

Inclusion Policy

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Last review date:		July 2021		
Next Review date:		July 2024		
Review Cycle:		3 years		
Statutory Policy:		No		
Publication:		Website. G/Policies		
Owner				
Date	Version	Reason for change	Overview of Changes made	Source
13.05.21	0.1	Scheduled Internal Lead Review	Update to logo and name. Minor changes to practice. SLT	SCC
06.05.21	0.2	Scheduled Board Lead Review	No changes. SLT	
09.07.21	1.0	Scheduled Board review	Ratified	

Inclusion Policy

This policy must be read in conjunction with other related Trust policies:

- Bullying;
- Behaviour;
- Equal opportunities;
- Racial equality;
- Special Educational Needs.

Aims and Objectives

The Staffordshire Schools Multi Academy Trust is seeking to achieve the expectation that they are 'educationally inclusive' in relation to the needs of those pupils at risk of social inclusion. The focus is on raising educational attainment for those pupils who are demonstrating disaffection or failing to participate fully in the school experience through challenging behaviour or poor attendance. This policy is relevant to all vulnerable children including:

- Minority ethnic and faith groups;
- Travellers;
- Asylum seekers and refugees;
- Children in care;
- Young carers;
- Children with mental health needs;
- Victims of abuse domestic violence;
- Children with special needs.
- Gender fluid or non binary children

The Trust is committed to

- Meeting 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 Trust seeks to provide;
- Early intervention especially the identification of pupils at risk of disaffection;
- 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 and with respect to important educational decisions which affect their lives concerning:
 - Admission;
 - Attendance;
 - Exclusion;
 - Assessment for special needs.

Procedures will be applied in accordance with DfE, Ofsted and LA guidelines.

Admissions

The Trust operates its admission procedures in accordance to the policy laid down by the Directors and Governors.

This policy will not discriminate on grounds of race, religion or ethnic origin. The Trust 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 Trust 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.

Attendance

The Trust operates its attendance procedures in accordance with the policy laid down by the Directors and Governors.

Pupils are expected to attend school full time, on time, unless the reason for their absence is unavoidable. Maximising attendance at the schools within the Trust is a priority. Parents are expected to work closely with Trust staff in resolving any difficulties at an early stage.

Behaviour

The Trust sets high standards of behaviour for its pupils and is working towards being communities which value and respect each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable. The Trust aims to prepare pupils for living in a diverse and increasingly interdependent society.

Incidents of racial or homophobic harassment

These are categorised as:

- Racist or homophobic name-calling/abuse;
- Racist or homophobic remarks/language/comments;
- Physical assault;
- Inappropriate language;
- Falling out;
- Remarks/dislike of skin colour, gender or sexuality;
- Unkind remarks;
- Bullying;
- Abuse of staff;
- Comments to staff.

Racial harassment is when the person perceives it as a racist incident. Homophobic harassment is when the person perceives it as a homophobic incident. These incidents will be reported to parents and Directors. Where pupils infringe these standards, the Trust 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 Pupil Support Plan designed to meet their needs. Sanctions will be applied fairly in accordance with DfE guidance and exclusion used only as a last resort when no alternatives are available.

The Trust seeks to promote social inclusion by:

- The use of appropriate Grants;
- Support programming and curriculum developments;
- Caring for all children at all times;
- Training for staff;
- Community developments;
- Active involvement with District Inclusion Panels
- Working with other agencies.

The Directors, Chief Executive Officer and staff are responsible for this policy and its implementation.