

Inclusion

St Mary's is committed to providing an appropriate and high quality education to all of our pupils. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Part of our school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we treat all learners in the same way, but that we respond to learners in ways which take account of their varied life experiences and needs.

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Equal Opportunities

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

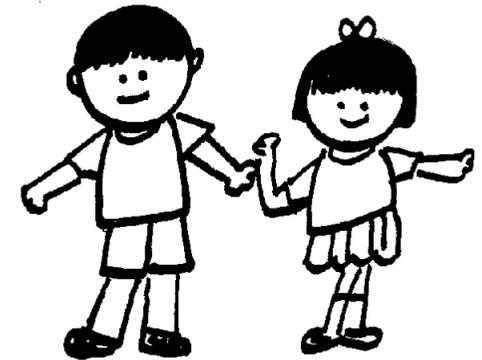
We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys*
- minority ethnic and faith groups, travellers, asylum seekers and refugees*
- learners who need support to learn English as an additional language (EAL)*
- learners with special educational needs*
- learners who are disabled*
- those who are gifted and talented*
- those who are looked after by the local authority*
- others such as those who are sick; those who are young carers; those who are in families under stress*
- any learners who are at risk of disaffection and exclusion*

AT ST. MARY'S WE ARE



SAFE HAPPY



AND READY TO LEARN!

Introduction

At St. Mary's our aim is to provide a community where children feel safe and happy, free to learn and grow. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and promote positive behaviour; rewarding the good and therefore creating an ethos of kindness and cooperation.

As a school we work in partnership with parents in order for good behaviour expectations to be consistent. Where there are individual behavioural needs we support and nurture, whilst always engendering in each of our pupils an understanding that each and every person is valued as a child of God.

We recognise the importance of involving all stakeholders in the promotion of positive behaviour; we especially value the support of parents and hope that this leaflet will give you a greater understanding of how our behaviour and inclusion policies are put into practice at St. Mary's.

Rewards

Our behaviour policy is designed to promote good behaviour, rather than merely deter anti-social behaviour, and is therefore based firstly, on a system of rewards.

Golden Time

Every child receives 35 minutes 'Golden Time' on a weekly basis. This does not need to be earned as it is an entitlement for every child who keeps to the school's golden rules, which are clear and consistent expectations of behaviour (these are clearly displayed throughout the school). Each child is given a choice of Golden Time activities.

Whole School Rewards

- Celebration Certificates*
- Reward Stickers from the Head Teacher/ Subject Leaders*
- House points (KS2)*

Class Rewards

Each class has its own reward system where the good behaviour of groups and individuals is recognised.

Sanctions

Where children fail to keep to the school rules, teachers follow the following procedures

- Verbal warnings/yellow card (possible loss of golden time)*
- Time out in class*
- Time out in a buddy class*
- Payback minutes during break/lunch (to make up for learning time lost).*
- Red card (5 mins loss of golden time)*

With persistent/extreme cases of bad behaviour, the Head Teacher and members of the Senior Leadership Team supervise detention each day at lunchtime. During detention the child is spoken to about ways to modify their behaviour. A record is kept and parents are contacted once a child has had three detentions.

Children with identified behavioural, emotional and social difficulties have individual plans, specific to their needs, which have been devised with the support of outside agencies. These plans are continually reviewed and updated.