



Kingdown School

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# **SOCIAL INCLUSION STUDENT SUPPORT POLICY**

Adopted by <b>JULY 2008</b>
Last amended October 2011
For review 3 years

## **RATIONALE**

To include all our pupils in the education process by combating disaffection and disengagement early and effectively.

### **The policy is based around the following principles**

- Kingdown seeks to **promote the full participation** of all its pupils in the education process.
- We believe that it is far better to find some positive behaviour to **reward and encourage** than punish negative behaviour.
- **Regular and full attendance** at school is an essential feature of a successful and fulfilled school career.
- It is essential that all our pupils are given every opportunity to **learn and develop in a caring, safe and supportive environment**.
- All pupils should feel that it is their school and that they are valued and important stakeholders in it.
- We believe in a **strong and clear code of behaviour** consistently and fairly administered.
- **Positive and supportive working relationships** between staff, pupils and parents are essential in and out of school.
- A broad and **balanced curriculum**, relevant and appropriate to the needs of the pupils is important to develop the pupil and prepare him/her for an adult life.
- We will seek to develop good and constructive involvement with relevant **support agencies in the local area**.

## **The principles**

Kingdown School serves the community of Warminster. It has a comprehensive intake of pupils which includes children with a very wide range of abilities, beliefs and backgrounds. Kingdown seeks to **promote the full participation** of all its pupils in the education process.

“Catching them doing something good” has been an ethos at Kingdown for many years. We believe that it is far better to find some positive behaviour to **reward and encourage** than punish negative behaviour. Targets for improving pupil performance should always attempt to include an element of positive to encourage.

**Regular and full attendance** at school is an essential feature of a successful and fulfilled school career. The first signs of disaffection and disengagement from the educational process are often poor attendance or truancy from lessons. Every effort is therefore made to monitor and record attendance and absence from school and individual lessons and to take early actions to address and remedy the problem.

It is essential that all our pupils are given every opportunity to **learn and develop in a caring, safe and supportive environment**. All pupils should feel that it is their school and that they are valued and important stakeholders in it.

We believe that a **strong and clear code of behaviour** that is well understood and is consistently and fairly administered, that supports all members of the school is an essential part of a successful and inclusive educational process.

Effective Learning in a positive working environment is best achieved where there is a **positive working relationship** between staff, pupils and parents. When and where this relationship breaks down the most important outcome of any action (sanction or support) is that the relationship is mended and that learning can resume as quickly as possible.

A broad and **balanced curriculum**, relevant and appropriate to the needs of the pupils is an extremely important factor in establishing a positive pupil attitude to learning. Modifications to the normal curriculum for a pupil are sometimes made to re-establish a positive attitude to learning.

We believe that the school can only exercise an effective inclusion policy with the **support and involvement of the parents**. We will try to constructively involve the parents in all that we do to help guide and educate our pupils.

Inclusive education can best be achieved when there is a good and constructive involvement with relevant **support agencies in the local area**. Connecting and developing good working relationships with the relevant agencies in Warminster and West Wiltshire will help us provide a better service for our pupils.

### **Behaviour Management and Pupil Support**

Inappropriate behaviour at school is dealt with by a combination of sanctions and support, to punish the action but to help teach and support the pupil to avoid repeating the inappropriate behaviour again. In order to help administer a consistent and fair code of

behaviour, the different levels of sanctions and support have been fully integrated. These are fully described in the “Sanctions and Support” document that is regularly viewed and reviewed at school.

### Types of Sanctions

- **Faculty Sanctions** - each faculty has its own behaviour policy which integrates with the whole school behaviour policy. These include faculty detentions and internal referrals.
- **Referral System** - is designed to remove badly behaved pupils from class quickly and with the minimum of further disruption to the teacher and the other pupils. All referrals are logged in the referral room; parents are automatically informed and are followed up by a meeting with the Head of House the next day.
- **Detentions** - a hierarchy of detentions exist from lunch time faculty detentions to Head of House detention after school. For all after-school detentions parents are informed at least 24hrs in advance.
- **Internal Exclusion** - is an exclusion carried out in the referral room all day. Pupils are isolated from the rest of the school all day apart from a short lunch time (20 mins). Work for lessons is set throughout the day.
- **Fixed Term Exclusions** - All fixed term exclusions are followed up by a formal meeting with the pupil and parent(s). For fixed term exclusions of more than one day, governors usually attend the post-exclusion meeting where plans are agreed to help the pupil reintegrate back into school with less chance of re-offending.
- **Fresh start** - by agreement with the parents, pupils and the Headteacher of another school are temporarily moved to the other school for a period of time no longer than two terms. This is a sanction only used as a last resort before permanent exclusion.
- **Permanent Exclusions** - are used only as the final sanction when the pupil’s behaviour continues to pose a threat to the safety of others or puts him/herself at risk or consistently disrupts the education of others in the school. Extreme one-off events can result in a recommendation of a permanent exclusion but usually this sanction is used only after all other sanctions and support strategies have been tried and failed.

### Support Mechanisms

- **Faculty support.** Each faculty has a range of internal reporting and support systems that are designed to address the needs of pupils showing early signs of disaffection and disengagement from their studies. These are detailed in each faculty’s handbook.
- **Individual Education Plan (IEP)** - Pupils with learning difficulties are identified and their needs are outlined in the IEP. The IEP is circulated to all teachers of that pupil. IEPs are reviewed at least twice a year by the Curriculum Support faculty or by the Head of House.

- **Daily Reports** – There is a hierarchy of reports ranging from tutor report to Headteacher’s report. (Rainbow System) Pupils displaying behaviours that interfere with their own and others learning can be placed on a Report. After each lesson the pupil’s behaviour/attendance is commented upon. The report is checked daily to look for targeted improvements.
- **Pastoral Support Programme (PSP)** - a formal meeting with pupil, teachers, parents and involving external agencies is held to design a PSP to help improve the behaviour/attitude/attendance at school. A designated member of staff is identified to monitor the plan and meet regularly with the pupil throughout the duration of the programme
- **Pupil Support Centre** - A specialised room in the school that admits a small number of pupils at any one time to support and help modify the behaviour of the pupil in school. This facility is primarily for pupils at KS3.
- **Inclusion Centre** – A specialised room in the school that caters for pupils who are at risk of being severely disaffected. An alternative timetable with alternative provision is negotiated with each individual. This can mean going off-site for some days/periods to attend college or extended work-experience or training placements. This facility is for pupils at KS4.
- Intervention via the **Young Persons’ Support Service (YPSS)**. The YPSS provides a range of interventions designed to take place both in school and out of school to help modify behaviour in school and to support the learning of certain behaviourally, socially, emotionally and difficult (BSED) pupils.
- **Mentoring** – Kingdown School has a range of mentoring options. Staff and other adults are formally trained to mentor pupils and they will meet on a one to one basis. Kingdown School also has a comprehensive Peer Mentoring system – where Year 10 and Year 11 boys mentor younger pupils in Year 6 and continuing when they arrive in Year 7.

### Support Services

- **The central role of the tutor** - The tutor is the pupil’s main support in school. The tutor will have first hand knowledge of the pupil’s academic progress as well as having a good understanding of the pastoral needs of the pupil. Parents are encouraged to contact the tutor if they have any concerns about the welfare or pastoral care of their child.
- **Pastoral Support Staff** - The Pastoral System is organised into five Houses each run by a Head of House. There are three Pastoral Support Assistants with specific roles to support the tutors and the Heads of House in maintaining an effective and proactive pastoral support service for the pupils.

- **Curriculum Support** - The Curriculum Support faculty offers a wide range of support for pupils with learning and behavioural difficulties in the school. This specialised support enables pupils to receive extra help in school.
- **Behaviour Consultant** – Pupils can be referred to our behaviour consultant for additional, specialised support.
- **Adult Mentors** - Trained adult mentors come into school on a regular basis to talk to pupils in school to help boost self-esteem and encourage the pupils to take an interest in their own futures. These services are targeted at pupils in KS3 in particular but can extend to others in KS4 when requested.
- **Peer Mentors** - Year 10 boys are trained to mentor younger pupils in Year 6. This support continues when the young pupils arrive at Kingdown in Year 7.
- **Youth Counsellor** - A Youth Counsellor holds interviews in school with pupils to help resolve a wide range of problems that are troubling them. These interviews are completely confidential and are arranged through the school nurse. Referrals can come from staff but can also come directly from the pupils themselves.
- **Induction for new pupils** - Kingdown admits a large number of new pupils at times other than at the start of Y7. Kingdown School recognises that pupils feel very vulnerable as they start a fresh school. Careful support for our new pupils over their first term at Kingdown is monitored by the Pastoral Support staff and their Tutor. All new pupils receive a “settling-in” report 3 weeks after they start which goes home to parents. This is followed by a meeting with a member of the Pastoral Support team.
- **Consultation with Pupils** - Year councils and a school council meet once per term to enable the pupils to have a voice in the school. Pupils are encouraged to voice their opinions on a range of issues in the school through these councils.
- **Rewarding Pupils** - There is a well structured reward system established throughout the school and is linked to Data Collections. Pupils can earn House Points and can be awarded with special ties. Pupil’s achievements are recognised in formal **Reward Assemblies** held twice a year. Parents are invited to attend these occasions.

### **Bullying**

Kingdown School does not tolerate bullies. In a separate Anti-Bullying policy we encourage pupils who are subjected to bullying to **report these incidents to a member of staff immediately**. This message is given to all pupils early in Y7 as the central theme to their first Special Study Day in November, and is followed up in assemblies and PSE lessons. All other years are reminded of the need for all pupils to report any forms of bullying (verbal, psychological and physical) to a member of staff and to not stand by and allow this type of anti-social behaviour to take place in our community.

Any reported incidents of bullying are investigated fully and punishment issued to offenders. Both the bully and the bullied are helped in coming to terms with the situation in order that we can prevent the situation continuing in the future.

### **Provision for Looked After Children**

A register is kept of those pupils who are currently in Foster Care or are in the Care of the Local Authority. It is incumbent on the school to make extra provision for the monitoring of and the provision where deemed necessary for these pupils in school. Kingdown School fully supports the Wiltshire document and handbook "Our Responsibility .....Their Education" which details the regulations and working practices to help include Looked After Children in school. Personal Education Plans (PEP) are written for those Looked After Children who are thought to need this kind of support. This is a plan that is co-ordinated by the Personal Advisor for Looked After Children (LEA).

### **Young Carers**

A register is kept of those pupils known to the school as being Young Carers. The staff are mindful of Young Carers particularly when monitoring attendance, lateness to school and homework. Referrals are made to Wiltshire Young Carers Action Group as appropriate to the young person's wishes.

### **Disabled Access to School and the Curriculum**

Kingdown seeks to become a school with full access for disabled pupils. The new buildings all have access via ramps and a lift. As resources become available and as any new buildings are created or renovated, access for disabled pupils will be a priority. Kingdown has as comprehensive **Disability Equality Scheme and Access Plan** which is reviewed every three years.

### **Attendance Monitoring**

It is the responsibility of the school and the parents to promote regular and punctual attendance at school. Registration at the start and end of each day is a statutory requirement. The monitoring of each pupils attendance is carried out by the Tutor and supported by pastoral support staff, Heads of House and the LEA's Educational Welfare Officer attached to the school. Regular procedures for monitoring attendance are followed and concerns of poor attendance are discussed with parents.

### **Multi-Agency Working**

Kingdown School has established a very good network of agencies in the local area. We have a Multi-Agency Meeting approximately every month when representatives of Social Services, Educational Welfare, the police, Community Safety Group, Youth Offending Team, Army Families Officer, Young Persons' Support Service, Community Nursing, Lifetime Careers, Youth and Community Service and Kingdown School are invited to the school to discuss community and individual pupil concerns. We aim to develop better and more integrated working practices.