



# Longwood Primary School

## Policy for Social Inclusion

### Principles

The focus of social inclusion is on those pupils who are demonstrating disaffection or failing to participate fully in the school experience through challenging behaviour or poor attendance. The policy may also be relevant to other vulnerable children including:

- Minority ethnic and faith groups
- Travellers
- Asylum seekers and refugees
- Children in public care/looked after
- Pregnant schoolgirls and teenage mothers
- Young carers
- Children who abuse drugs and other substances
- Homeless children
- Children with mental health needs
- Victims of abuse and domestic violence

The school is committed to the following principles, as indicated in the above documents:

- Schools must seek to meet the needs of all their pupils, including those who may be missing out, difficult to engage or feeling in some way apart from what the school seeks to provide.
- Early intervention, especially the identification of pupils at risk of disaffection and proactive planning to meet their needs, is essential.
- Social inclusion is best promoted when the teaching and learning within the school is the highest possible standard in order to enhance the educational experience of every child. Ensuring social inclusion is the responsibility of every member of staff, teaching and non-teaching.
- Children and their parents are entitled to be treated fairly with respect to important educational decisions which affect their lives, especially concerning admission, attendance, exclusion and assessment for any special needs. Procedures will be applied in accordance with DCSF, OFSTED and LA guidance.

### Admissions

The school operates its admission procedures in accordance with the policy laid down by the governors/LA. This policy will not discriminate on grounds of race, religion or ethnic origin. The school will not automatically refuse entry to pupils on the grounds that they have special, social, educational or behavioural needs or because they have a history of disruption. The school is willing to consider offering new opportunities to pupils who may have experienced difficulties previously where it is reasonable to do so. Parents and pupils may be asked to make agreements as to future conduct and attendance but such an agreement will not be used as a condition of entry.



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## Attendance

Pupils are expected to attend the school full-time, on time unless the reason for their absence is unavoidable. Parents are expected to work closely with school staff in resolving any difficulties at an early stage. The school will operate in accordance with the prescribed regulations covering the marking of registers, the granting of leave, the removal of pupils from roll and the authorisation of absence. Maximising attendance at the school is a priority and the school will seek creative solutions to attendance problems wherever possible, recognising any particular needs of individuals or groups. This includes the use of curricular flexibility as appropriate.

## Behaviour

The school sets high standards of behaviour for its pupils and is working towards being a community which values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable. The school aims to prepare pupils for living in a diverse and increasingly inter-dependent society. Where pupils infringe these standards, the school will seek to respond in a way which sees the behaviour as unacceptable but which still recognises the needs of the individual who carries it out. Pupils having difficulty with their behaviour will be offered individual support, for example through a revised timetable, a Pastoral Support Programme, or, where appropriate an Individual Education Plan designed to meet their needs. Sanctions will be applied fairly in accordance with DCSF guidance and exclusion used only as a last resort when no other alternatives are available.

## Strategies

The school is seeking to promote social inclusion in the following specific ways:

- Use of Mentoring
- Use of in-school counsellor
- Use of Personal Educational Plan (PEPs)
- Working with Parents
- Partnership Parent Support Worker
- Teaching parents alongside pupils
- Parent Behaviour Management Workshops

## Targets

The school has set the following targets for measuring its effectiveness in promoting social inclusion:

- Year on year reduction in number of racial incidents and exclusions

The following people are responsible for this policy and its implementation:  
All school staff.

The policy will be monitored annually by the Leadership Team.