

SOCIAL INCLUSION POLICY

The community of St. Mark's believes that every individual is created by God and is precious to God. Each person is called to serve God and their neighbour and to fulfil their potential.

St. Mark's is a Catholic School which has at its heart a love of God, the education of its students and a mission to serve our neighbours and community. We seek to foster a spirit of truth, reconciliation, justice and peace. We are committed to developing the spiritual, intellectual, moral, cultural, social and physical potential of all our members within a safe and supportive environment.

PRINCIPLES

The focus of this policy 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.

The school is committed to the following principles

- Meeting the needs of all their pupils as we believe every individual is created by God and is precious to God, and that each person is called to serve God and their neighbour and fulfil their potential. (Vision Statement)
- Early intervention, especially the identification of pupils at risk of disaffection and proactive planning to meet their needs
- Teaching and learning within the school is of 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 support.
- Ensuring the fair treatment of children and their parents with respect to admission to the school, attendance, exclusion and assessment for any special needs.
- Seeking to foster a spirit of truth, reconciliation, justice and peace for all.

ADMISSIONS

The school operates its admission procedures in accordance with policy laid down by the governors of the school (See Admissions Policy). The school will not automatically refuse entry to pupils on the grounds 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 have had difficulties elsewhere.

ATTENDANCE

Pupils are expected to attend school full time and 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 that cover the marking of registers, 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 where possible, recognising any particular needs of individuals or groups. This includes the use of curricular flexibility.

BEHAVIOUR

The school sets high standards of behaviour for its pupils and is 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 interdependent society. Where pupils infringe these standards, the school will seek to respond in a way which sees the behaviour as unacceptable but still recognises the needs of the individual who carries it out.

Pupils having difficulty with their behaviour will be offered individual support, for example with a revised timetable, being assigned a mentor, given a pastoral support programme or an individual action plan designed to meet their needs. Sanctions will be fairly applied in accordance with DfES guidance. Exclusion will be used as a last resort when no other alternative is available.

STRATEGIES

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

- Employment of a gifted and talented co-ordinator
- Use of mentors from Senior staff and special needs staff
- Inset for all staff on SEAL
- Working with other agencies and staff e.g. counsellor, chaplain, Connexions, etc.

ACTIONS AND TARGETS

Actions

- Community Cohesion as part of SIP
- Achievement and standards as part of SIP
- Personal development and well being as part of SIP
- Quality of provision as part of SIP

Targets

- All staff to have details of target grades for each student they teach in their mark books in September each year. (Year 7 by December)
- All schemes of work in Years 7 to 11 to show differentiation.
- Revised database and academic monitoring system.
- All students in Years 10 and 11 on a curriculum appropriate to them. A mixture of work experience and college for the minority who need this.
- All teaching and learning within the school of the highest standard.
- Reduced number of students excluded from school from 12 pupils to 8 pupils.
- Reduced numbers of students who are regularly late for school – less than 5%.
- Improved attendance at school for poor attendees.

Reviewed January 2018