personalised targets and regular re-screenings
* to teach pupils about Brain science and how this relates to behaviour
* for specially trained Thrive Practitioners to support pupils’ emotional development 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 (SEND)

The SENCo at Bentley New Village is in charge of 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 SEND 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 they feel the pupil may benefit from the attention of the SENCo for an initial assessment. Staff members fill in an ICR and pass onto the SENCo who will follow up the concern. Please refer to Bentley New Village Initial Concern Record.

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 support toileting. Please refer to Bentley New Village Intimate Care Plan Policy.

AWARDS AND REWARDS POLICY

At Bentley New Village we have high expectations of behaviour from both pupils and adults. Whilst focusing on the positive behaviour displayed by our pupils, the school also has rigorous systems in place for challenging behaviour as the safety and well-being of our pupils and staff members is foremost. As the school is situated in a deprived area and challenging behaviour is a primary focus of the school, with SEMH being a primary need, we are committed to the Thrive Approach. Please refer to Bentley New Village’s Award and Rewards Policy.

REDUCED TIMETABLES

As a supportive behaviour intervention and to help prevent exclusion, the school may choose to reduce the timetable of a pupil identified behaviourally as high risk. 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. 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 Manager. The incident is also logged on CPOMS. 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 any behavioural 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 the appropriate action, taking necessary action and recording 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 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. 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 SEND files (orange) if a pupil has a SEND 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;
* Awards & Rewards Policy
* Positive Handling Policy
* Reduced Timetable Policy
* Behaviour Incident Forms
* Serious Incident forms (if positive handling was required)
* Pupil’s incidents filed under the pupil’s name

ALL DOCUMENTATION REFERRED TO CAN BE FOUND ON BENTLEY NEW VILLAGE’S TEACHER SHARED AREA UNDER INCLUSION 2017