



The Priory School

Inclusion Policy

Monitoring	Frame of engagement	Date
Member of Staff Responsible		
Governor Accountability		
Consultation Parameters		
Information		
Date of latest version		
Date for next review (and cycle)		
Uploaded to Website		June 2016

Statement of Intent

Agreed definition of Inclusion

Inclusion, as a concept, is committed to ensuring that all students are included as far as possible into the daily life of the school and the local community. It is a collective, whole school responsibility which values diversity and shows respect for all individuals.

The aims of this policy are to:

- promote equality and entitlement,
- ensure the school meets its legal requirements in relation to SEND guidance, ‘*Keeping children safe in education Statutory guidance for schools and colleges update September 2016*’ and the Equality Act 2010,
- ensure best practice and value for money in service delivery and use of resources,
- set clear guidance for staff and other agencies,
- work towards better outcomes for students through:
 - providing appropriate access to the NC and extra curricular activities,
 - a co-ordinated approach to inclusion,
 - clear lines of communication,
 - early identification of student needs,
 - effective teaching to help overcome potential barriers to learning,
 - a broad, balanced and relevant curriculum which will lead to economic well being,
 - a comprehensive PSHE programme which encourages students to lead healthy, safe lives,
 - effective tracking and monitoring of student progress,
 - providing opportunities for students to make a positive contribution to the school and wider community,
 - appropriate support for individuals identified as having additional needs, using school based resources and input from other agencies,
 - effective transition at each Key Stage,
 - a comprehensive mentoring programme
 - promoting good attendance and behaviour,
 - dealing with bullying issues quickly and effectively
 - encouraging students to feel positive about their learning and themselves to enable them to achieve academically, socially or emotionally.

This Policy should be read in conjunction with the SEN policy, the SEN Information Report, the Access Plan and Equality Duty Statement, the Child Protection Policy and the Behaviour policy.

Identification and Intervention

Criteria for Intervention at Priory:

A student who:

- is on the SEN register
- makes little or no progress academically, socially or emotionally
- continues working at levels significantly below those expected for children of a similar age in certain areas

- presents persistent emotional difficulties
- presents behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the classroom
- has communication and /or interaction difficulties and requires individual intervention in order to access learning,
- is identified through school screening procedures

and / or falls into one of the following categories:

moving between Key Stages or schools,
 excluded from a previous school,
 disaffected,
 behavioural issues,
 young carer,
 poor attendance / punctuality,
 medical issues,
 mental health issues,
 cultural, religious or race issues,
 child protection issues,
 unstable family circumstances - long term or temporary,
 drug user / drug dependant,
 looked after child,
 victim of bullying or involved in bullying,
 English as an additional language,
 Any other relevant protected characteristic under the Equality Act 2010 not included in the above

Students in need of additional support will be identified during Key Stage 2 transition and following this during Academic, HouseTeam and staff referrals to student support and or learning support. Attendance, behaviour and academic records will need to be analysed regularly to identify inclusion issues and individuals needing additional support. Names of individuals causing concern must be documented during House Team and Head of House meetings with SLT.

In some cases a student may ask for support, or concerns may be highlighted as a result of evidence put forward by a practitioner or parent / carer.

Within this document, the heading “barrier to learning” is used since it is recognised that discrimination, whether direct or indirect, and any form of unacceptable behaviour towards a person is likely to interfere with their ability to learn. The term is intended to encompass, however, all aspects of participation in and benefit from all aspects of the school environment.

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Barrier to Learning	Transition Key Stage 2 - Key Stage 3	
Identified By	School Year - Year 6 students	
Action / Procedures	<ul style="list-style-type: none"> • Transition forms sent to feeder schools for completion (March) • Student interviews - individual needs identified (May / June) • Forms / tutors established (June) • Induction Day (July) <p>New Parents - Information Evening (July) Priory School SENCO attends annual review of SEN students in Year 6. Identified students take part in Woodlands transition programme. Parents and children with identified SEN invited into school to visit in addition to usual arrangements</p> <ul style="list-style-type: none"> • Tutor mentoring for students at risk of underachieving / not settling (Autumn Term) • PGL - 3 days (October) <p>Budget planning & staffing - SEN</p> <ul style="list-style-type: none"> • Attending review meetings for Year 6 students with statement - Individual induction programmes arranged as necessary • Planning / TAC meetings held for individuals with complex needs / LAC • Summary form information sheets produced for teaching staff (September) • SEN details / strategies produced for teaching staff (September) • PPI students identified on transfer forms 	Assistant Principal Student Welfare Year 6 teachers <ul style="list-style-type: none"> • Assistant Principal Student Welfare, Heads of House SENCo • Assistant Principal Student Welfare, Senior Leadership Team • Assistant Principal Student Welfare Heads of House, Year 7 Tutor team, Year 11 teachers • Senior Leadership Team, Heads of House, Tutor Team, SENCo, Student Support Officer, Learning mentor/Pupil Premium Champion • Year 7 Tutor Team • Heads of House Senior Leadership Team, SENCo • SENCo • Student Support Officer, LAC co-ordinator • Assistant Principal Student Welfare, Heads of House • SENCo

Desired Outcomes	<ul style="list-style-type: none"> • Happy students • Early identification of additional needs / appropriate intervention • Effective sharing of information to support student progress / reduce stress 	
Barrier to Learning	Transition Key Stage 3 - Key Stage 4	
Identified By	School Year - Year 9 students	
Action / Procedures	<ul style="list-style-type: none"> • Autumn Term - KS4 curriculum established • Budget planning • Progress Review Day - strengths / possible options discussed • Options booklet distributed • Options addressed through Life Programme • Information Evening held • Students needing an alternative curriculum identified and supported with option choices by SENCO, SLT, Subject Teachers and Heads of Houses • Final options established after communication with parents. 	<ul style="list-style-type: none"> • Senior Leadership Team / Governors • Year 9 Tutors • Deputy Principal - Curriculum Year 9 Tutors, Heads of Houses, SENCo • Life Co-ordinators • Deputy Principal - Curriculum, Subject Teachers • Assistant Principal Inclusion • Deputy Principal - Curriculum, Subject Teachers
Desired Outcomes	<ul style="list-style-type: none"> • All stakeholders clear about the options available • High quality advice and support given • Students following a curriculum which meets their needs. 	

Barrier to Learning	Transition Key Stage 4 - Key Stage 5	
Identified By	School Year - Year 11	
Action / Procedures	<ul style="list-style-type: none"> • Advice meetings with Shropshire Youth IAG advisor interviews for students identified as being at risk or requesting an interview. SEN, PPI, attendance problems identified. <p>Pupil premium champion and mentor give support to PPI students e.g. attend college open days LAC co-ordinator supports LAC students with applications</p> <ul style="list-style-type: none"> • Personalised Planning Day - realistic options discussed. Follow up interviews with tutors. • Life Programme - Transition • Completion of personal statements and application forms • College visits / interviews • Liaison between school and colleges 	<ul style="list-style-type: none"> • Shropshire Youth IAG advisor, Heads of Houses, Assistant Principal Student Welfare PPI champion and Mentor <p>LAC co-ordinator.</p> <ul style="list-style-type: none"> • Tutors / Heads of House • Life Coordinator, Year 11 Team • Tutor Team, Assistant Principal Student Welfare • 16+ providers / school
Desired Outcomes	<ul style="list-style-type: none"> • Good support offered to support transition • High quality careers advice provided. • Students following appropriate / desired pathways at 16+ 	

Barrier to Learning	Students Transferring from Another School	
Identified By	Transferring from another school	
Action / Procedures	<ul style="list-style-type: none"> • Family to establish that a place is available with Shropshire Council / Priory admin staff • Tour of the school by the designated member of the administration team • Family to meet with appropriate Head of House. • Options to be discussed if Key Stage 4 • Transition forms completed and signed • Uniform discussed - prospectus issued • Starting date agreed • Staff to be informed by Head of House • Admissions form completed - Form identified • Student records requested from previous school - additional needs / issues to be addressed • Registers amended • Timetable produced • Mentor to be identified in form, contact prior to starting date to be encouraged via email etc, tutor to support • Contact with parents after 2 - 3 weeks to check on success of transfer • Contact with student after 2 - 3 weeks to address any concerns 	<ul style="list-style-type: none"> • Shropshire Council / Administration team • Admin Head of House • Deputy Principal- Curriculum Heads of House Admin Parent / Head of House • Admin / • Admin /Head of House • Admin • Tutor • Head of House
Desired Outcomes	<ul style="list-style-type: none"> • Good communication between all interested parties • Smooth transition 	

Barrier to Learning	Transition following a permanent exclusion from another school	
Identified By	Information / Contact from Shropshire Council Inclusion Officer Contact via parents / carers School records	
Action / Procedures	<ul style="list-style-type: none"> • Liaison with Shropshire Council inclusion officer / previous school • Admissions meeting • Home / school contract • Structured intervention outlined in an action plan produced as a result of a planning meeting • Timed review meetings 	<ul style="list-style-type: none"> • Principal • Deputy Principal • Assistant Principal Student Welfare/ Head of House • Head of House
Desired Outcomes	<ul style="list-style-type: none"> • Improved attendance and / or behaviour • Good academic progress • Happy and settled 	

Barrier to Learning	Behaviour issues / At risk of permanent exclusion	
Identified By	Persistent inappropriate behaviour / Behaviour Management record	
Action / Procedures	<ul style="list-style-type: none"> • Develop positive relationship with the students • Display Code of Conduct in teaching rooms • Regularly reinforce school's Code of Conduct • Implement rewards consistently to promote positive behaviour: Regular, meaningful praise Use of HLAs and Presentation evenings Bronze, Silver, Gold certificates awarded for HLAs Postcards / letters to parents Successes celebrated in newsletter • Modify teaching and learning materials / strategies to meet the needs of individuals / groups of students • Implement strategies recommended to address the needs of individual students with Special Educational Needs / behaviour issues – use of electronic profiles for SEN students to give information. <ul style="list-style-type: none"> • Work with Teaching Assistants effectively • Implement the agreed school sanctions in response to inappropriate behaviour consistently (see offences and sanctions checklist) • Record inappropriate behaviour accurately in SIMS Behaviour Management • Teachers to refer behaviour problems in their class to the Head of Department • Tutors to discuss behaviour logs / issues with tutees - appropriate strategies including mentoring to be implemented. • Tutors to refer behaviour problems to their head of House. • Tutors / Heads of Houses to work with parents / carers and to keep them informed of concerns regarding the behaviour of individual students. • Heads of Department/ Heads of House to refer to Senior Leadership Team line manager for support • Refer to Assistant Principal Student Welfare • Planning / Early Help/ Strengthening Families meeting arranged. Student Support Officer / 	<ul style="list-style-type: none"> • All staff • Heads of House/ Tutors • All staff • Teachers • Head of Department/ Head of House • All staff • Tutor / Heads of House • Head of Department/ Heads of House/ Senior Leadership Team • Assistant Principal Student

	<p>Learning Mentor involved also relevant external agencies.</p> <p>Strengthening Families Webstar and assessment form used to access additional help, if needed.. Implement agreed actions / strategies and monitor impact</p>	Welfare.
Desired Outcomes	<ul style="list-style-type: none"> • Good student progress • Appropriate, high quality support provided to individuals with behaviour problems • Reduction in exclusions 	

Barrier to Learning	Disaffection	
Identified By	Poor attitude to school / poor progress against targets	
Action / Procedures	<ul style="list-style-type: none"> • Tutor or peer mentoring to raise aspirations / self-esteem • Allocate to an appropriate mentoring programme Planning meeting – external agencies involved to do a piece of work e.g. TMBSS • Support from Heads of House, Student Support team, Pupil Premium Champion and mentor if PPI, LAC coordinator if appropriate • Use of subject intervention mentors if appropriate. • Refer to SENCo for testing 	<ul style="list-style-type: none"> • Tutor • Tutor / Heads of House • Assistant Principal Student Welfare, TMBSS • Student Support Officer • Pupil Premium team • SENCo
Desired Outcomes	<ul style="list-style-type: none"> • Improved performance / progress 	

Barrier to Learning	Young Carers	
Identified By	Student records Contact with home Students sharing information Indicators could include: Poor attendance / punctuality Possible health / social / financial issues Slow academic progress / homework issues Emotional difficulties	
Action / Procedures	<ul style="list-style-type: none"> • Tutor / Heads of House to raise awareness of students' circumstances with staff • Raise awareness with students to identify young carers and share information on support, available • Staff to report concerns to tutor / Head of House • Low level intervention / support initially - appropriate mentoring, homework club, possible financial support • Pupils Premium champion and mentor support if appropriate. • Planning / Early Help/ Strengthening families meetings to be held if caring role is having a significant impact on progress. • Educational Welfare Officer to become involved if attendance is an issue. 	<ul style="list-style-type: none"> • Tutor, Heads of House • Assistant Principal Student Welfare • Teachers • Assistant Principal Student Welfare, family Student Support Officer, relevant external support agencies • Educational Welfare Officer
Desired Outcomes	<ul style="list-style-type: none"> • Young carers clearly identified • Attendance and punctuality (above 95%) • Good academic progress • Additional identified needs met 	

Barrier to Learning	Poor Attendance	
Identified By	Attendance record - below 90% with no significant reason Tutor / Student Learning Manager concerns Educational Welfare Officer register	
Action / Procedures	<ul style="list-style-type: none"> • Importance of good attendance to be stressed regularly with students and parents / carers • Good attendance to be celebrated during assemblies • Tutor to raise concerns with parents / carers • Head of House to contact parents • Referral to Educational Welfare Officer - letter home / home visit • Planning meeting held - home school agreement • Statutory intervention if necessary • Planning meeting - post prosecution plan 	<ul style="list-style-type: none"> • Tutor • Head of House Tutor • Head of House • Educational Welfare Officer, Head of House • Assistant Principal Student Welfare, Student Support Officer, Head of House, Tutor, Educational Welfare Officer • Educational Welfare officer • Assistant Principal Student Welfare, Student Support Officer, Head of House, Tutor, Educational Welfare Officer
Desired Outcomes	<ul style="list-style-type: none"> • Attendance / punctuality at or above 95% • Good academic progress 	

Barrier to Learning	Punctuality Issues	
Identified By	Attendance records	
Action / Procedures	<ul style="list-style-type: none"> • Tutor to contact parent / carer • Late detention to be given if late to registration twice or more in a week by Head of House. • School detention if 3 late detentions are completed in one term with little improvement • Attendance report to head of House and or tutor • Educational Welfare Officer / Head of House to meet with parents • Planning / Early Help/Strengthening Families meeting if no improvement • Educational Welfare Officer to take further appropriate action 	<ul style="list-style-type: none"> • Tutor, Head of House • Head of House/ Educational Welfare Officer • Senior Leadership Team • Head of House/ Educational Welfare Officer • Assistant Principal Student Welfare • Educational Welfare Officer
Desired Outcomes	<ul style="list-style-type: none"> • Student arriving at school on time 	

Barrier to Learning	Long Term Absence Due to Illness	
Identified By	Attendance record Medical notes	
Action / Procedures &	<ul style="list-style-type: none"> • Tutor to maintain contact with student / family and keep Head of House informed of progress • Work to be set by school if appropriate • Tutor / Head of House to pass copies of medical notes on to Educational Welfare Officer • Part time timetable to be established if appropriate • TMBSS application form for tuition to be completed if student has been unable to attend school for 3 weeks • Subject mentors and Learning Mentor to be used for tuition whilst waiting for external agency support. • Medical officer from Shropshire Council to visit family • Tuition service to determine amount of home tuition to be provided if appropriate • Home tutor to liaise with school re: work • Regular planning meetings to be held chaired by Head of House to discuss progress, home / school contact, reintegration 	<ul style="list-style-type: none"> • Tutor, Head of House • Head of House, Educational Welfare Officer • Educational Welfare Officer, Assistant Principal Student Welfare • Shropshire Council • Head of House, Tutor • Assistant Principal Student Welfare.
Desired Outcomes	<ul style="list-style-type: none"> • Support for sick child • Clear communication between all parties • Access to appropriate level of education • Effective reintegration programme 	

Barrier to Learning	Cultural or religious issues / victim of racism	
Identified By	Belonging to a minority cultural / religious group Victim of bullying associated to religion / culture Concerns over radicalisation and or extremism	
Action / Procedures	<ul style="list-style-type: none"> • Promote diversity of race, religion and culture within the notion of British Values. • Values of equal rights to be upheld through the Life programme / assemblies / relevant curriculum areas with the SMSC thread. • Code of Conduct to be promoted and reinforced at regular intervals • Staff / line managers to respond quickly to racist comments / incidents. These might include: Racially prejudiced remarks and name calling Racially biased threats Taunts or physical abuse Racist badges or literature Racist graffiti Any concerns with regard to extremism and radicalisation are referred directly to the Child Protection Team with regard to the school's Prevent Policy. • Apply agreed sanctions / procedures in response to racist incident (complete racist incident form and return to LA) • Tutor / Head of House to inform parents of issues • Monitor the situation following an incident • Report all incidents to Shropshire Council 	All staff Head of Department review of curriculum provision Child protection designated lead Head of House, Head of Department All staff Tutor, Head of House Admin
Desired Outcomes	Respect for all individuals within the school community Reduction in racist incidents	

Barrier to Learning	Child Protection Issues (To include self-harm, eating disorders, concerns relating to mental health / depression, abuse)	
Identified By	Observation, self- referral, referral from staff / parent / friend, Child & Adolescent Mental Health Service, Early Help/Strengthening Families webstar or assessment form	
Action / Procedures	<ul style="list-style-type: none"> • Be alert to signs and symptoms of harm and abuse • Apply training when dealing with a disclosure • Make accurate records of concerns / disclosures • Report concerns to Child Protection Team on the same day • Assessment of situation to be undertaken by Child Protection Team • Child Protection team to support student in line with Child Protection Policy and procedures • Involve / refer on to relevant external agencies • Monitor action / progress • Take further action if necessary 	<ul style="list-style-type: none"> • All staff • Child Protection team
Desired Outcomes	<ul style="list-style-type: none"> • Student is safe, receiving appropriate support and making good progress 	

Barrier to Learning	Unstable Family Circumstances / Family Crisis	
Identified By	Emotional state of student / contact from parents / carers / self-referral / friends	
Action / Procedures	<ul style="list-style-type: none"> • Refer to tutor / Head of House Contact to be made with family • Refer student to Student Support Officer - Mentoring, school counsellor or school nurse • Planning meeting • Strengthening families webstar if appropriate. • Sign post - other services 	<ul style="list-style-type: none"> • All staff • Head of House Student Support Officer • Assistant principal Student Welfare • Student Support Officer
Desired Outcomes	<ul style="list-style-type: none"> • Support for student and family 	

Barrier to Learning	Looked After Children	
Identified By	Information received from appropriate local authority - Looked After Children Team/Virtual School Records from pervious school	
Action / Procedures	<ul style="list-style-type: none"> • Assistant Principal Student Welfare/ Looked After Children Co-ordinator to contribute to the Personal Education Plan produced during a termly review meeting arranged by the social worker. • Looked After Children Co-ordinator to remain in regular contact with carers • Looked After Children coordinator to have an overview of progress of Looked After Child children at the school. • LAC co-ordinator to report to SLT on progress of LAC students on a termly basis and contribute to reports to Governors. • LAC co-ordinator to ensure students receive their entitlement to extra resources and opportunities with regard to pupil premium. • Special Educational Needs interventions to apply if student is on the Special Educational Needs register. • Guidelines outlined in the handbook for the Designated Teacher for Children in Care produced by Shropshire Council to be followed. 	<ul style="list-style-type: none"> • Assistant Principal Student Welfare, Head of House,, Social Worker, Looked After Children Co-ordinator • Looked After Children Co-ordinator • SENCo • Looked After Children Co-ordinator
Desired Outcomes	<ul style="list-style-type: none"> • Appropriate support in place • Progress in line with expectations • Clear communication 	

Barrier to Learning	Special Educational Needs	
Identified By	On the Special Educational Needs register Students who are experiencing significant difficulties with their learning	
	<ul style="list-style-type: none"> • Examples include: Specific Learning Difficulties, Dyspraxia, Dyscalculia, Moderate Learning Difficulties, General learning Difficulties, physical disabilities, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Speech and Language difficulties 	
Action / Procedures	<ul style="list-style-type: none"> • Special Educational Needs register to be held and updated twice yearly identifying Special Educational Needs students • Tutors / teachers to refer students whose progress they are concerned about who are not on the Special Educational Needs register to the SENCo at any point during an academic year for assessment • SENCo to interview and complete a Special Educational Needs transfer sheet for each special needs student at the end of Year 6 • Previous records to be used to establish dates and nature of assessments carried out, diagnosis of problems identified and strategies recommended and used to date to aid access to the curriculum and progress • Baseline assessments to be carried out • Further testing to be carried out by specialists if necessary including assessments of working environment for students with physical disabilities • Three year accessibility plan in place which is reviewed annually • Appropriate academic targets to be set, monitored and reviewed • Clear programme of intervention planned for each student • Advice given from specialist outside agencies to be implemented • Teachers to differentiate work as outlined in the teaching standards to allow every student to access the curriculum <p>Possible intervention/support strategies: Teaching Assistant support Time with key worker</p>	<ul style="list-style-type: none"> • SENCo • HLTA in charge of interventions. • Tutors, teachers • SENCo • Assistant Principal Student Welfare • SENCo, Assistant Principal Assessment, Deputy principal Teaching and Learning • Special Educational Needs specialists, SENCo, HLTA exam consideration • Subject teachers

Differentiated / modified work
 Recommended strategies provided for dealing with individual students with specific needs
 Maths buddies
 Mentoring programmes
 Withdrawal from lessons for small group work
 Intervention programmes – boys, mindsets etc.
 Subject Mentor support in English, Math and Humanities
 English and Maths intervention programmes
 The introduction of specialist equipment or modifications to the school environment
 Regular contact with relevant outside support agencies e.g. Sensory Impairment Service
 Medical support from a minimum of 2 trained members of staff
 Flexible timetable

- Individual Education Plan's to be created for students with a statement in line with National Special Educational Needs Guidance
- Student needs and recommended strategies clearly communicated to teaching staff at the beginning of each academic year and at regular intervals during the year. Individual Education Plan's to be shared with relevant staff
- Special Educational Needs training to be undertaken at regular intervals for teaching staff and Teaching Assistants
- Teachers to ensure work for Special Educational Needs students has been appropriately differentiated / modified. Clear targets for improvement to be set by teachers for Special Educational Needs students working with Teaching Assistants
- Teaching Assistants to be responsible for monitoring the progress of Special Educational Needs students alongside the teacher, Head of Department, Tutor, Head of House and SENCo

Personalised learning plans completed and submitted to LA to record decision to reduce curriculum in extenuating circumstances.

- Information to be provided for tutors of Special Educational Needs students by the Learning Support department to share with the parents of Special Educational Needs students during
- student review day. Parents to be informed of intervention strategies in place to address student needs
- Review / planning meetings to be held at regular intervals
- Liaison between Exams Officer and SENCo to

	<p>ensure special arrangements are in place for Special Educational Needs students</p> <ul style="list-style-type: none"> • Quality of provision evaluated through observations academic progress and student feedback • School Special Educational Needs Self Review Schedule to be used to review effective use of Special Educational Needs funding <p>See Special Educational Needs policy and Access Plan</p>	
<p>Desired Outcomes</p>	<ul style="list-style-type: none"> • Needs of individual students accurately identified • Effective support strategies in place to support student progress • Regular monitoring of strategies to establish effectiveness • Good academic, physical, social and emotional progress • Clear lines of communication at all levels 	

Barrier to Learning	<p style="text-align: center;">Victim of Bullying</p> <p style="text-align: center;">Bullying is defined as persistent behaviour towards another person with the intention of intimidating them</p>	
Identified By	<p>Reported by students / peer / staff / parent / carer Change in the behaviour of a student - withdrawn, substandard work Observation</p>	
Action / Procedures	<ul style="list-style-type: none"> • All members of the school community to challenge behaviour which could be interpreted as bullying <ul style="list-style-type: none"> Emotional - being unfriendly, excluding, tormenting Physical - pushing, kicking, hitting, punching or any use of violence Racist - racist taunts, graffiti, gestures, stereotyping Sexual - unwanted physical contact or sexually abusive comments Sexual orientation / gender reassignment - using taunts, graffiti, gestures stereotyping or focusing on the issue of sexuality Verbal - name calling, sarcasm, spreading rumours, teasing Cyber - all areas of internet, such as email and internet chat room misuse, whether generated through the school internet system or externally where a link can be established between that behaviour and maintaining good behaviour and discipline at school. Mobile threats by text messaging and calls Misuse of associated technology i.e. cameras and video facilities Concerns over radicalised or extremist behaviour • Report concerns to the appropriate tutor / Head of House • Anti-bullying ethos to be created and maintained through tutor programmes and Life lessons • All reports from students and parents/carers should be taken seriously and thoroughly investigated • Look carefully at the antecedents to the incident and explore fully the background to the bullying with all parties concerned • Inform parents of all parties - enlist their support in dealing with the problem • Implement appropriate sanctions - refer to offences and sanctions checklist • Use Behaviour Management - SIMS to record all 	<ul style="list-style-type: none"> • School Community Heads of Houses, Assistant Principal Student Welfare, form tutors and student support services to ensure messages are reinforced across the school community. <p>Child Protection Team</p>

	<p>incidents accurately</p> <ul style="list-style-type: none"> • Offer victim and perpetrator support through - 'circle time' with victims / bullies; counselling with Student Support Officer, email response; providing a safe haven; assertiveness training for victims • Referral to Prevent Team or Channel if appropriate • Always review the situation after a suitable timescale to check that all is well • School sanctions to apply for students who are found to have made false / malicious accusations 	
<p>Desired Outcomes</p>	<ul style="list-style-type: none"> • Environment in which all students feel they have equal security and value • Incidents of bullying dealt with promptly and effectively 	

Barrier to Learning	Drugs The use of drugs is unacceptable in our school, this includes alcohol and cigarettes	
Identified By	<ul style="list-style-type: none"> • Unusual behaviours • Reports from students / staff / parents or carers 	
Action / Procedures	<ul style="list-style-type: none"> • Deliver drugs education through the Life programme • Make information on drug misuse available to parents-hold a biannual meeting for parents. • Staff and parents to be aware of and watch for key signs of substance misuse. These include: Unexplained changes in behaviour Changes in social life and friendship patterns Poor concentration, school work suffering Money disappearing Unusually secretive behaviour Evidence of drugs - foils, syringes, folded pieces of paper Arms bruise or covered up Pale complexion, tiredness and irritability Spots, sores around the mouth Anti-social behaviour • Investigate any known use of drugs in the school thoroughly to establish the full extent of the problem • Contact the parents/carers of those involved • Take appropriate disciplinary action (refer to offences and sanctions checklist) • Inform the police if illegal drugs are involved • Encourage parents to talk to students about staying safe and the consequences of drug use • Strengthening Families Webstar and or Assessment to engage substance misuse team • Contact drugs helpline if further advice is needed 0800776600 	<ul style="list-style-type: none"> • Life Co-ordinators / Tutors • All staff / parents • Heads of House/ Senior Leadership Team
Desired Outcomes	<ul style="list-style-type: none"> • Safe school • Healthy students • Students who are able to make wise choices regarding lifestyles • Incidents of drug misuse dealt with efficiently and effectively • Support for parents 	

Barrier to Learning	Gifted and Talented	
Identified By	Department for Education Definition 'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)' Key Stage 2 Transition - Information provided by Year 6 teachers Individual interviews with students at the end of Year 6 Key Stage 2 Results - National Curriculum Sat Score of 126 and above Observation of students to identify Gifted & Talented traits during lessons and extra curricular activities Learning and Teaching Forum Discussion with parents / students during the New Intake Evening, Consultation Evening and Progress Review Day Academic tracking	
Action / Procedures	<ul style="list-style-type: none"> • To have a leading teacher for gifted and talented education • To hold highlightgifted and talented students on staff SIMS marksheets • To offer a curriculum with clear pathways for gifted and talented students • For teachers to ensure that gifted and talented students receive appropriate recognition, support and challenge • To personalise learning for gifted and talented students • To develop a strong learning culture by: <ul style="list-style-type: none"> - promoting excellence while structuring learning effectively for all students -Encouraging leadership skills within the House System - having high expectations - valuing and building on prior learning - valuing the qualities, gifts and talents of all learners - using systematic encouragement and specific praise - include opportunities for demonstrating, developing and celebrating high levels of aptitude and ability - encourage risk-taking - offer scope for intellectual initiative - provide quality Assessment for Learning and focused feedback - accelerate and expand learning whenever appropriate - exploit the potential of ICT and other learning resources - open doors to learning beyond the classroom - encourage students to experiment and speculate - encourage students to aim high, now and in the future • To focus on achievement, not just attainment 	<ul style="list-style-type: none"> • Assistant Principal Student Welfare/ teaching staff

	<ul style="list-style-type: none"> • To reward students for their achievements • To use Assessment for Learning effectively with gifted and talented students • To encourage thinking skills and deep learning • To offer extension in depth and enrichment in breadth • To provide appropriate mentoring programmes for gifted and talented students • To initiate and support strategies that extend opportunities for gifted and talented students, especially those which go beyond the school into wider learning communities e.g. visits to Russell Group and Oxbridge Universities • To gather the views of gifted and talented students when planning for school improvement • To identify individuals, departments and schools who work well with gifted and talented students and to use their expertise to share good practice throughout the school Learning and Teaching Forum focus on stretch and challenge. • To offer appropriate support to gifted and talented students who may have barriers to learning to prevent underachievement • To offer appropriate support and guidance at each transition point for gifted and talented students • To work effectively with parents / carers of gifted and talented students in order to meet their needs 	
<p>Desired Outcomes</p>	<ul style="list-style-type: none"> • Quality Teaching for Gifted & Talented students • Counteracting disadvantage • Preventing underachievement 	

Barrier to Learning	Teenage Pregnancy	
Identified By	<ul style="list-style-type: none"> • Disclosure from the student, a peer or an adult • Observation • Contact from a professional e.g. School Nurse, Doctor 	
Action / Procedures	<p>The school will take action to prevent teenage pregnancies by:</p> <ul style="list-style-type: none"> • Providing important information and advice via the Life programme, CHAT, easy access to the school nurse and key assemblies • The school will have high expectations of students and deliver an appropriate mentoring programme to teenage girls identified as being at risk and / or with low self esteem. <p>In the case of a confirmed pregnancy:</p> <ul style="list-style-type: none"> • The Assistant Principal Student Welfare must be informed. Early intervention is vital. • The Student Support Officer (Child Protection Officer) must ensure the student has access to appropriate counselling. The school nurse will be informed. • Child Protection procedures will be put in place as necessary and a risk assessment carried out with regard to school facilities and activities. • The school will aim to involve parents / carers • The school will accept decisions made by the student and support them in the choices they make • A strengthening families planning meeting arranged and appropriate Westar and form will be completed • Estimated Delivery Date will be established • Modifications may be made to the students' timetable and exam entries. Health and Safety concerns will be addressed • The student will be encouraged to attend school as normal taking time out for health checks and will go on maternity leave in accordance with national rules and regulations • A package for social and emotional support will be put in place • Appropriate support may also need to be given to the father of the baby if he is a student at the school 	<ul style="list-style-type: none"> • CFH / RKR / AW /Assistant Principal Student Welfare • NB, Assistant Principal Student Welfare, Student support services/ Education Welfare Officer • Assistant Principal Student Welfare/ Student Support Officer • Assistant Principal Student Welfare • Student Support Officer / Assistant Principal Student Welfare/ Head of House/School Nurse • Assistant Principal Student Welfare/ Exams Officer • Student Support Officer



**Desired
Outcomes**

- Early identification and action
- Appropriate support
- To achieve the best academic results possible