

# ***The Social Inclusion Approach***

## ***How the Training and Implementation Process Works***

The Social Inclusion Approach seeks to deepen and further existing socially inspired practice within the school community. Experience has shown that this is best broken down into three distinct yet closely linked phases. Each phase usually lasts around one school year.

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### **Phase One: *Preparation, Practice & Planning.***

This phase, usually spans over one year and involves consciousness raising, training and follow up. Kim Payne and sometimes an assistant will visit the school.

#### ***On the first visit...***

#### **Day One/Afternoon:**

A workshop with the older students to explore the theme. (Two-Three Hours)

#### **Evening One:**

A public lecture attended by parents, faculty and the wider community. (Two Hours.)

It is vital that all faculty members attend this presentation as the following days work is substantially built upon it what is covered.

#### **Day Two:**

A Faculty in-service/professional development day. (Six Hours)

On this day we will journey from 'The Implicit to the Explicit.' So much of what the educator does on a day to day basis in addressing exclusion issues is implicit and subtle. In exploring this theme we will deepen our work in pedagogical and biographical story telling, artistic activities, playground culture, drama and movement.

We will begin to explore more explicit strategies to strengthen inclusion such as class meetings, parent meetings, establishing small 'Circles of Friends' and interrupting negative language in using 'The Put Down Diet.'

#### **Day Three & Four:**

Introductory Bullying Intervention and Mediation Training (Twelve Hours)

A smaller group of around 8-10 people consisting of teachers and parents are now trained in more explicit problem solving strategies. The parents involved usually have some professional care background and are trusted members of the community.

Two groups are now established.

*One:* The Social Inclusion Intervention Team, made up of all those who took part in day three and four.

*Two:* The Social Inclusion Coordinating Group usually made up of two teachers, one administrator and two parents who have attended day three and four. This group will have responsibility for coordinating all future social inclusion activities in the school.

### **Follow Up:**

Throughout the rest of the year/phase one there are usually four main activities that sustain this work.

*One:* A one hour per month Social Inclusion Intervention Team meeting where continued discussion and role play is done.

*Two:* A weekly Social Inclusion Coordinating Group meeting. During these meeting minutes are taken and sent for comment to Kim. A draft Social Inclusion Piloting Policy is drawn up and shared with the community for reflection and development.

*Three:* A monthly phone consultation between the member of the Coordinating Group and Kim.

*Four:* A volunteer group of older students begin work on forming a 'Student Code of Compassion'. Also, regular communication with the faculty and parents about plans and progress is carried out.

### **Phase Two: *Piloting.***

This year sees the first outward steps towards forming a school wide policy. This is done in the form of seeking agreement to run a 'pilot' scheme. The interventions can be introduced, trialed and reviewed. A Social Inclusion Mandate is drafted that describes the role of the Social Inclusion Coordinators.

#### ***On the second visit...***

#### **Day One:**

A volunteer group of older students are trained to become Social Inclusion Helpers. (Six Hours)

#### **Evening One:**

A second public lecture is given by Kim. (Two Hours)

#### **Day Two: (Six Hours)**

The Social Inclusion Intervention Team meet with Kim to discuss progress so far and to continue practice.

The Social Inclusion Coordinators meet with Kim

The faculty meet with Kim and the Coordinators .

#### **Follow Up:**

Phone consultations, practice and Coordinators meetings continue.

### **Phase Three: *Policy.***

In this year a Social Inclusion policy is formed, agreed and published via consultation with the faculty, parents and students.

#### ***On the third visit...***

##### **Day One:**

As in the previous years visit Kim meets with...

- i. The Social Inclusion Coordinators
- ii. The Intervention Team
- iii. The faculty
- iv. The student Social Inclusion Team

##### **Evening One:**

A Public Lecture is given on a related social theme.