

Robert Smyth Academy – Inclusion Statement

Vision:

At Robert Smyth Academy inclusion is about belonging, equity, and opportunity for every individual. This is underpinned by our '**First & Most**' and PP strategy. It is about being seen as an individual but succeeding together.

Leadership Approach to Inclusion

Our leadership approach at all levels is, at its core grounded in cultivating relationships that ensure we are part of the same community, where leaders know, value and connect with students – strong relationships underpin everything.

Leaders cultivate these relationships to ensure:

- A positive and consistent culture with clear boundaries that are reinforced regularly by all staff.
- Every student has equity of opportunity to succeed and flourish, barriers are actively removed and inclusion is embedded in all areas: teaching, staff training, enrichment and governance.
- Inclusive teaching is embedded in everyday classroom practice and planning, rather than being treated as a separate approach or additional consideration.
- Support is proactive and universal with additional targeted provision provided where necessary

Key Strategies

- **Positive and warm** start to the day, lessons and all interactions in social and transition time. Adaptations are made to remove any barriers to learning and prepare students for the next phase of learning.
- **Clarity of expectations** around behaviour ensure students feel safe and are secure in their knowledge of what they need to do in all situations and
- **Learning routines:** consistent application of learning strategies through whole school strategies of 'Do Now', use of MWB, 'warm calling' and purposeful talk routines
- **Attendance, behaviour and progress** are monitored closely to inform intervention and support
- **To belonging and have a voice** we foster an inclusive culture where student voice is valued, enrichment opportunities enhance a sense of belonging, and strong partnerships with parents and carers are built through clear and consistent communication.

What does this look like in practice?

Walking around RSA you will see our '**Values In Practice**' (VIP)

- Respectful and positive interactions between students, between students and staff and between colleagues.
- Calm and orderly corridors, classrooms and social spaces
- Teachers that recognise and praise contribution but identify and address misconceptions in a supportive and non-threatening way
- Teachers that adapt their teaching through checking for understanding and targeted questioning
- Regular and varied enrichment activities
- Valued student voice opportunities
- Celebration through a culture of rewards and recognition in the form of merits, Golden tickets, postcards home and in assemblies each half term.
- Celebration of attendance

Measuring Impact

We evidence impact through:

- **Behaviour Data:** Reduction in suspensions and improved consistency.
- **Teaching Standards:** Show adaptive, quality first teaching.
- **Student Voice:** Surveys on belonging, safety, and engagement.
- **Attendance & Intervention Tracking:** Stage-based attendance interventions and a wave system for support.
- **Progress Data:** Academic improvement from starting points, alongside social and emotional development.
- **Engagement tracker:** Data on student involvement in opportunities beyond the classroom