



Inclusion Policy

Introduction

Danes Hill is a large Preparatory school. It is considered fundamental that policies are implemented whereby there is equality of opportunity across the curriculum and children can access the whole spectrum of activities offered by the school. Whilst accepting that certain children will excel at, or show preference for, particular aspects of school life, strategies have been designed to ensure that individual pupils do not 'miss out' on particular opportunities during their time at the school. These strategies include:

Profiling

A record is maintained of individual pupil achievements and participation in teams, concerts and plays. Active analysis of past opportunities offered to some pupils will, to some extent, dictate future selection of others. Tutor books in the Upper School and 'Records of Achievements' in the Lower and Middle School are updated termly, by form teachers and tutors. Information is fed to Heads of Departments, Heads of Year and the Head of Pastoral Care.

Inter-year Transfer

As pupils progress through the school, information covering achievements, participation and non-participation issues are passed on to new form teachers and tutors.

Teaching Strategies

Teachers are encouraged to ensure that all pupils participate fully in lessons. This particular issue is a pivotal aspect of lesson observations (see the school's Appraisal System) when assessing the effectiveness of teachers' classroom management.

Children who appear isolated or withdrawn have the opportunity to discuss issues with the Head of Pastoral Care as a means of detecting potential underlying causes of unhappiness and/or social exclusion. (See Anti-bullying policy.)

Extra curricular activities

Whilst providing as broad a curriculum as possible, there are individual opportunities for pupils to develop particular interests and skills outside of the timetable.

Other Strategies of Inclusion

In order to raise pupils' self esteem and increase participation in school life staff are expected to make a conscious effort to praise a child when appropriate and to look at achievements in a wider context. Such steps to raise pupils' self esteem include:

Displaying work around the school

Giving a pupil a post of responsibility such as Classroom Monitor

Rewarding progress of any description

Avoiding teasing pupils or calling them by nick-names

Asking Heads of Year to give positive feedback to pupils and parents

Selecting, where possible, 'invisible' children for teams

Monitoring

In the Upper School the Head of Tutors is responsible for organising the regular administration by tutors of their tutor book records and the Heads of Lower and Middle School monitor the 'Records of Achievements' on every child. Heads of Year are responsible for devising positive action plans (such as recommending a child joins 'Bigfoot' club) and they alert staff to under-achievers or pupils with low self-esteem. The Head of Pastoral Care receives feedback on pupils' achievements and passes this information to the Senior Management Team.

Transition to Year 1

In the Pre-Prep children who are a cause for concern to their form teachers are discussed at weekly year team and Head of Year meetings and with the Head of Pre-Prep. At these meetings positive action plans are devised and then put in place in order to include the child in appropriate activities.

Any policy issues which need addressing are discussed at Pastoral Care Committee Meetings.

RMA

FULL Date of Policy: 26 January 2018

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