**The National Strategies**

# Creating an ethos for social inclusion

**The National Programme for Specialist Leaders of Behaviour and Attendance**

**department for**
**children, schools and families**

*Note: For the sake of brevity, 'child' and 'children' will be used to refer to both children and young people in this topic.*

# Contents

# Session leader information

## Aims

- To understand how an effective ethos of social inclusion is driven by values and beliefs

- To understand that the whole social inclusion agenda is based upon a set of beliefs about how we consider people should relate to each other

- To understand the implication of the social inclusion agenda upon the role as a leader in behaviour and attendance

- To understand what the key characteristics are of a socially inclusive educational environment

- To consider the implications for leadership styles within behaviour and attendance

- To begin to address own leadership skills, attributes and development needs

- To consider how to move colleagues, and own organisation, towards a more socially inclusive agenda

## Learning objectives

- Considering leadership styles and understanding the qualities and skills required for effective leadership of behaviour and attendance in a range of roles and contexts

- Reflecting on their own leadership styles, skills, behaviours and values

- Reflecting on how the learning process is affected by group and peer learning

- Evaluating and evidencing the outcomes of work-based activities

- Developing a theoretical understanding and knowledge of leadership in B&A and how it influences practice

- Reflecting on how the application of the ideas explored in this programme can act as a driver for change

## Session outline

| | | |
|---|---|---|
| **Previous session** | Review of work-based activities | 10 minutes |
| **Overview** | Creating an ethos for social inclusion | 10 minutes |
| **Preparatory reading and activity** | | |
| | Discussion | 10 minutes |
| **Activities** | | 1 hour 35 minutes |
| Activity 1 | Examining and prioritising values | |
| Activity 2 | Values, beliefs and theory | |
| Activity 3 | Leading change | |
| | | |
| **Session review** | | |
| **Selecting work-based activities** | | 20 minutes |
| **Forward look** | | 5 minutes |
| | | **Total time** 2 hours 30 minutes |

> You might want to adapt these activities or use alternative materials to help you meet the particular needs of the group.

### Overview

This topic gives group members opportunities to consider those factors that are important in promoting an ethos of social inclusion. The preparatory reading presents some of the beliefs and values that underpin the social inclusion agenda and distinguishes between a 'value' and a 'belief'.

Session 1 provides an opportunity to consider personal values and beliefs, while the work-based activities provide opportunities to liaise with colleagues in the workplace to help them identify beliefs and values relating to inclusion.

Session 2 gives group members the opportunity to discuss the ideas of Maslow and how his hierarchy of needs is relevant in promoting an inclusive ethos. Work-based activity 3 provides the opportunity to apply this in an educational setting.

Session 3 considers the implications for leadership in this area. The remaining work-based activities provide further opportunities for embedding learning from the topic so that group members develop the skills they need to help them create an ethos for social inclusion in their own workplaces.

You could use **slide 3** to introduce the session.

# Preparatory reading and activity

## Purpose

This preparatory session is designed to promote depth of enquiry and thinking. It supports the flow of the facilitated topic. Make brief notes about your reading and bring them with you to support your learning within the topic.

## Resources

- Resource A: *Useful reading*
- Resource B: *Interesting reading*
- Resource C: *Further reading*

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**Suggestions**

When you have completed your reading, synthesise what, for you, are the key values underpinning social inclusion.

- How are these values relevant to behaviour and attendance in a mainstream school setting?

- What, for you, are the most persuasive arguments contained within Resource C, for the inclusion of children and young people with more challenging behaviours within mainstream educational settings?

- What relevance do these issues have to attendance targets?

Any notes you make should be brought to the session.

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## Preparatory reading and reflection.  An ethos for inclusion

### Introduction

This topic seeks to support you in asking reflective questions, both of yourself and of those with whom you work, to help establish clear thinking in relation to certain issues surrounding behaviour and attendance in schools. These issues relate not just to inclusion but also to the implications for leadership in those educational settings seeking to maintain or develop an ethos of inclusion.

The *Every Child Matters* agenda sets out the five outcomes for every child and young person. The promotion of inclusion, within a positive and welcoming learning environment, is at the heart of the five outcomes. Positive and trusting relationships, good behaviour and attendance and feelings of well-being are necessary prerequisites to:

- being healthy
- staying safe
- enjoying and achieving
- economic well-being
- making a positive contribution.

Schools are operating within a framework that has become consistently more challenging in relation to inclusion. The new Office for Standards in Education (Ofsted) framework for inspection of schools places the inclusion of all children and young people, including the most challenging, firmly within the responsibility of mainstream establishments.

The inclusion of children and young people who have poorly developed social, emotional or behavioural skills can present certain challenges for educators. The issues surrounding how 'the needs of the many' can be met, at the same time as meeting 'the needs of the few', is particularly emotive when we are discussing difficult or challenging behaviour and emotional distress. It becomes essential for us to debate and agree what we mean by 'inclusion' and how our beliefs about inclusion relate to the values that drive our everyday practice.

It has never been more important for leaders in the field of behaviour and attendance to develop and use a coherent language relating to social inclusion, a language that communicates clear messages that support inclusive practice from an identified standpoint of values and beliefs.

Building an inclusive environment relies wholly upon the ability of the community to have internalised a positive ethos built upon a solid system of values and beliefs. It is the role of leaders to create an environment in which this ethos is known and valued by all, understood by all and practiced by all.

Initial questions that begin the process of identifying the individual values and beliefs that constitute an organisation's collective ethos are:

- *What do I believe?*

- *What are the values by which people know me?*

- *How does this relate to behaviour and attendance?*

Livsey (with Palmer 1999) calls for teachers (for 'teachers' read all those who work with children or young people) to revisit their moral purpose and to ask themselves:

> *Why did I become a teacher in the first place? What do I stand for as a teacher? What are the gifts I bring to my work? What do I want my legacy to be? What can I do to 'keep track of myself' to 'remember my own heart'?*

This tone may seem highly esoteric; it is not often, within the scope of our work in and within educational settings, that we have opportunity to 'remember our own hearts'. It seems vital, however, that, as leaders within the field of behaviour and attendance, we learn from individuals who, through clear and evidenced values and beliefs (or 'wearing their hearts on their sleeves'), have successfully established inclusive practice in their settings.

Within any educational setting there are individuals and groups of children or young people who find it difficult to feel a sense of belonging to the school, whether academic, social or emotional, for a variety of reasons. An inclusive ethos will have on-going processes that constantly seek to remove these barriers to emotional well-being, attendance and learning for those children and young people. Through this commitment, educational settings will have in place support systems integrated around the individuals or groups to encourage them to participate and achieve, to give them the clear message: 'we want you here, you belong with us'.

There are many internationally and nationally agreed frameworks and concepts upon which we can draw to help frame policies and, thereby, support children and young people in learning to act responsibly and helping establishments become progressively more inclusive.

The selection of readings that follow outline some of these key frameworks and understandings. Some of them will be more familiar than others. Additional resources are referenced at the end of this topic, to enable you to look at selected sections in more depth. (In order to assist in prioritisation, these sources have been divided into 'essential', 'helpful' and 'interesting' sections.)

## Resource A: Useful reading

### Maslow's Hierarchy of Needs[1]

Maslow felt that human beings are basically trustworthy, self-protecting, self-governing and that they tend towards growth and love. He felt that human beings were motivated by unsatisfied human need and that lower levels of such need must be satisfied before higher levels.

The four levels are:

- **physiological needs** – hunger, thirst, warmth

- **safety** – secure, safe

- **belonging** – love, affiliation with others, acceptance

- **esteem** – to achieve, be competent, gain approval and recognition.

Maslow later added the following higher levels:

- **cognitive** – to know, understand and explore

- **aesthetic** – symmetry, order and beauty

- **self-actualisation** – to find self-fulfilment and realise one's potential

- **transcendence** – to help others find self-fulfilment and realise their potential.

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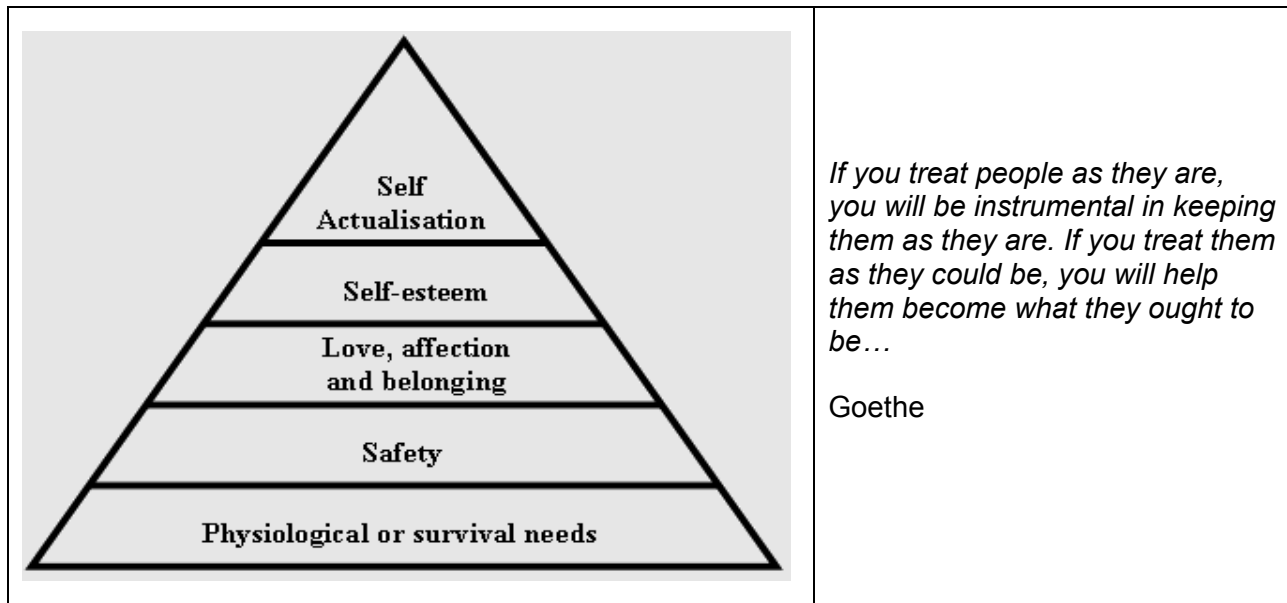
*If you treat people as they are, you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be…*

Goethe

*Maslow's Hierarchy of Needs* taken from *The Farther Reaches of Human Nature* (1973) by Abraham Maslow. Reprinted by permission of SLL/Sterling Lord Literistic, Inc. Copyright by Abraham Maslow. Used with kind permission.

**Values outlined in 'Curriculum 2000' – DfES (1999)**

Four essential values are identified within 'Curriculum 2000'.

**The self**:       We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.

**Relationships**:       We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of others and ourselves and to the good of the community.

**Society**:       We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families as sources of love and support for all their members, and as a basis of a society in which people care for others.

**The environment**:       We value the environment, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration.

**Learning through human rights**

*Learning about human rights involves acquiring relevant knowledge about rights and responsibilities, the people and organisations engaged in the struggles to ensure rights for all, both in the past and the present.*

*Learning for human rights encourages children to develop the skills essential for understanding the nature of rights and responsibilities and for taking appropriate action.*

*Learning through human rights enables children to experience the values of a community in the school where the learning environment supports respect for individuals.*

       

*Children and young people are encouraged to listen to one another's points of view and can express opinions freely in ways that do not offend others.*

*Human rights education is about empowering tomorrow's citizens. Schools have an important role to play in contributing to that empowerment...*

I. Lister (1984), *Teaching and Learning Through Human Rights*,
Strasbourg: Council of Europe

**Definitions of inclusion in education adapted from the *Index for Inclusion,* CSIE 2002**

Inclusion in education involves:

- valuing all children, young people and staff equally;

- increasing the participation of children and young people in, and reducing their exclusion from, the cultures, curricula and communities of local schools;

- restructuring the cultures, policies and practices in schools so that they respond to the diversity of children and young people in the locality;

- reducing barriers to learning and participation for all children and young people, not only those with impairments or those who are categorised as 'having special educational needs';

- learning from attempts to overcome barriers to the access and participation of particular children and young people to make changes for the benefit of children and young people more widely;

- viewing the difference between children and young people as resources to support learning, rather than as problems to be overcome;

- acknowledging the right of children and young people to an education in their locality, improving schools for staff as well as for pupils;

- emphasising the role of schools in building community and developing values, as well as in increasing achievement;

- fostering mutually sustaining relationships between schools and communities;

- recognising that inclusion in education is one aspect of inclusion in society.

**Inclusion, Ofsted Guidance**

Taken from: Evaluating Educational Inclusion: Guidance for Inspectors and Schools, Ofsted 30 November 2000
http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research

*This guidance aims to help inspectors, and the governors and staff of schools, to identify what it means to be an inclusive school, and to diagnose the strengths and weaknesses of a school's practice in order to bring about improvements in this area. This requires inspection reports to be more focused on the impact of the school's strategies for addressing inclusion issues and, particularly, for promoting racial equality.*

*Educational inclusion is more than a concern about any one group of children and young people such as those who have been or are likely to be excluded from school. Its scope is broad. It is about equal opportunities for all children and young people, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of children and young people within a*

*school. Throughout this guidance, whenever we use the term 'different groups' it could apply to any or all of the following:*

- *girls and boys;*

- *minority ethnic and faith groups, travellers, asylum seekers and refugees;*

- *Children and young people who need support to learn English as an additional language (EAL);*

- *children and young people with special educational needs;*

- *gifted and talented children and young people;*

- *children 'looked after' by the local authority;*

- *other children, such as sick children; young carers; those children from families under stress; pregnant school girls and teenage mothers; and any children and young people who are at risk of disaffection and exclusion.*

### Inclusion as a right

Taken from the Centre for Studies into Inclusive Education (CSIE website), 2002
www.csie.org.uk.

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### Ten reasons for inclusion

Inclusive education is a **human right**, it's **good education** and it makes good **social sense**.

**Human rights**

1. All children have the right to learn together.

2. Children should not be devalued or discriminated against by being excluded or sent away because of their disability or learning difficulty.

3. Disabled adults, describing themselves as special school survivors, are demanding an end to segregation.

4 There are no legitimate reasons to separate children for their education. Children belong together, with advantages and benefits for everyone. They do not need to be protected from each other.

**Good education**

5. Research shows children do better, academically and socially, in integrated settings.

6. There is no teaching or care in a segregated school which cannot take place in an ordinary school.

7. Given commitment and support, inclusive education is a more efficient use of educational resources.

**Social sense**

8. Segregation teaches children to be fearful, ignorant and breeds prejudice.

9. All children need an education that will help them develop relationships and prepare them for life in the mainstream.

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10.    Only inclusion has the potential to reduce fear and to build friendship, respect and understanding.

## Resource B: Interesting reading

- *Emotional Intelligence*, D. Goleman (1996), Bloomsbury

- *Nurturing Emotional Literacy*, Peter Sharp (2001), David Foulton, London

- *Teaching and Learning about Human Rights*, I. Lister (1984), Strasbourg: Council for Europe

- Social Inclusion – Secondary Leadership Paper 6, NAHT July 2000

- *SEN Toolkit*, DfES /0558/2001

- *Self Science*, K. S. McCown (1998), 6 Seconds, California

- Special Educational Needs Code of Practice 2001, DfES /558/2001 publications.teachernet.gov.uk

- The Salamanca Statement www.unesco.org/education/pdf/SALAMA_E.PDF

- Index for Inclusion www.csie.org.uk

- Human Values Foundation www.ehv.org

## Resource C Further reading

- Curriculum 2000, DfES 1999 (Sections on Values and Inclusion)

- Guidance for Ofsted Inspectors www.ofsted.gov.uk/Ofsted-home/Publications-and-research

- Special Educational Needs Code of Practice 2001 publications.teachernet.gov.uk

- The Salamanca Statement www.unesco.org/education/pdf/SALAMA_E.PDF

- R. Villa and J. Thousand, *Creating an Inclusive School* (2005), ASCD publishers

- The Full Convention on the Rights of the Child www.unicef.org/crc

- Guidance for Ofsted Inspectors www.ofsted.gov.uk/Ofsted-home/Publications-and-research

- *Leadership and Management: What Inspection Tells Us*, Ofsted, June 2003 HMI 1646

You might want to adapt these activities or use alternative materials to help you meet the particular needs of your group.

# Activity 1

## Examining and prioritising values
(*45 minutes*)

### Aims
- To help group members develop understanding of how an effective ethos of social inclusion is driven by values and beliefs

- To understand that the social inclusion agenda is based upon a set of beliefs about how people should relate to each other

- To encourage individual group members to discuss and prioritise both the personal and group key values that underpin social inclusion

### Resources
- Resource A: *Video*

- Resource B: *Reflection on the video*

- Resource C: *Diamond 9 sort*

- Three blank postcards for each participant (large sticky notes are equally good)

### Facilitator's notes
Before showing the video clip, emphasise that the video is provided as a stimulus for the topic and does not offer a 'definitive' view of the values and beliefs that underpin an effective ethos of social inclusion.

Show the video clip (20 minutes).

Take brief feedback of the group's initial or immediate thoughts.

Ask group members to describe the values and beliefs relating to social inclusion that were expressed in the video.

After this, ask them to discuss with a partner how the values and beliefs expressed relate to their own values and beliefs or those of the organisation in which they work.

Ask them to consider what questions, related to the practicalities of enshrining values and beliefs in practice, they would have liked to ask the interviewees. (You will find the questions in Resource B.)

Take key points and note them on a flipchart for display.

Invite group members to think back to the key values underpinning social inclusion that they identified through the preparatory activities. (15 minutes)

Give each group member three blank postcards and invite them to work alone to identify the three most important values they identified as underpinning social inclusion for behaviour and

attendance (their 'Desert island' values). Ask them to write one on each of the three postcards. Follow the suggestions (on Resource C) for the *Diamond 9 sort* activity.

Divide the group into sets of four or five and invite them to prioritise their collective 'Desert island' values onto the Diamond 9 grid.

If you have more than one group, after 10 minutes ask one person in each group to act as spokesperson. The spokesperson stays with their Diamond 9 grid and the remainder of their group visits another group's Diamond 9 grid. The spokesperson explains their priorities to the visitors.

This activity links to work-based activity 4.

## Activity 1 Resource A

**Video clip**

**Values and beliefs underpinning effective behaviour and attendance leadership**

You will hear the following people talking about their vision for behaviour and attendance:

Moyra Healey, Adviser to the DfES on Learning Support Units (2004–2006)

Janet Sommers, Headteacher, Friars Primary Foundation School, Southwark, London

Colin Bell, Headteacher, South Leeds High School, Leeds

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You can download this video by clicking on the resource link, or request it on CD-ROM from the project assistants at Reading.

## Activity 1 Resource B

**Reflection on the video**

Describe the values and beliefs expressed in the video.

Discuss with a partner how the values and beliefs expressed relate to your own values and beliefs or those of your organisation.

What questions, related to the practicalities of enshrining values and beliefs in practice, would you have liked to ask the interviewees?

## Activity 1 Resource C

### Diamond 9 sort

A Diamond 9 sort is a simple yet powerful way of helping individuals or groups prioritise a range of issues.

1.  Write each issue on a separate square of paper, card or 'sticky' note.

    The group then needs to identify the criteria that will be used to identify 'importance'. For example, this might be 'urgency for action', 'influence', 'need to consider in making decision'.

2.  Arrange the issues in the pattern below so that the most important is at the top of the diamond, the next two in importance are on the second rank, the next three on the third rank, and so on. Cards left over can be placed outside the diamond for future consideration.

3.  Rearrange the issues within the diamond until you are happy with the order of priority.

The most important element of this activity is the **discussion and reflection**.
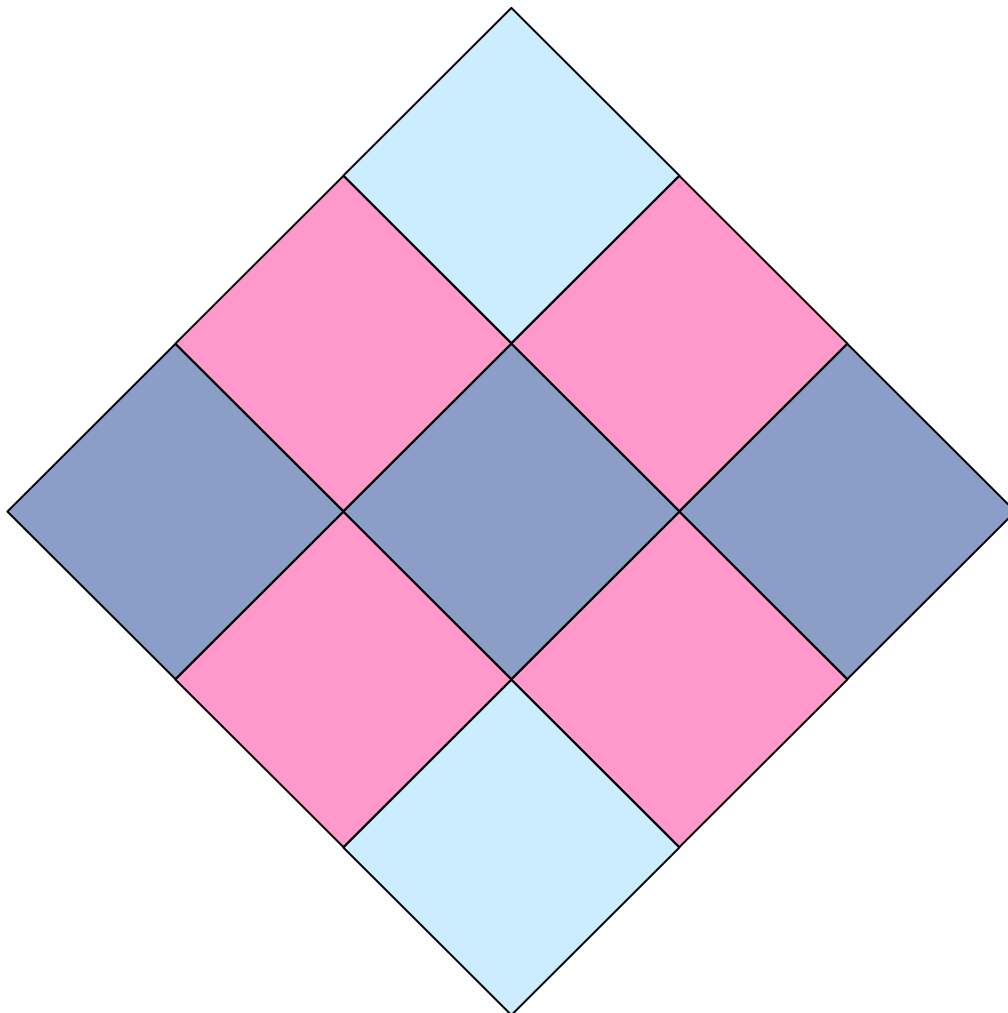
## Activity 2

### Values, beliefs and theory
(*30 minutes*)

### Aims

* To understand that the whole social inclusion agenda is based upon a set of beliefs about how we consider people should relate to each other

* To understand the key characteristics of a socially inclusive educational environment

* To encourage group members to begin to explore what impact the embedding of the key values identified in the previous activity would have on an organisation

### Resources

Resource A: *Maslow's hierarchy of needs (reading)*

Resource B: *Applying the Maslow model*

### Facilitator's notes

**Note**: The purpose of this topic is to connect the thinking that group members have been undertaking about values with a theoretical model, in this case, Maslow's. The Maslow model is not used in this instance simply because this is the only applicable model; it is suitable for participants to use at this stage. The intention is that group members will apply their thinking to other theoretical models.

Draw your group's attention to the fact that it is possible to follow up this work in work-based activity 3.

Remind group members of their pre-reading for this topic, including Maslow's hierarchy of needs. Allow people a few minutes to re-read the paper in Resource A: *Maslow's hierarchy of needs*, and to look at the questions on Resource B: *Applying the Maslow model*.

Ask group members, in pairs, to consider the implications of Maslow's model to a primary school, a secondary school, a Learning Support Unit (LSU) or a Pupil Referral Unit (PRU).

Invite group members to consider some or all of the questions below.

* In order to put Maslow's model into practice, and use it to support an ethos of social inclusion, what are some of the practical procedures the organisation would have in place?

* If an organisation began to manage itself with regard to this model:
    – how would a child or young person know that things were different?
    – how would a newly qualified teacher (NQT) or other new member of staff recognise it?
    – How would a parent or carer see that things had changed?

* If a department began to manage itself according to this model, how would a child or young person know that things were different?

List the three most important things your organisation or setting could do to ensure better inclusion and support for children or young people who experience social, emotional and behavioural or attendance difficulties.

List the three smallest (or easiest!) things your organisation or setting could do to ensure better inclusion and support for children or young people who experience social, emotional, behavioural or attendance difficulties.

Ask group members to feed back the three that they feel are easiest to achieve in an educational setting. Record these on flipchart paper for later use.

Ask group members to record these personally, to assist them in considering work-based activities.

## Activity 2 Resource A

### Maslow's hierarchy of needs[2]

Maslow felt that human beings are basically trustworthy, self-protecting, self-governing and that they tend towards growth and love. He felt that humans were motivated by unsatisfied human need and that lower levels of need must be satisfied before the higher levels.

The four levels are:

- **physiological needs** – hunger, thirst, warmth

- **safety** – secure, safe

- **belonging** – love, affiliation with others, acceptance

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### Activity 2 Resource B

**Applying Maslow's model**

Consider the implications of Maslow's model within a primary, secondary or special school, an LSU or PRU.

- In order to put Maslow's model into practice, and use it to support an ethos of social inclusion, what are some of the practical procedures the organisation would have in place?

- If an organisation began to manage itself with regard to this model:
  – how would a child or young person know that things were different?
  – how would a newly qualified teacher (NQT) or other new member of staff recognise it?
  – how would a parent or carer see that things had changed?

- If a department began to manage itself according to this model, how would a child or young person know that things were different?

List the three most important things your organisation or setting could do to ensure better inclusion and support for children or young people who experience social, emotional and behavioural or attendance difficulties.

1.

2.

3.

List the three smallest (or easiest!) things your organisation or setting could do to ensure better inclusion and support for children or young people who experience social, emotional, behavioural or attendance difficulties.

1.

2.

3.

## Activity 3

**Leading change**
(*35 minutes*)

**Aims**
- To help group members better understand the implications of the social inclusion agenda upon their role as specialist leader

- To begin to develop group members' leadership skills and attributes and identify their development needs

- To consider how to move colleagues, and their own organisation, towards a more socially inclusive agenda

**Resources**
- Resource A: *Paper talk – leader's notes*

- A large sheet of paper on the table and a range of coloured marker pens

**Facilitator's notes**
Display the sheet/s from the previous activity on the wall, so that they are clearly visible to all group members. Introduce the idea of a paper talk.

A paper talk can be an uncomplicated silent reflection or a spirited, but silent, exchange of ideas. It has been known to solve vexing problems, surprise everyone with how much is collectively known about something, get an entire project planned, or provide a committee with all the information it needs (minus verbal sparring and point scoring).

1.  Explain very *briefly* that this is a silent activity. No one may speak but anyone may add to the paper talk as they please. Anyone can comment on another's ideas simply by drawing a connecting line to the comment.

2.  Write a relevant question in a circle in the middle of the paper. For example:

    - *What do you think about leadership, social responsibility and learning?*

    - *How can we improve the learning community in educational settings?*

3.  Give everyone a marker pen, or place marker pens on the table.

4.  People will write as they feel moved. There are likely to be long pauses for reflection. Don't worry, this is natural, so allow plenty of wait-time.

5.  How you choose to interact with the paper talk can influence its outcome. You can stand back and let it unfold or you can expand thinking by:

    - circling other interesting ideas, thereby inviting comments

    - writing questions about a group member's comment

    - adding your own reflections or ideas

    - connecting two comments together with a line and adding a question mark.

**6.** When it's done, it's done!


After 10 minutes, invite group members to discuss what has been written on the sheet.

Tell group members that you are now going to consider the leadership skills necessary to build an organisation such as the one you have just discussed. In a circle at the centre of the paper talk sheet, write:

- *What are the key influencing skills that a leader would need to achieve this?*

Ask the group to list the leadership skills and think back to their own reflections on your own leadership (undertaken for pre-Study Day 1).

Ask group members, in pairs, to discuss what they feel might be the next steps for them in developing or practising their leadership style in the context of behaviour, attendance and social inclusion.

Group members may wish to record this in the reflective log.

This activity may be linked to work-based activities 2 and 5.

## Activity 3 Resource A

### Paper talk – topic leader notes

The time for this activity can vary between 25 and 40 minutes, depending on your group.

### Materials

- A large sheet of paper on a table

- A range of coloured markers or pens

A paper talk can be an uncomplicated silent reflection or a spirited, but silent, exchange of ideas. It has been known to solve vexing problems, surprise everyone with how much is collectively known about something, get an entire project planned, or provide a committee with all the information it needs (minus verbal sparring and point scoring).

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   - writing questions about a group member's comment

   - adding your own reflections or ideas

   - connecting two comments together with a line and adding a question mark.

6. When it's done, it's done!

You may wish to ask participants to complete their reflective log after this activity as part of an evaluation of learning and reflection on the session.

# Signposts to National Strategy Behaviour and Attendance Core Day materials and the Behaviour and Attendance Toolkit

If you have a particular interest in this topic and would like to explore further reading or opportunities for work-based activities, you may find the following links to National Strategy Behaviour and Attendance Core Day materials and the Behaviour and Attendance Toolkit helpful. These can be found at http://nationalstrategies.standards.dcsf.gov.uk/node/97231

## NS Behaviour and Attendance study and training materials – key points

Throughout the Core Day materials and the Toolkit, there is an emphasis on the need for schools and settings to establish agreed and shared values, such as respect, fairness and inclusion. Behaviour and attendance policy and practice should always reflect these values.

Points made in the materials that are relevant to this topic are as follows.

- There is a need for a whole-school behaviour and attendance policy that reflects the underpinning values of the school or setting and shapes its ethos.

- The values embedded in a school's behaviour and attendance policy should be reflected in all structures designed to support pupils, for example, anti-bullying measures, the system of rewards and sanctions, an on-site learning support unit.

- Consideration should be given to ways of teaching pupils how to act, in keeping with the school's values and beliefs, both in and out of class.

- Good relationships are more likely to flourish in an ethos based on shared values, principles and beliefs.

- Staff behaviour affects relationships and, as a consequence, inclusion, motivation attendance and learning.

- The values and principles within a school are demonstrated by the way in which rights and responsibilities are understood and practised by all members of the school community in the widest sense, including parents and carers and staff from external agencies.

- An emotionally healthy school is one in which positive values have become embedded.

- Pupil participation in all aspects of school life helps to reduce inequalities and promote inclusion.

## NS Behaviour and Attendance Study and Training Materials – support for work-based activities

More substantial coverage of ways to create a positive, inclusive ethos can be found in the following sections.

### Core Day 1, Session 1: Reviewing a behaviour and attendance policy

The Core Day 1 materials establish the underpinning values upon which all policy and practice should be founded. Session 1 will provide useful ideas and activities for participants undertaking work-based activities 1, 2 or 4.

**Core Day 2, Session 3: Creating a positive whole-school climate**

This session includes activities to encourage exploration of ways to create an appropriate climate for positive behaviour and attendance. It will support participants undertaking work-based activities 3 and 4. As in work-based activity 2, Task 2 *Staff and pupil needs* uses Maslow's hierarchy of needs as a way of focusing thinking about how to promote inclusion.

**Core Day 4: Developing emotional health and well-being: a whole-school approach to improving behaviour and attendance**

Materials for this session will support participants undertaking work-based activity 5.

**B&A Toolkit 4: Bullying – pupil focus**

**B&A Toolkit 6: Classroom behaviour – pupil focus**

**B&A Toolkit 9: Attendance – pupil focus**

The three toolkits, each with a pupil focus, offer useful approaches for participants wanting to explore things from the perspective of a pupil, in work-based activity 6. Unit 6.4P *Involving pupils in negotiating classroom rules and protocols* in the Classroom Behaviour Toolkit explores ways of involving pupils in negotiating classroom rules that reflect the core values of the school.

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**Work-based activities**

The following activities are examples of work-based activities you could undertake. You may choose to use existing work to consolidate impact, or extend activities you are already being asked to do. You may undertake your own activity if it is relevant to the topic and your context.

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## Work-based activity 1

### What is the impact of your organisation's mission statement in promoting an ethos of social inclusion?

**Aim**

- To provide an opportunity to identify any differences between an organisation's stated intentions (as expressed through its mission statement) and the existing practice, by using work-shadowing of colleagues within the organisation

**Audience**

All group members

**Use of expert**

None is required.

| **Links to the learning process** | Practical application |
|---|---|
| | Feedback and reflection |
| | Embedding the experience |

**Links to other study topics**

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**Notes**

- You should ensure that, when planning, completing and writing up your work-based activity, you refer to any other study materials you have studied.

- You can use the theory in those materials to inform your practice and record your reflections as you go along.

Before you begin this activity you should meet with senior colleagues to agree protocols.

Take the mission statement for a school or educational setting within which you have a role.

Review how accessible this statement is to all users (staff, children and young people, parents and carers, governors and the wider community).

Identify, through conversations, interviews and questionnaires, what this mission statement means to a random sample of staff, children and young people. In particular, explore this in relation to values and beliefs. Clarify what, for the community, the mission statement would look like if it were embedded in practice. For example, what would people see, hear and be doing?

In whatever way possible, observe or shadow an individual child or young person (or a group of children or young people) in a variety of contexts and at different times of the day. Observe and note where the mission statement for the setting appears to be embedded in practice. Note also where it is not carried through.

Wherever possible, make your observations by following a child or young person who is experiencing social, emotional or behavioural difficulties. Ask yourself how well the setting lives up to its intentions. For example, an ideal scenario in a secondary school would entail a one-day shadowing, during which you might follow a class, with a particular focus on the experiences of one or two young people. In other settings it is possible that mobility will be much reduced. It is important that the children or young people themselves, and the class as a whole, do not know the purpose of your observations. To do this effectively requires that you communicate clearly with all concerned as to the purpose, nature and intention of your activity.

At the end of this work-based activity you should meet again with senior colleagues to discuss the impact this session has had within your workplace.

You should record the key points from this conversation.

**Outcomes**
- You will understand how an organisation's mission statement can be used to monitor the effectiveness – or otherwise – of the organisation's social inclusion policy and practice.

**Reporting**
- Note down and discuss your ideas for closing any perceived gap between the organisation's vision and practice. For example, this may result in working on an alternative mission statement within the school, ensuring the current vision is accessible and understood by all, or speaking with senior staff.

- Prepare a feedback presentation of your findings to colleagues and/or the children and young people you observed.

# Work-based activity 2

**Using the index for inclusion to perform a strengths, weaknesses, opportunities and threats (SWOT) analysis**

**Aim**

- To give group members the opportunity to consider the strengths, weaknesses, opportunities and threats (SWOT) to their own organisation, or an organisation they know well, in the area of inclusion as it relates to behaviour and attendance

**Audience**

Those based in schools or in specialist provision, but also those who work within a wider educational context where the *Index for Inclusion* has application

**Use of expert**

None is required.

| | |
|---|---|
| **Links to the learning process** | Practical application |
| | Feedback and reflection |
| | Embedding the experience |

**Links to other study topics**

Your completed portfolio will need to meet the Portfolio Evaluation Criteria that are introduced in Study Day 2. To help in presenting your evidence, make sure that, when planning, completing and writing up your work-based activity, you refer to any other relevant NPSLBA topics you have studied. For example, even if your cluster group didn't choose to work through a particular topic, you may have read the materials associated with that topic yourself. You can use the theory in those materials to inform your practice when undertaking a work-based activity and record your reflections as you go along.

**Notes**

- You should ensure that, when planning, completing and writing up your work based activity, you refer to any other study materials you have studied.

- You can use the theory in those materials to inform your practice and record your reflections as you go along.

Before you begin this activity you should meet with senior colleagues to agree protocols.

Using the information from your pre-reading of the Index for Inclusion, perform a SWOT (strengths, weaknesses, opportunities and threats)  analysis on your own or a relevant school or organisation.

Take four pieces of paper. On each sheet write one of these headings.

- Strengths (areas in which your organisation is currently successful)

- Weaknesses (areas in which your organisation needs to improve)

- Opportunities (areas in which your organisation has the potential for future development or ways in which your organisation could improve its impact)

- Threats (areas of your organisation's practice that currently prevent one or more of these opportunities being realised and aspects beyond the organisation that reduce the chances of successful implementation)

Consider where each statement from the extract from the Index would be ranked within your own school or organisation.

- Consider the strengths – what would need to happen to amplify each of these?

- Consider the weaknesses – what would need to happen to improve these?

- How could the organisation capitalise on the opportunities?

- How could the organisation minimise the threats?

- As a specialist leader of behaviour and attendance within your organisation, what practical steps could you take to make the process above more likely to happen?

At the end of this work-based activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

## Outcomes

You will have a greater understanding of the strengths, weaknesses, opportunities and threats to educational settings in the area of inclusion as it relates to behaviour and attendance.

## Reporting

- Write up a paper or presentation on the SWOT analysis for the senior leadership team (SLT) or relevant body.

## Work-based activity 3

### Using Maslow's hierarchy of needs to promote an ethos of social inclusion

### Aims

*   To investigate how a theory, in this case Maslow's hierarchy of needs, can provide a deeper insight into the underlying causes for the behaviour and attendance of certain children and young people

*   To explore the implications for promoting and developing a socially inclusive ethos

### Audience
All group members

### Use of expert
None is required.

| **Links to the learning process** | Practical application |
| --- | --- |
| | Feedback and reflection |
| | Embedding the experience |

### Links to other study topics

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### Notes

*   You should ensure that, when planning, completing and writing up your work-based activity, you refer to any other study materials you have studied.

*   You can use the theory in those materials to inform your practice and record your reflections as you go along.

Before you begin this activity you should meet with senior colleagues to agree protocols.

Consider two children or young people, one of whom is experiencing behaviour and/or attendance difficulties and another who is considered to be doing well.

*   *How can Maslow's hierarchy give you a deeper insight into the underlying causes of the behaviour and/or attendance difficulties of one child or young person and the absence of them for the other?*

*   *What would have to happen within the organisation for the needs of the child or young person with particular difficulties to be addressed? Are there any implications for the well-being of the second child or young person?*

- *How could this model (and/or other appropriate models) be employed to support and develop an ethos of social inclusion?*

At the end of this work-based activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

**Outcomes**

- You will have thoroughly investigated the application of Maslow's hierarchy to a current situation and have insight into the wider implications of the application of theory to practical context.

- An action plan to address any identified needs will have been developed.

**Reporting**

- Table your findings, differentiating between the current situation and the actions that could be taken to improve it.

- Discuss this with colleagues and, as a result of your thinking, develop one action point. Use an action plan, with a timeline and your reflective log, to help record this process.

# Work-based activity 4

## Values and beliefs

### Aim

- To support group members to focus on the themes of social inclusion in relation to behaviour and attendance

### Audience

All group members

### Use of expert

None is required.

| **Links to the learning process** | Practical application |
| --- | --- |
| | Feedback and reflection |
| | Embedding the experience |

### Links to other study topics

Your completed portfolio will need to meet the Portfolio Evaluation Criteria that are introduced in Study Day 2. To help in presenting your evidence, make sure that, when planning, completing and writing up your work-based activity, you refer to any other relevant NPSLBA topics you have studied. For example, even if your cluster group didn't choose to work through a particular topic, you may have read the materials associated with that topic yourself. You can use the theory in those materials to inform your practice when undertaking a work-based activity and record your reflections as you go along.

### Notes

- You should ensure that, when planning, completing and writing up your work-based activity, you refer to any other study materials you have studied.

- You can use the theory in those materials to inform your practice and record your reflections as you go along.

Before you begin this activity you should meet with senior colleagues to agree protocols.

1. Identify a group of interested colleagues and carry out the process in Session 1 using the video as a stimulus for discussion if appropriate and practical.

2. Relate the group's top three chosen values and beliefs (from the Diamond 9 activity) to the pre-reading literature. Match the reality outlined in the pre-reading with the perceptions of the group.

3. Make a note of any practical ways that an organisation could build strong values and beliefs that can be seen, in practice, to support the inclusion, behaviour and attendance agenda.

4. Match this 'ideal' to the reality of a child within an educational context: discuss this with the child or young person, parents and carers, other staff or colleagues on an informal basis.

At the end of this work-based activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

**Outcomes**

- You will have created your own Diamond 9 based upon inclusion (individually or within a group of colleagues at your place of work).

- You will have held discussions with staff, parents or carers, children, young people and the community, noting their viewpoints.

- You will have tabled an action plan for the practical integration of positive values and beliefs to move inclusion forward in your school or organisation.

**Reporting**

- Produce a video or make audio recordings of the interviews about the values and beliefs operating within the organisation (possibly in conjunction with other group members).

- Note views discussed with other staff, children, young people and the community. Make suggestions on the practical integration of positive values and beliefs in to the inclusion agenda.

# Work-based activity 5

## Emotional well-being and the National Healthy School Standard

### Aim

* To help group members positively influence the ethos in their organisation and to promote change in relation to the behaviour and attendance agenda

### Audience

Staff working in school settings

### Use of expert

You do not need to involve an expert but it might be useful to involve the local authority Healthy Schools coordinator.

| **Links to the learning process** | Practical application |
| --- | --- |
| | Feedback and reflection |
| | Embedding the experience |

### Links to other study topics

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### Notes

* You should ensure that, when planning, completing and writing up your work-based activity, you refer to any other study materials you have studied.

* You can use the theory in those materials to inform your practice and record your reflections as you go along.

Before you begin this activity you should meet with senior colleagues to agree protocols.

If you work in a school that has not already achieved a National Healthy Schools Standard quality mark, speak to your local National Healthy Schools LA officer about what actions your organisation could take to achieve this. Pay particular attention in this discussion to the relevance of any actions promoting the inclusion agenda, with particular reference to behaviour and attendance.

* Work with colleagues to draw up a plan for how your school could work towards this quality mark.

* Pay particular attention in your discussions to how this plan will influence behaviour and attendance.

- Identify your role, and those of others, in putting your plan into action.

Alternatively:

- Undertake an audit of the levels of emotional literacy within your organisation. You will find the following resources useful.

  – The National Healthy Schools website: http://www.healthyschools.gov.uk/

  – Sharp, P, *Nurturing Emotional Literacy – A Practical Guide for Teachers, Parents, and those in the Caring Professions*, Appendices 4, 5 & 6

At the end of this work-based activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

**Outcomes**

- You will share your findings with colleagues.

- You will identify some first steps and draw up a personal action plan.

**Reporting**

- Produce an action plan (with time frames, outcomes and nominated personnel), agreed with senior colleagues, to achieve the National Healthy School Standard.

# Work-based activity 6

## The voice of children and young people

### Aims

- To provide an opportunity to gain a better understanding of the values and beliefs of children and young people as they relate to inclusion

- To explore how the perceptions of children and young people relate to the views of the adults working in the organisation

### Audience

All group members

### Use of expert

None is required.

| | |
|---|---|
| **Links to the learning process** | Practical application |
| | Feedback and reflection |
| | Embedding the experience |

### Links to other study topics

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### Notes

- You should ensure that, when planning, completing and writing up your work-based activity, you refer to any other study materials you have studied.

- You can use the theory in those materials to inform your practice and record your reflections as you carry out the activity.

Before you begin this activity you should meet with senior colleagues to agree protocols.

Arrange to interview some individual children and young people in your setting, or a setting with which you work. Ensure that you have the opportunity to speak with some children who appear to be coping well within the organisation and some children and young people who, according to the setting, appear to be struggling to cope.

Use the prompts below as a guide to help you.

- Identify and summarise their values and beliefs about behaviour and attendance.

- Compare the perceptions of children and young people with your own perceptions and those of colleagues within the organisation.

At the end of the activity, prepare a chart of your analysis of the perceptions of the children and young people in comparison to adult views.

Include some suggestions for action, perhaps in areas were children's and young people's views and adult views need to be brought closer together. These suggestions may be low-level, small changes or they may have whole-system impact.

Ask the children or young people to complete sentences like these.

- I feel I belong here when...

- I feel I don't belong here because...

- I find it easiest to cope in lessons when...

- I find it hardest to cope in lessons when...

- I know the staff at the school like me when...

- A good teacher is one who...

- I feel like I am doing well because…

- I feel like I am not coping because…

Ask the children or young people further questions as appropriate.

- What do you think this school or centre values most about children and young people?

- In this school or centre, what do you feel is important?

- What would have to change to help you to cope even better than you are now?

You will find it useful to refer to the National Strategies materials on audit and self-review as you prepare your interviews or questionnaires.

At the end of this activity, write a brief paper and prepare a chart of your analysis of the perceptions of children's and young people's responses and how these relate to their behaviour and attendance.

At the end of this work-based activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

**Outcomes**

- You will have discussed your analysis with colleagues and groups of children or young people. This feedback will include some suggestions for action. These suggestions might be low-level, small changes or they may have whole-system impact.

### Reporting

Audio and video feedback from children and young people, interview excerpts – annotated with notes from interviewer, a paper of chronicled and summarised children's and young people's responses and an action.

# References

## For further study

Improving Behaviour in Schools www.dcsf.gov.uk/ibis

## Other websites

Help for parents www.parentscentre.gov.uk

Promoting the health and well-being of children and young people www.dh.gov.uk

# Acknowledgements

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Definitions of the Index for Inclusion, adapted from the Index for Inclusion © 2002 CSIE. Booth, T. and Ainscow, M. (2002) Index for Inclusion: developing learning and participating in Schools. Used with kind permission. The Index for Inclusion is a practical resource supporting inclusive school development through a self-review of the school's cultures, policies and practices. Available from the CSIE website.

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