

TIMECODES	INTRO – PUTTING INCLUSIVITY FIRST
	<p>Arrival shots</p> <p>Deputy Head Tom Spence</p> <p>00:10 <i>'Year 5 and 6 come straight through'</i></p> <p>Class room shots into and covering the interviews</p> <p>Jade Restell, Year 4</p> <p>00:24 <i>'Being a teacher is difficult, being a teacher through a pandemic is difficult, being a teacher with children who have extreme behaviour (Oscar screams) is even more difficult.'</i></p> <p><i>'The first few weeks I had a child that had a huge barrier to literacy, hated it, hated it every aspect of it, reading, writing, spelling, anything and I couldn't get him to even entertain the idea of taking part.'</i></p> <p><i>'And I was trying to get through to him, but I couldn't and it just ended up in a huge explosion of books being thrown and yeah, it didn't end too well'</i></p> <p>Marie Gentles, Former Head Teacher and Behavioural Expert</p> <p>01:05 <i>'Primary school is the place to start when we're looking at behaviour, because I think we have to be preventative, rather than reactive and the older they get, often we are reacting to behaviours, rather than putting things in place to prevent them escalating to that point'</i></p> <p><i>'If we don't help these children now, then I think the impact for them moving forward can be repeat exclusions.'</i></p> <p>Deputy Head Tom Spence</p> <p>01:36 <i>'We look to avoid permanent exclusion at all cost, it will be an absolute last resort for us. We have what we term as seclusions, so as a consequence for some behaviours, we might have a child that learns out of class for an afternoon or for a morning. But I guess if you really looked at that, that is actually an exclusion as they are out of their class, so they're away from lessons'</i></p> <p>Shireen Ayub, Year 4</p> <p>02:01 <i>'I was secluded, when I was at school... twice and it's just stuck with me and it's like ooh do you remember that happened and I think especially at this age, when the children aren't fully formed yet... its horrible. The kids that need secluded are the ones that need the learning and are the ones that need the love.'</i></p>

02:22	<p>Marie Gentles, Former Head Teacher and Behavioural Expert</p> <p><i>'Exclusion in general has a negative impact for a child, I just don't think it can have a positive impact, because I feel that for them, they perceive it as a form of rejection, even if they understand the reasons for the exclusion.'</i></p>
02:40	<p>Shireen Ayub, Year 4</p> <p><i>If I could tell a new teacher to worry about something, it would be behaviour is going to be your easiest thing... if your workload is manageable, then you can enjoy the teaching part and when you enjoy that part, behaviour is easy.'</i></p>
02:54	<p>Jade Restell, Year 4</p> <p><i>'I think, if you are that worried about it, then you need to go out of your way to get some training, to go and observe other teachers... be proactive about it, because you don't want to be caught out and I felt like I was caught out because I didn't do enough to find how to deal with it.'</i></p> <p>Shots of teachers working with students throughout the school</p>
03:29	<p>Marie Gentles, Former Head Teacher and Behavioural Expert</p> <p><i>'I come into schools to coach and to model and to support staff, in order for them to be able to do it themselves and so the work is never done, there is always gonna be another child. So whilst you may get to a certain point, there is gonna be another one, to follow that one.'</i></p>