STUDENT WELFARE, PD AND INCLUSION

Originator	Authorised by	Date Adopted	Date of Review	Next Review
Ormiston/ J Rigby	Board of Governors	December 2014	October 2021	July 2022

Student Welfare, PD and Inclusion

This policy provides the framework for the support of all students in the academy so that they are able to achieve their full potential and overcome barriers to learning regardless of their individual backgrounds or circumstances.

In order to do this, the academy offers an integrated approach so that every child is known and every child matters. The Academy has an ethos of caring. We expect all pupils to be caring members of our own community and we also want our pupils to be positively involved with their local community and further afield, and not engage in antisocial behaviour.

Ormiston Chadwick Academy aims to provide an integrated approach to student welfare supporting our pupils through strong partnerships and shared goals.

Our pastoral programme is aimed at the achievement and welfare of all students. It is based on the needs and experiences of children and families, with one overriding objective in mind: securing a better future for children. We have a comprehensive personal development curriculum that encompasses pshe and citizenship. Our assembly programme encourages students to be tolerant and respectful individuals who are resilient and ambitious. Students are supported by their form tutors and heads of year. The safeguarding, inclusion and behaviour teams are dedicated to promoting the development and well being of each and every student. OCA is firmly committee to the principle that the welfare of our students is the responsibility of all our staff and partners. Together, with our students, we are 'Team OCA'.

In keeping with the integrated nature of this policy, it should be read alongside the following academy policies which deal with various aspects of student welfare in a more specific way:

- Equality Policy
- SEND Policy
- Accessibility Plan
- Relationships and Sex Education (RSE) and Health Education Policy
- Child Protection Policy
- Health and Safety Policy
- First Aid
- Anti-bullying Policy
- Citizenship and P.S.H.E. statement.
- Behaviour Policy.

The Principles of Student Welfare

The range of support provided by the Pastoral Team is based on the following principles of working towards an educationally inclusive academy:

- That all students in the academy are valued equally.
- That the academy can make positive intervention to break down barriers to learning.
- That the academy must provide a range of challenging curricular and extra curricular opportunities to meet all of the needs of individual students.
- That all students have the right to a safe, healthy and friendly environment in the academy in which they can become successful learners.
- That all students have a right to quality guidance on curriculum pathways, careers and their future as citizens.
- That all students need to experience success if their self esteem and confidence are to develop.

In order to value the education of all equally, the academy must provide for and address the differing needs of a wide range of students and develop inclusive practices which take account of:

- Gender differences.
- Minority ethnic and faith groups
- EAL learners
- Students with S.E.N.
- Gifted and Talented Students.
- Students at risk of disaffection or exclusion.
- Students with illness/medical difficulties.
- Looked After Children.
- Children with disabilities.
- Pregnant students.
- Students likely to become NEET (Not in Education, Employment or Training after 16).

Organisation and Provision: Stay Safe

Outcome	Academy Provision and Children's services
Young people are safe from maltreatment, neglect, violence and sexual exploitation.	- Relationships and Sex Education (RSE) and Health Education Policy - Personal Development Curriculum - Child Protection Policy - Year Teams - Academy liaison with School Police Support Officer - Consistent use of our Child Protection policy to ensure all areas of vulnerability in children are identified and acted upon - By monitoring and enhancing the academy Health and Safety policy, ensuring risk assessment is carried out for all appropriate activities - By ensuring all staff employed by the academy and those who provide voluntary support are suitable to look after children
Young people are safe from accidental injury and death	- Personal Development Curriculum - Health and safety policy and procedures - First Aid policy and procedures - Academy liaison with School Police Support Officer - By ensuring adequate supervision is provided for all academy activities - Ensuring all academy buildings, fixtures and fittings are adequately maintained and regular fire practices are carried out, and that access to the buildings is adequately controlled – thereby providing a safe and secure environment
Young people are safe from bullying and discrimination	- Equality Policy and Procedures. - Anti-bullying Policy and Procedures. - Personal Development Programme - Heads of Year - Prevent Programme
Young people are safe from crime and anti-social behaviour.	- Behaviour Management Policy and Procedures - Academy liaison with School Police Support Officer - Alternative Provision - Heads of Year

	• Prevent Programme
Young people have security, stability and are cared for.	• Education Welfare Officer • Looked After Children Designated Teacher • Heads of Year • Form Tutors • Designated Safeguard Leads • Prevent Programme

Organisation and Provision: Be Healthy

Outcome	Academy Provision and Children's services
Young people are physically healthy	• P.E and Sports curriculum • Food and Nutrition • Canteen provision • Extra curricular activities programme • Academy personal development programme • FSM • Prevent Programme • School nurse drop in • Immunisations and partnership with school health
Young people are mentally and emotionally happy	• Anti- bullying policy and procedures • Academy Student Support (counsellor, • Academy partnerships (Kooth, We Are With You, Core Assets and others as relevant, CAMHS) • Heads of Year • Safeguarding Team • Staff Training • Personal development programme • Prevent Programme • Mental health awareness week
Young people are sexually healthy	• Relationships and Sex Education (RSE) and Health Education Policy and programme • Personal development programme • Safeguarding Team • Staff training • School nurse drop in
Young people live healthy lifestyles	• Personal development programme • 2 hours of Physical Activity • Healthy Eating programme /policy/academy meals
Young people chose not to use illegal drugs	• Personal development programme. • Heads of Years • Form tutors • Safeguarding Team • Parnterships work: We Are With You

Organisation and Provision: Enjoy and Achieve.

Outcome	Academy Provision and Children's services
Young people attend and enjoy academy	• Partnerships: Education Welfare Officer • Attendance Officers

	• Heads of Year • Form tutors • Heads of Department
Young people achieve stretching national educational standards	• Vice Principal for Curriculum • Heads of Department • Academic Support • Mentors • Alternative Curriculum • SEN support staff • Gifted and Talented policy and procedures • Homework clubs and out of hours learning • Heads of Year (data, tracking, induction etc) • RAP programme • Saturday Academy
Young people achieve social and personal development and enjoy recreation.	• Personal development programme • Extra curricular activities programme • Curriculum enhancement activities • Educational/sporting trips and visits

Organisation and Provision: Make a Positive Contribution.

Outcome	Academy Provision and Children's services
Young people engage in decision making and support the community and environment	• Heads of Year • We encourage pupils to have the confidence to develop independent views and know how to express these appropriately through our personal development programme, Student Parliament and House Leaders. • Charity fund raising and voluntary activities. • House System • Prevent Programme
Young people engage in law abiding behaviour in and outside academy	• Mentors • Alternative Curriculum • Behaviour Management policy and procedures • Heads of Year • Community Police Support Officer • Prevent Programme
Young people develop positive relations and choose not to bully or discriminate	• Personal development programme • Anti-bullying Ambassadors • Heads of Department • Anti-bullying and other policies outlined above • Curriculum provision • Prevent Programme
Young people develop self confidence and deal with life changes and challenges	• Personal development programmes • Induction and transition procedures • Careers Connect • Disability policy and procedures • SEN support staff • Safeguarding Team • Prevent Programme • Use of House grouping and competitions aids peer and vertical awareness and friendships

	• Use of prefects to support pupils
	• Reward systems for achievement in a range of fields
	• Productions and performances built into school life
Young people develop enterprising behaviour	• Heads of Department
	• Vocational courses 14 – 19
	• Enterprise enhancement activities
	• Careers Connect
	• CEIAG policy

Organisation and Provision: Achieve Economic Well Being.

Outcome	Academy Provision and Children's services
Young people engage in further education, employment or training on leaving academy	• A full and varied CEIAG programme that meets all Gatsby Benchmarks • Careers Connect • Alternative Curriculum • SEN support • 14 – 19 collaborative developments • Associate Vice Principal for Curriculum
Young people are ready for employment	• Personal development programme • CEIAG (Gatsby Benchmarks) • Heads of Department • PD Leader's • Partnerships • Pupils are given opportunities to experience the process of applying for jobs or courses, including the interview experience

Monitoring and Review

The effectiveness of the policy and procedures outlined above will be regularly monitored using the following evidence of impact:

- Attendance data
- Exclusions data
- IEP data to analyse individual progress
- Examination results
- Career Connect
- NEET figures

To ensure that an inclusive and supportive ethos is maintained, all the above data will be analysed to ascertain significant differences between the different groups in the academy as listed at the beginning of the policy.

Appendix 1

INCLUSION POLICY

Inclusion Policy

The Principles

The Academy is committed to developing the culture, policies and practices so as to include all learners and ensure that they have choices and opportunities that enable them to achieve their full potential and enhance social inclusion.

We believe:

- All students 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 academy life
- Inclusion to be a crucial part of strategic planning for improvement
- Learning, achievements, attitudes and well being of all learners matter
- It is important to engender a sense of community and belonging, offering new opportunities to learners who may have experienced previous difficulties
- It is important to take account of learners life experiences and needs
- In equal opportunities for all learners, whatever their age, gender, ethnic origin, impairment and background.
- In the need to pay particular attention to the provision made for, and the achievement of, different groups of learners, in particular:

  o Black and Minority Ethnic and faith groups, Travellers, Asylum Seekers and Refugees
  o Children from families under stress
  o Disabled
  o Gifted and talented students
  o Girls and boys
  o Looked after children
  o SEN students
  o Sick children
  o Students at risk of disaffection and exclusion
  o Young carers

- This Educational Inclusion Policy provides the framework from which all other policies should flow.

Roles and Responsibilities

The Academy will:

- Ensure that there is no discrimination in admissions
- Monitor standards and provide appropriate support and challenge with particular reference to different cohorts of students

The Trustees will:

- Monitor the academy to ensure delivery of all aspects of this policy
- Take appropriate action against anyone not implementing this policy
- Ensure that this policy is regularly reviewed and updated as detailed in the academy self-review schedule
- Evaluate the effectiveness of this policy

The Leadership Team will:

- Ensure that all policies and procedures are reviewed with consideration to how they meet the requirements of this policy
- Ensure that all staff are aware of their responsibilities under this policy
- Provide appropriate training to enable staff to fulfil their responsibilities
- Support, monitor and evaluate the effectiveness of teams in their delivery of this policy
- Take appropriate action against staff or students who discriminate or contravene this policy
- Review this policy as part of the academy self-review policy

Employees (paid and volunteers) will:

- Pay due attention to the needs of individuals and aim not to treat anyone less favourably
- Make reasonable adjustments to allow for the particular needs of individuals to ensure that they are not placed at a substantial disadvantage
- To use all available data/information on individuals to allow for an appropriately differentiated curriculum provision
- Deal with incidents of discrimination and challenge bias and stereotyping
- Report incidents of racism, racial harassment, bullying, verbal or physical abuse to 'the named person'
- Promote race equality, disability equality, gender equality and diversity through teaching and through relations with students, staff, parents/carers and the wider community

Pastoral staff will:

- Analyse data to enable early identification of underachievement
- Promote the use of appropriate interventions to increase rates of progress of vulnerable groups
- Champion the rights of all students to learn

Heads of Department will:

- Review schemes of work to ensure that they are inclusive, responsive to student needs, offer maximum flexibility and are free of unnecessary barriers to access
- Ensure that programme delivery is adapted to accommodate individual need
- Ensure that issues of equality and inclusion are addressed within the PD curriculum, as well as through cross curricula opportunities
- Aim to include all students in the wider curriculum, including trips, and that adequate support mechanisms are in place for these

Parents will:

- Work in partnership with the academy to help meet the principles of this policy
- Maintain a dialogue with the academy regarding their child's needs and the quality of our provision
- Attend academic monitoring days to set and review targets

Students will:

- Take part in a dialogue to ascertain their views on our provision
- Work in partnership with academy staff to maximise their learning and work constructively with their peers
- Be willing to make suggestions about how provision could be enhanced
- Be actively involved in formulating their IEP (if relevant)
- Promote inclusion through the academy parliament

Monitoring and Evaluation

The delivery of this policy will be monitored through the academy review schedule and evaluated by the Leadership Team in conjunction with the Governors' Curriculum Committee.