

Inclusion and Exclusion in Social Groups



Feeling part of a group



Why might children exclude others?

- To feel special/chosen
- To feel powerful
- To have fun
- Developing empathy
- Developing emotional vocabulary



Exclusion and child development

Age	They can...	What we might see
EYFS and KS1	<ul style="list-style-type: none">• Be critical of others who are different• Be competitive	<ul style="list-style-type: none">• Firm ideas of children they “don’t like”• "Collecting" friends
Lower KS2 into Upper KS2	<ul style="list-style-type: none">• Critical of themselves and others• Sensitive to criticism• Worried or anxious	<ul style="list-style-type: none">• Finding the comfort of a close group of friends reassuring• Over-reactions to perceived slights• Bickering
Upper KS2 into secondary	<ul style="list-style-type: none">• Become more influenced by peers and social lives• Recognise that some people are “in” others are “out”• Be seeking more security in their identity	<ul style="list-style-type: none">• Begin to have (unspoken) rules in their groups – what they wear, what they like, attitudes “the group” holds• Be more desperate to be “in” and will go along with others’ exclusion





St Andrew's Church of England Primary School Headington

WE ARE

WELCOMING INCLUSIVE DIVERSE INVOLVING CURIOUS

OUR COMMUNITY

AS A CHURCH OF ENGLAND SCHOOL WE AIM TO FOSTER THE ORIGINAL DISCOVERY FEELING OF THE INTELLECTUAL AND SOCIAL DEVELOPMENT OF PUPILS EQUALLY...

SCHOOLS AROUND THE WORLD

CREATIVE SOCIABLE SAFE SUCCESSFUL

MUSEUMS ST ANDREWS

EVERYONE IS DIFFERENT

PUPILS
CONFIDENT CARING VALUED & UNDERSTOOD WELL PROVIDED INDIVIDUAL PREPARED FOR THE WORLD...

STAFF
BUSY ROLE MODELS AMBITIOUS OBSERVANT POSITIVE EMPATHY

PARENTS
COMMITTED SUPPORTIVE ENGAGED UNDERSTANDING THE SCHOOL

GOVERNORS VISITORS

OUR SHOPS & CAFES

OUR PARK

FERRY POOL

STAYING TRUE TO OUR VALUES

EVERYONE IS SPECIAL

★ FRIENDSHIP
★ TRUST
★ FORGIVENESS
★ HOPE
★ JUSTICE

CLUBS & SOCIETIES DANCE SPORT LUNCHTIME & FAMILY THE CHURCH CONNECTION CYCLE SAFETY

WELLNESS ART WEEKS

HEALTHY SCIENCE WELCOMING SCHOOL TRIPS LEARNING

AIMS

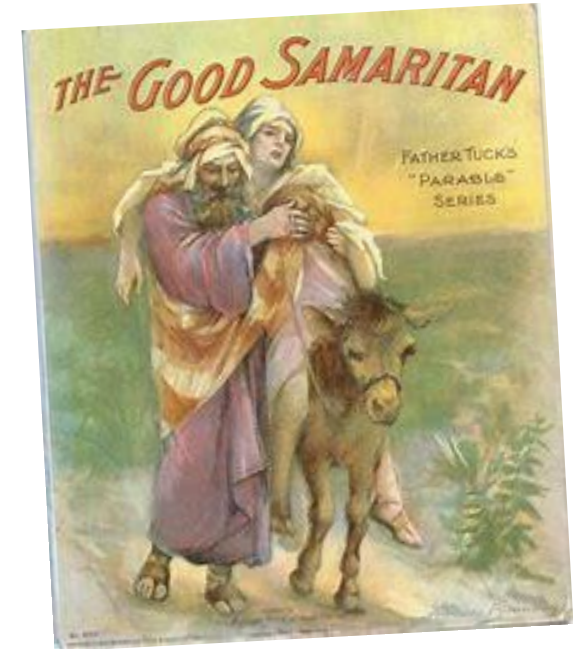
PROVIDE A STIMULATING AND CHALLENGING LEARNING ENVIRONMENT WITHIN WHICH A BROAD AND BALANCED CURRICULUM IS DELIVERED THROUGH ENGAGING PRACTICE PROMOTES LEARNING SO THAT EACH CHILD MAY BE HELD TO REALISE HIS OR HER POTENTIAL

RESPECT ALL

RESPECT ALL THOSE INVOLVED IN THE LIFE OF THE SCHOOL

WORK WITH EVERYONE AROUND US TO ENRICH OUR SCHOOLS AND CULTURE

AND COMMITMENT TO THE SCHOOL OF SOCIAL RESPONSIBILITY AND COMMUNITY WITHIN A COMMITMENT TO PROVIDE EQUAL OPPORTUNITIES FOR ALL



What can we do to about exclusion?



What do teachers do to prevent exclusion?

- Build a **strong classroom community** – changing talk partners, assigning groups to work together, teaching communication skills
- Develop **empathy** – PSHE lessons, Zones of Regulation, role play of different scenarios
- Known adults on the playground who have had inclusion/exclusion training
- **Afternoon emotional register** – letting adults know if they've felt excluded
- Teaching the distinction between being **friends versus our value of "friendship"**



When exclusion happens

- Recognise excluding behaviour (a new pair of “best friends” might at first appear innocuous but might be the start of excluding another child).
- Deal with it promptly – label it and make it clear it’s not acceptable. Teach an alternative.
- Draw attention to the negative effects of excluding behaviour.
- Give alternatives for an excluded child – teach skills for recognising and managing feelings.
- Restorative approach – promote forgiveness, rebuild relationships.
- Wider picture -supporting children to feel more secure.



What can be done at home to prevent exclusion?

- Reinforce the school's inclusive message.
- Discuss differences with curiosity – “how interesting” rather than “how weird”.
- Try to include new children in playdates.
- Look for “exclusion hotspots” – birthday parties etc. Talk to your child about managing the guest list sensitively.
- Appreciate the difference between “**friends**” and our value of “**friendship**”.
- Develop empathy by talking through events of exclusion – promote **forgiveness**.



When exclusion happens

MY CHILD HAS BEEN EXCLUDING

Talk through the incidents and how they unfolded with curiosity/neutrally.

Help them to recognise which choices they made which were excluding.

Validate their feelings but reinforce that **exclusion is unkind**.

Help them to apologise – it's a skill to be learnt!

MY CHILD HAS BEEN EXCLUDED

Talk through the incidents and how they unfolded with curiosity/neutrally.

Validate their feelings and help them to manage them.

Problem solve with your child – empower them.

Avoid labelling the other child as “bad” - exclusion happens and **forgiveness** is key to stop a cycle perpetuating.



A child's drawing on a white sheet of paper, featuring a vibrant rainbow with a white path leading through it. The colors of the rainbow are red, orange, yellow, green, blue, and purple. The drawing is set against a white background.

***Always feel free to
ask your child's class
teacher for support.***

