



Co-op Academy
Hillside

Social Inclusion Strategy

1. Our Vision for Social Inclusion

At Co-op Academy Hillside, Social Inclusion is central to our ethos and underpins everything we do. We are committed to ensuring that every child feels safe, valued, respected and able to develop as a confident, resilient member of society, regardless of background, need or circumstance.

We recognise that some pupils may experience barriers to inclusion due to social, emotional, cultural, behavioural or attendance-related factors. This strategy sets out our intent to remove barriers, promote equity and foster a strong sense of belonging for all pupils.

Our approach to social inclusion is rooted in our 4Cs values: Creativity, Care, Curiosity and Connectivity, which guide our curriculum, relationships and decision-making across the school.

2. Purpose of the Strategy

The purpose of this Social Inclusion Strategy is to:

- Promote a culture of belonging, respect and inclusion
- Ensure equitable access to learning and wider school experiences
- Support pupils who may be socially vulnerable or at risk of exclusion

- Embed inclusive practice consistently across curriculum, behaviour and attendance
- Strengthen partnerships with families and the wider community
- Support pupils' social, emotional and mental wellbeing

3. Legislative and Policy Framework

This strategy aligns with and supports:

- The Equality Act 2010
- The SEND Code of Practice (2015)
- Keeping Children Safe in Education
- Behaviour, Attendance, Anti-Bullying and Safeguarding policies
- Ofsted's Education Inspection Framework

4. Our 4Cs Approach to Social Inclusion

Creativity • Care • Curiosity • Connectivity

Our Social Inclusion Strategy is driven by our 4Cs values, which shape inclusive practice across all areas of school life.

- Creativity enables pupils to express themselves in different ways, reduces barriers to learning and communication and values individuality.
- Care ensures that wellbeing, relationships and emotional safety are prioritised so that every child feels supported.
- Curiosity encourages pupils to understand themselves and others, explore differences respectfully and challenge stereotypes.
- Connectivity strengthens relationships, builds belonging, and ensures pupils feel linked to their learning, peers, adults and community.

5. Social Inclusion Through the Curriculum

Our curriculum is designed to be inclusive, ambitious, and accessible, ensuring that all pupils can engage meaningfully.

- Creativity
 - Pupils are offered varied ways to demonstrate learning and understanding
 - Creative approaches support pupils with SEND, EAL or communication needs
 - Enrichment activities promote confidence and self-expression
- Care
 - Curriculum content supports emotional wellbeing and personal development
 - PSHE and wider learning promote empathy, respect and inclusion
 - Teaching is adapted to meet individual needs
- Curiosity
 - Pupils are encouraged to ask questions and explore diverse perspectives
 - Learning promotes understanding of difference, identity and community
 - Discussion and reflection are embedded within lessons
- Connectivity
 - Collaborative learning strengthens peer relationships
 - Links are made between learning, real-life experiences and the wider world

- Pupil voice informs curriculum development

Through the curriculum, pupils develop confidence, understanding and a strong sense of belonging.

6. Social Inclusion Through Behaviour

Our Behaviour Strategy is inclusive, relational, and underpinned by understanding and fairness.

- Creativity
 - Behaviour support is flexible and personalised
 - Strategies are adapted to meet individual social and emotional needs
 - Pupils are supported to problem-solve and reflect
- Care
 - Behaviour is approached through trauma-informed and restorative practice
 - Emotional needs are recognised as central to behaviour
 - Adults respond consistently, calmly and supportively
- Curiosity
 - Staff seek to understand the reasons behind behaviour
 - Pupils are supported to reflect on choices and consequences
 - Behaviour incidents are used as learning opportunities
- Connectivity
 - Positive relationships between pupils and adults are prioritised

- Restorative conversations repair relationships and rebuild trust
- Exclusion is avoided wherever possible

This approach ensures behaviour systems promote dignity, inclusion and long-term positive outcomes.

7. Social Inclusion Through Attendance

We recognise that attendance is closely linked to wellbeing, belonging, and inclusion.

- Creativity
 - Individualised and flexible approaches address barriers to attendance
 - Support plans are tailored to pupils' needs and circumstances
- Care
 - Attendance concerns are addressed with sensitivity and empathy
 - The school works in partnership with families to offer support
 - Pupils experiencing anxiety or vulnerability are prioritised
- Curiosity
 - Staff explore underlying causes of absence rather than focusing solely on data
 - Pupil and family voice informs attendance support
- Connectivity
 - Pupils are supported to feel welcomed

- Strong relationships encourage regular attendance and engagement

Attendance is promoted as a shared responsibility, supporting pupils to remain connected to learning and school life.

8. Targeted Support and Early Intervention

We identify and support pupils at risk of social exclusion through:

- Early identification using attendance, behaviour and wellbeing data
- Targeted interventions such as nurture groups, mentoring or emotional support
- Close collaboration between class teachers, SENDCo, pastoral and safeguarding leads
- Engagement with external agencies where appropriate

9. Pupil Voice and Participation

Pupil voice is central to inclusion. We ensure pupils are:

- Encouraged to share views and experiences
- Involved through school council, surveys and class discussions
- Empowered to contribute to decisions that affect school life
- Supported to become inclusive role models

10. Partnership with Families and Community

We work closely with families and the wider community to promote inclusion by:

- Building trusting, respectful relationships with parents and carers
- Communicating clearly and inclusively
- Supporting families facing barriers to engagement
- Celebrating diversity and community events

11. Monitoring and Review

The effectiveness of this strategy will be monitored through:

- Behaviour, attendance and wellbeing data
- Pupil, staff, and parent feedback
- Review of participation in learning and enrichment
- Analysis of incidents related to exclusion or bullying

This strategy will be reviewed annually to ensure it continues to meet the needs of our school community.

12. Our Commitment

Through this Social Inclusion Strategy, and guided by our 4Cs values, we are committed to ensuring that every child feels included, supported and able to thrive socially, emotionally, and academically.