

## Policy & Procedures: Included, Engaged, and Involved (including Exclusion Policy & Improving Outcomes for Pupils at Risk of Exclusion)

There are a range of existing approaches and good practice that Wallace High used to promote inclusion and young people's resilience. Whole school nurturing approaches sits at the universal level of intervention, providing the foundation to all other activities promoting resilience.

Included, engaged and involved policy provides a framework for promoting children and young people's wellbeing, resilience, attainment, and achievement. Whole school nurturing approaches has at its core a universal approach to promoting inclusive practice across all early year groups.

**Our definition of nurturing approaches is based on Education Scotland's national definition:**

*A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how a child's early experiences can have a significant impact on their development. It recognises that ALL school staff (and partners) have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible. A nurturing approach has a key focus on the school environment and incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment.*

**and is based on the understanding of the 6 nurturing principles:**

- Children's learning is understood developmentally.
- Environment offers a safe base.
- Nurture is important for the development of wellbeing.
- Language is a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children and young people

Occasionally a child or young person may be excluded. This means they are not allowed to attend school for a few days. Schools will only use exclusion as a last resort and after a range of other measures have been tried. Exclusion should allow for further planning and assessment and also an opportunity for reflection for the child or young person involved.

Wallace High is required to follow local procedures when excluding a child or young person. Parents/carers will be contacted and informed of the reasons to exclude in writing, learning activities appropriate to the individual's age and stage will be provided and a date agreed to return to school. Details of the appeal process are included in initial letter from school. A conversation will take place to plan for a positive return to school.

Wallace High follows the guidance and processes described in the government policy document; **Included, engaged, and involved part 2: preventing and managing school exclusions**

<https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/pages/2/>

#### **Guiding Principles:**

- The foundation for schools, learning establishments and education authorities is a whole school ethos of prevention, early intervention and support against a background which promotes positive relationships, learning and behaviour.
- Everyone in a learning community should feel they are in a safe and nurturing environment.
- All children and young people have a right to education; and education authorities have a duty to provide this education.
- All children and young people need to be included, engaged and involved in their learning.
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.
- Exclusion should be the last resort.
- Where exclusion is used, it should be as a proportionate response where there is no appropriate alternative, and the wellbeing of the child or young person should be the key consideration; and

- Exclusion must be for as short a period as possible with the aim of improving outcomes for the child or young person. The time during and after the exclusion period should be used constructively to resolve the situation and ensure positive and appropriate support is in place for all.

Wallace High uses a range of approaches to improve relationships and behaviour. These are centred around the principle that all behaviour is a form of communication. The effective implementation of these approaches can often prevent the need for exclusion. These include:

- restorative and solution-oriented approaches as part of a whole school approach.
- whole school nurturing approaches based on nurturing principles, including nurture groups in early years, primary, and secondary and specialist provision.
- Positive relationship policy and practice which contribute to social and emotional wellbeing including the Mentors in Violence Prevention (MVP) Programme.
- effective learning and teaching which contributes to developing good relationships and positive behaviour in the classroom, playground and wider school community.
- 

The above approaches can also be used in a timely fashion to target early intervention of children and young people who may be at risk of exclusion. For example, solution oriented or restorative meetings which involve key staff are often utilised in schools to help identify the main issues as well as sharing effective strategies and identifying the way forward. Nurture groups can also be used to support pupils as a targeted intervention to prevent exclusion.