



Strategies for Inclusion

Additional Advice for teachers

Geoffrey Field Junior School

Introduction

Inclusion is the process by which schools, local education authorities and other develop their cultures, policies and practises to include all pupils. Inclusion underpins many of our policies. Those that relate to this are:

- SEN policy
- Anti-bullying policy
- Equal opportunities policy
- Behaviour Management Policy

At Geoffrey Field, we actively work to identify and minimise barriers to learning and participation for all our pupils both within our school and in other contexts in which we have influence. At the heart of our school philosophy is the right of every child to have equal access to the best quality of education we can offer. This right of access means that the needs of the group must be weighed against the needs of the individual. There may be times when this means that pupils have to be taken from a group, their class or the school for shorter or longer periods of time. This document outlines what actions can be taken to prevent this kind of exclusion, while at the same time preserving the rights of all pupils to have access to the opportunities that education in school brings.

This list emphasizes what can be done at the early stages to prevent exclusions from the group or area. It goes on to suggest what can be done to support children who are being excluded and finally covers how successful re-integration can take place.

Communication and negotiation with parents

The importance of involving parents at all stages is vital. Pupils have to see home and school working together. There are a variety of methods for keeping in touch with parents. Different approaches suit different families and situations, but the important thing is to ensure that it is manageable for the school/teacher and also done in a straightforward but sensitive manner.

Parents need to have accurate information; therefore, it is important to have fully investigated a problem before parents are informed. If this is not possible until a later date, this approach is explained to parents. It is also worth considering regular but delayed contact, for example, once a week, so that parents get a view of how the child is overall and are not just getting information about one-off incidents.

Parents will often ask for information about their child's behaviour. This must be workable. It is important to come to an agreement with parents about what they can reasonably expect from a teacher over a specified, not indefinite period. If this is agreed beforehand, parents feel their views are being considered and are less likely to feel let down later. When discussing a child's behaviour, parents should not take over the responsibility for what has happened, but help their child to accept responsibility.

Parents should feel listened to if they have something to say and need to have the opportunity to speak to you privately. It is helpful to bring out positive points as well as the concerns and refer back to times when you have spoken to them about positive behaviour. It is important that parents appreciate any action that the school takes otherwise it can be counterproductive. It is useful to discuss alternative and workable actions that could be taken jointly. Forms of communication include telephone calls; text messages; regular meetings; letters home; self monitoring; teacher reports; home links books.

Examples of behaviour	Possible responses	Other positive support strategies
<p>Lack of concentration / participation.</p> <p>Not following classroom conventions (<i>such as putting up a hand before speaking</i>)</p> <p>Inappropriate responses to adults</p> <p>Inappropriate responses to other pupils</p> <p>Not completing classwork/Unfinished work</p> <p>Reluctance to engage in task</p> <p>Distracting others</p> <p>Difficulties cooperating with others/sharing</p> <p>Lack of effort/ poor quality of work</p>	<ul style="list-style-type: none"> • Refocusing the child on the task. • Distracting the child from undesirable behaviour by asking something or pointing something out. • Bringing the child back into the session by using their name. • Correcting the behaviour by being specific about what you want/expect. • Pre-emptive conversations <i>(How are you going to respond when I ask the group a question today? What choices do you have? What are the consequences of these actions?)</i> • Attunement Strategy – talking through the task ahead with the child picking out any problem areas and how they might be dealt with. <i>(Deciding how long the task will take and how it can be broken down?)</i> • Repeat/restart work • Complete work in own time/Send work home 	<ul style="list-style-type: none"> ✓ Draw attention to the children who are behaving appropriately. ✓ Find something specific to give praise to the child/talk pair/group. ✓ Focus on learning rather than behaviour. ✓ Emphasize praise by giving a visual reward such as a values sticker. ✓ Match the kinds of activities to the learning styles of the individuals within the group. ✓ Ensure the use visual aids, diagrams, pictures, mnemonic, models, music, etc. to ensure that pupils can learn using all their senses support the spoken word. ✓ Make explicit the expectations for each task ✓ Make the goal of the lesson explicit at the beginning of the session and discuss progress made at the end. ✓ Acknowledge what may be difficult/easy in a task for different children within the group. ✓ Relate the goal of a lesson to individual learning targets identified at the beginning of each term. ✓ Relate the goal of each lesson to the overall goals for the term. ✓ Inform parents to either praise the quality of work or express concerns about it (<i>this could be through phone calls, face-to-face, postcards,...</i>) ✓ Ensure that parents are clear about the own work policy and the expectations of own work.
<p>Repeated distraction of others</p>	<ul style="list-style-type: none"> • Move to another space within the classroom • Move to a table on their own within the classroom • 'Time out' of the classroom but within the area. • Working outside the classroom but within the area (i.e. in the corridor or with the team leader of the year group). • Working in another area for the rest of the teaching session (<i>expectations for work and behaviour should be made clear to the child when they are moved, giving the child the opportunity to work their way back into the classroom</i>). • Provide consistent feedback for the pupil on how they are behaving. • Catching up with work they have missed in their own time (break/lunch) or at home. 	<ul style="list-style-type: none"> ✓ Draw attention to the value of learning and the right to learn unhindered. ✓ Ask pupil to reflect on the choices they had and the consequences of putting others off. ✓ Provide opportunities to celebrate the achievements of the group. ✓ Give pupils strategies for dealing with others distracting them. ✓ Setting up a behaviour report may be helpful. Make the required behaviour positive and explicit and ask children to assess themselves at the end of each period. The child can comment at the end of the day. This can then be sent home so that parents are aware of the situation in school (<i>this strategy should be used for a definite period of time that is manageable for the school/teacher</i>).

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Unsettled or aggressive behaviour coming into the teaching area.	<ul style="list-style-type: none"> • As pupils come in from the playground, stand in a position visible to the children and praise positive behaviour. • Remind the children of the expectations for behaviour within the school. • Remove those who need additional time to settle before allowing them to re-join their group. • Talk about the learning that is about to happen as they come in. It may be appropriate for them to have to bring something to the classroom for the next lesson. • Have an adult at hand in each area (TA) to discuss unresolved issues, but emphasize that these should have been resolved outside the lesson. • Have an adult ready for children who are unsettled to take for a settling exercise such as reading or playing a game. • Refer children to the mediators if they are having disputes with other pupils. 	<ul style="list-style-type: none"> ✓ Within areas, arrange a routine of supervision for all staircases and common areas as children are coming in from or leaving the teaching area. ✓ Establish routines as children come into the area to emphasise the difference between playground and classroom behaviour. It is useful to have visual displays as they come in. (e.g. you are entering the learning zone). ✓ Ensure that there are plenty of things for the children to do out on the playground. Teach children appropriate playground games during lesson time (e.g. during PE or Citizenship) ✓ Discuss playground scenarios in circle time and consider alternative choices.
Aggressive/ rude behaviour on the way to or from school	<ul style="list-style-type: none"> • Discuss the incident with the child/ren and consider any bullying issues. • Talk about expectations on the way to and from school. • Contact parents about level of supervision and consider a temporary arrangement where parents must pick the child/ren up or deliver them to the school office. 	<ul style="list-style-type: none"> ✓ Team the child up with another child who demonstrates good behaviour on the way to and from school. ✓ Remind children expectations. ✓ Consider other circumstances that may affect their attitude to coming to school or going home.
Non – compliance on a school trip	<ul style="list-style-type: none"> • Investigate the reasons behind this and any safety factors. • Consider a consequence back in school (supervised lunch/break, period off the playground) • Consider their involvement in future trips. • Contact parents. 	<ul style="list-style-type: none"> ✓ Ensure that children are aware of the expectations before they leave the school. ✓ For children who have misbehaved in the past, send a warning letter with a test period with clear expectations before the next trip.

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Repeated aggressive behaviour on the playground.	<ul style="list-style-type: none"> Shorten the period of time that the pupil has on the playground by keeping them in for part of the time. In extreme cases, remove child from playground for a fixed period. Structure the long break into 3×15 minute sections (<i>i.e 15 mins structures game indoors, 15 minutes eating & 15 minutes supervised outdoor play</i>) Pupil sent home at lunchtimes for a fixed period. Discuss the behaviour with child and make the expectations clear. 	<ul style="list-style-type: none"> ✓ Send a letter to parents regarding concerns about behaviour on the playground. ✓ Ask parent to help with this and come in for the first of these sections to sit with their child. ✓ Consider referral to Learning Mentor for a friendship club/emotional literacy group.
Extreme rudeness or aggression towards adults or other pupils.	<ul style="list-style-type: none"> Working in another area for a fixed period or for an agreed amount of work. Working in isolation for a fixed period. Ensure that class understand why the child is not working within the classroom and reinstate expectations for behaviour towards adults and classmates. 	<ul style="list-style-type: none"> ✓ It is often helpful for the pupil to have 'time out' to calm down if they have lost their temper. If this is done defer judgement about a likely sanction until sufficient time is given. It may also be helpful to distract at this stage also be asking the child to do something specific for you. You can also test if the pupil is likely to cooperate later. ✓ Refer to the SENCO/ELSA if further behaviour support is required.
Refusal to work in another area. Unacceptable behaviour when working in another area. Aggressive outburst and not calming down	<ul style="list-style-type: none"> Working in isolation for a fixed period or for an agreed amount of work. 	<ul style="list-style-type: none"> ✓ Letter sent to parents describing the amount of time the pupil is to work in isolation and what has to happen before they are allowed back to their area.
Continual or frequent low level disruption	<ul style="list-style-type: none"> Teacher monitoring sheet completed for a week and then sent home to parents. Child's –self monitoring sheet completed for one week, shared with teacher at the end of each day and parents at the end of the week. 	<ul style="list-style-type: none"> ✓ Useful if pupils are unable to judge their own behaviour and useful if parents want feedback. ✓ Self monitoring is useful when children are aware of their behaviour and want recognition for the effort they are making. ✓ Useful when reintegrating children after a period of poor behaviour and an alternative to the teacher monitoring sheet.
Concern from parent/ teacher about behaviour at home.	<ul style="list-style-type: none"> Parent monitoring sheet, which is shared with the teacher every week or after a weekend. Useful to bring parent and teachers perceptions together. 	<ul style="list-style-type: none"> ✓ It is also often helpful to set up regular parent meetings if you are finding that you are calling parents in often. This means that you give a more accurate picture of the child's behaviour and parents feel they are not being called in every time there is a problem. ✓ Refer to school family work for additional support
Aggressive/ bullying/ racist behaviour towards other children.	<ul style="list-style-type: none"> Period away from the playground. Going home at lunch times for a fixed period. Fixed term exclusion Parents informed 	<ul style="list-style-type: none"> ✓ Refer to the school SENCO/ELSA for additional support. ✓ Incidents recorded. ✓ Regular playtime check-ins with SLT ✓ Staggered playtimes
Repeated aggression/ bullying/ racist towards	<ul style="list-style-type: none"> Fixed term exclusion 	<ul style="list-style-type: none"> ✓ Referral to the educational psychologist for direct work.

Examples of behaviour	Possible responses	Other positive support strategies
another child.	<ul style="list-style-type: none"> • Parents informed 	<ul style="list-style-type: none"> ✓ Incidents recorded.
<p>Leaving lessons without permission</p> <p>Repeatedly leaving lessons without permission or refusal to return to lesson.</p>	<ul style="list-style-type: none"> • Time given to calm down. • Time for TA to discuss incident and alternative courses of action. • Child asked to complete the work they have missed in their own time. • Work with parents and consider onward referral options (CAT team, anxiety clinic, EP, CAMHs, etc). 	<ul style="list-style-type: none"> ✓ Provide an option for children where they can stay included (workstation nearby). ✓ Review expectations with the child ✓ Refer to SENCO/ELSA