

The National Programme for Specialist Leaders of Behaviour and Attendance

innovative, effective, practical

**Creating an ethos
for social inclusion**

This publication is available for download from:

<http://www.teachernet.gov.uk/npslba>

NPSLBA material request:

Ordering materials is best done through the Local Authority Lead and NPSLBA Regional Adviser. Centralised administration for NPSLBA is provided by National Strategies. Contact, including material requirements, should be by email to support.npslba@nationalstrategies.co.uk

© Crown copyright 2007

Produced by the Department for Children, Schools and Families
www.dcsf.gov.uk

The content of this publication may be reproduced free of charge by schools and local authorities provided that the material is acknowledged as Crown copyright, the publication title is specified, it is reproduced accurately and not used in a misleading context. Anyone else wishing to reuse part or all of the content of this publication should apply to OPSI for a PSI licence.

The permission to reproduce Crown copyright protected material does not extend to any material in this publication which is identified as being the copyright of a third party.

Applications to reproduce material from this publication should be addressed to:

OPSI, Information Policy Team,
St Clements House,
2–16 Colegate, Norwich NR3 1BQ
Fax: 01603 723000
e-mail: hmsolicensing@cabinet-office.x.gsi.gov.uk

Disclaimer

The Department for Children, Schools and Families wishes to make it clear that the Department and its agents accept no responsibility for the actual content of any materials suggested as information sources in this publication, whether these are in the form of printed publications or on a website.

In these materials icons, logos, software products and websites are used for contextual and practical reasons. Their use should not be interpreted as an endorsement of particular companies or their products.

The websites referred to in these materials existed at the time of going to print. Users should check all website references carefully to see if they have changed and substitute other references where appropriate.

Contents

Session leader information

Aims	3
Aspects of leadership	4
Learning outcomes	5
Links	9
Session outline	12
Preparing to lead the session	13
Activities	15
Session review	25

Intersessional activities

26

Resource materials

39

Preparatory reading and reflection	40	
Preparatory activity	<i>Resource A</i>	42
	<i>Resource B</i>	47
	<i>Resource C</i>	48
Activity 1	<i>Resource A</i>	49
	<i>Resource B</i>	50
	<i>Resource C</i>	51
Activity 2	<i>Resource A</i>	52
	<i>Resource B</i>	53
Activity 3	<i>Resource A</i>	54
References		55

Aims

Through study of this topic group members will:

- Understand how an effective ethos of social inclusion is driven by values and beliefs
- Understand that the whole social inclusion agenda is based upon a set of beliefs about how we consider people should relate to each other
- Understand the implication of the social inclusion agenda upon their role as a leader in behaviour and attendance
- Understand what the key characteristics are of a socially inclusive educational environment
- Consider the implications for leadership styles within behaviour and attendance
- Begin to address their own leadership skills, attributes and development needs
- Consider how to move colleagues, and their own organisation, towards a more socially inclusive agenda

The aims for this session are on slide 2

Aspects of leadership

The study of this topic will help you to reflect on how you:

- Develop policy which is embedded in practice
- Challenge stereotyped views and encouraging positive values in practice
- Work together on values which underpin practice
- Lead staff development

You will want to share this information with the group

Learning outcomes

The study of this topic will help you meet the following learning outcomes:

At level 3

Unit 3.1

- 3.1.2 Describe the vision and values inherent in a person centred approach to whole-school/setting management
- 3.1.3 Describe the personal values and beliefs which could affect a person centred approach to behaviour and attendance

Unit 3.3

- 3.3.1 Describe how personal values and beliefs can affect leadership of behaviour and attendance
- 3.3.2 Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance
- 3.3.3 Describe the ethical principles and values which have been identified as relating to behaviour and attendance, and how they underpin good policy and practice in working with children/young people
- 3.3.4 Explain the importance of policies and practice which address equality of opportunity, race equality, and promotion of diversity in the context of behaviour and attendance and how they contribute to the role of team leaders in promoting positive behaviour and full attendance

Unit 3.5

- 3.5.1 State how to access relevant and up to date information which supports systems and organisational procedures for behaviour and attendance in your school/setting
- 3.5.2 State systems and practices in an educational setting which identify issues relating to behaviour and attendance
- 3.5.3 Describe how they would promote a whole school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.5.4 Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

Unit 3.8

- 3.8.2 Describe the current policies and practices in their school/setting which relate to behaviour and attendance, and identify how these relate to recognised good practice
- 3.8.3 Explain the role of the specialist team leader of behaviour and attendance in encouraging teams to apply recognised good practice to their approach and practice
- 3.8.4 Describe strategic approaches and interventions which might address the causes of poor behaviour and attendance

Unit 3.10

3.10.1 List a range of methods used to gather data on behaviour and attendance

3.10.2 Describe a range of methods and systems used to monitor behaviour and attendance

You will want to share this information with the group

Learning outcomes

The study of this topic will help you meet the following learning outcomes:

At level 4

Unit 4.1

- 4.1.3 Analyse the impact of personal values and beliefs and how they could be influenced to be more person-centred and inclusive
- 4.1.4 Evaluate and explain the ethos and values of own environment, including the wider community, and consider what needs to be done in order to implement a more person-centred, inclusive approach to behaviour and attendance

Unit 4.3

- 4.3.1 Analyse how personal values and beliefs can impact on leadership of behaviour and attendance
- 4.3.2 Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance
- 4.3.3 Explain how specialist leaders of behaviour and attendance can lead the development of a shared vision across the whole community
- 4.3.4 Analyse the ethical principles and values that have been identified as underpinning good practice in working with children/ young people relating to behaviour and attendance
- 4.3.5 Analyse the values and beliefs of the community in which they work

Unit 4.5

- 4.5.1 Identify and access relevant and up to date information which supports systems and organisational procedures for behaviour and attendance in their own school/setting
- 4.5.2 Evaluate systems and practices in the school/setting, to identify issues and make recommendations for modification and improvement
- 4.5.3 Develop a whole school/setting action plan which addresses elements of the systems and practices relating to behaviour and attendance that could be modified and improved and plan its promotion
- 4.5.4 Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance

Unit 4.8

- 4.8.3 Explain the role of the specialist leader of behaviour and attendance in using recognised good practice to inform the development of policies and approaches in the environment in which they operate
- 4.8.4 Recommend strategic approaches and interventions that might address the causes of and promote positive behaviour and full attendance
- 4.8.5 Develop and implement approaches and interventions for promoting positive behaviour and full attendance

Unit 4.10

- 4.10.1 Analyse a range of data gathering methods that could be used to acquire data on behaviour and attendance
- 4.10.2 Identify and describe a range of methods to gather information about behaviour and attendance and explain how they are used
- 4.10.3 Evaluate and explain a range of methods and systems for the monitoring of behaviour and attendance

You will want to share this information with the group

Links to national behaviour and attendance strategies

The Behaviour and Attendance Strand of the Primary National Strategies

The Primary National Strategy has produced a wide range of materials with a focus on promoting a positive ethos and learning environment. You will find the range of continuing professional development materials and the widely acclaimed SEAL (social and emotional aspects of learning) curriculum resources on www.publications.teachernet.gov.uk.

The Behaviour and Attendance Strand of the Secondary National Strategies

The study materials are linked in content to a range of secondary national strategy materials, including the audit and self-review tools for auditing behaviour and attendance in secondary and middle schools.

The facilitator of the session might like to draw attention to the links between well developed social, emotional and behavioural skills and learning when working with the group on how ethos, values and beliefs impact on the modelling of these skills in school settings.

Attendance

Poor attendance at school and in other settings arises for many reasons, some of which relate to the ethos, values and beliefs that are promoted. Some children and young people can find themselves within environments which do not meet their needs, where they feel no sense of 'belonging' or that they have anything to contribute.

Anti-bullying

The DCSF is working to help schools create a climate in which bullying is unacceptable and this has secured a broad consensus, with all the teaching associations and national Anti-bullying Alliance signing up to the anti-bullying charter. The charter is a voluntary commitment to creating an environment in which the ethos, values and beliefs will result in a community which is respectful, inclusive and responds effectively to bullying.

Violence reduction in schools

The violence reduction in schools' programmes provide advice for schools and other educational settings to help promote a climate of non-violence and to respond to violent incidents in ways which prevent recurrence.

Every Child Matters, DCSF Five-Year Strategy

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

behaviour4learning.ac.uk

This website has been developed by the TDA with the specific aim of enhancing the knowledge and skills of those in training. The website has a wealth of relevant materials and resources.

In addition, on page 55 you will find references to DCSF behaviour and attendance continuing professional development materials.

Links to NPSLBA study materials

- 1b** Developing and implementing a vision for behaviour and attendance
- 2ab** Leadership in behaviour and attendance
- 2c** Teaching social, emotional and behavioural skills
- 2e** Inducting new staff in behaviour and attendance
- 2f** Leading professional development in behaviour and attendance
- 2h** Leading professional development in social, emotional and behavioural skills
- 2i** The school-based mentoring of teachers in training. The role of the specialist leader in behaviour and attendance
- 2j** The role of senior leadership in managing behaviour and attendance improvement
- 2k** The management of provision for individual needs
- 4c** Effective organisation for behaviour and attendance improvement

You will want to share this information with the group

Preparing to lead the session

To do before the session	Check
Familiarise yourself with the content, session leader notes and delivery methods for this topic. You will want to adapt the materials to suit the needs of your group.	
Prepare the necessary resources.	
Arrange any visitors or speakers as necessary.	
Ensure that the group has access to the pre-reading and preparatory activity prior to the session.	
Ensure that the group has access to the intersessional activities prior to the session.	
Ensure the group has information regarding when and where the session will take place. <i>You may already have provided this in the forward look at the previous session</i>	
During the session	
Complete the attendance record and send to your Regional Coordinator.	
The previous session leader will review intersessional activities from the earlier topic.	
Focus the attention of the group on the key questions that will help them gain most benefit from the session.	
These questions will also help focus reflection in the reflective log.	
Introduce the activities and take feedback.	
Review the learning.	
Lead the group in a discussion about the Intersessional Activities and ensure they understand the options.	
Encourage group members to reflect on each section of the 'Framework for evaluating options' and to complete the section 'My next three steps are...'	
Ensure the group complete and return the session feedback form to your Regional Coordinator.	
Follow up	
Collate and distribute any material that you have agreed to circulate.	
Reflect on your role as session leader in the reflective log.	
At the beginning of the next meeting you will have a ten minute slot to review Intersessional Activities with the group and to share ways in which learning might be further developed.	

Equipment	Check
Data projector and screen or interactive whiteboard	<input type="checkbox"/>
Presentation slides	<input type="checkbox"/>
Flip chart and marker pens	<input type="checkbox"/>
Sticky notes	<input type="checkbox"/>
Refreshments	<input type="checkbox"/>

Resources	Check
Preparatory reading and reflection	<input type="checkbox"/>
Preparatory activity	<input type="checkbox"/>
Resource A <i>Essential reading</i>	<input type="checkbox"/>
Resource B <i>Interesting reading</i>	<input type="checkbox"/>
Resource C <i>Helpful reading</i>	<input type="checkbox"/>
Activity 1	<input type="checkbox"/>
Resource A <i>Video interview</i>	<input type="checkbox"/>
Resource B <i>Video reflection</i>	<input type="checkbox"/>
Resource C <i>Diamond 9 sort</i>	<input type="checkbox"/>
Activity 2	<input type="checkbox"/>
Resource A <i>Maslow's hierarchy of needs</i>	<input type="checkbox"/>
Resource B <i>Applying Maslow's model</i>	<input type="checkbox"/>
Activity 3	<input type="checkbox"/>
Resource A <i>Paper talk – session leader note</i>	<input type="checkbox"/>

Activities

Review of intersessional activities

Preparatory reading and reflection

Preparatory activity

Activities

1. *Examining and prioritising values*
2. *Values, beliefs and theory*
3. *Leading change*

Session review

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

Review of intersessional activities

Write each of the four headlines below on a large sheet of paper. Display these around the room.

Read out the questions in full and allow the group five minutes to jot down their responses to each question on sticky notes. Ask group members to place each note under the appropriate heading.

Allow the group a further five minutes to look at the responses of others in the group.

1. In carrying out your chosen intersessional activity, were there any important leadership issues that arose?

'Leadership Issues'

2. Were there any organisational or structural issues that particularly supported you in, or prevented you from, carrying out the activity successfully?

'Organisational Issues'

3. Were there aspects of your own skills and knowledge that helped, or prevented you from carrying out the activity successfully?

'Skills and Knowledge'

4. What were the most successful and enjoyable aspects of your experience with the intersessional activity?

'What went well?'

After ten minutes move on to discuss the reading and preparatory activity for this topic

Preparatory reading and reflection

Instructions

Group members should read and make brief notes on the preparatory reading.

Bring these notes along to the session.

Questions for reflection:

- *What, for you, are the key principles or core values underpinning social inclusion?*
- *How are these values relevant to behaviour and attendance?*
- *How will these values impact upon and support you in your role as specialist leader of behaviour and attendance?*

Preparatory activity

Purpose

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

Resources

Resource A *Essential reading*

Resource B *Interesting reading*

Resource C *Helpful reading*

Instructions

Following 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?*

Make a brief note of these arguments and bring them with you to the facilitated session.

Activity 1

Examining and prioritising values



45 minutes

Purpose

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

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 *Video reflection*

Resource C *Diamond 9 Sort*

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

Suggestions

Prior to viewing the video clip, emphasise that the video is provided as a stimulus for the session and does not offer a 'definitive' view of the values and beliefs that underpin an effective ethos of social inclusion.

Show video clip (20 minutes)

Take brief feedback on the group's first thoughts.

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

Then, 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 flip chart 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' the other group's Diamond 9 grid. The spokesperson explains their priorities to the 'visitors'.

This activity links to Intersessional Activity 4.

Activity 2

Values, beliefs and theory



30 minutes

Purpose

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*

Suggestions

Note: The purpose of this session is to connect the thinking that group members have been undertaking on values with a theoretical model, in this case, Maslow. The use of Maslow in this instance is not because this is the only applicable model, but it is suitable for 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 Intersessional 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 Resource A 'Maslow's hierarchy of needs' and to look at the questions on Resource B 'Applying the Maslow model'.

In pairs ask group members to consider the implications of Maslow's model to a primary school, a secondary school, an LSU or a 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 an 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 top 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, 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.

Request that group members record these personally to assist them when considering intersessional activities.

Activity 3

Leading change



35 minutes

Purpose

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

To begin to develop group member's 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 guide*

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

Suggestions

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 *'paper talk'*

'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 'paper talk' is a silent activity. No one may speak and anyone may add to the paper talk as they please. We can comment on other'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. Hand a marker to everyone, 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 these leadership skills and think back to their own reflections on your own leadership (undertaken pre-Study Day 1).

Ask group members, in pairs, to discuss what they feel for them might be the next steps in developing or practicing 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 Intersessional Activities 2 and 5.

Session review

You could use the questions below to help the group focus on the learning from this session.

What has been the key learning for individuals?

Ask group members to suggest one thing that has stimulated, interested or surprised them and that they will share with others.

What aspect(s) of their practice, as a leader, will change as a result of studying this topic and participating in this session?

Ask group members to focus on leadership knowledge, skills, and understanding.

Session leader only

What has been the key learning for you? Record your thoughts in the reflective log.

Now spend 20 minutes looking at the selection of intersessional activities.

Remind the group to complete feedback forms and send to your Local Lead.

Intersessional Activities

1. What is the impact of your organisation's mission statement in promoting an ethos for social inclusion? 27
2. Using the Index for Inclusion to perform a SWOT analysis 29
3. Using Maslow's hierarchy of needs to promote an ethos of social inclusion 31
4. Values and beliefs 33
5. Emotional well-being and the National Healthy School Standard 35
6. The voice of children and young people 37

Intersessional Activity 1

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

Purpose

To provide an opportunity to identify any mismatches between an organisations's stated intentions (as expressed through its mission statement) and the existing practice by using shadowing.

Audience

All group members

Use of expert

You do not need to involve an expert

Short-term

8 hours

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

Suggestions

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. Particularly 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 (or group of) child or young person 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 base your observations on 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 where 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 the intersessional 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

To have understood 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 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.

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:

Level 3

- 3.3.3 Describe the ethical principles and values which have been identified as relating to behaviour and attendance, and how they underpin good policy and practice in working with children/young people
- 3.3.4 Explain the importance of policies and practice which address equality of opportunity, race equality, and promotion of diversity in the context of behaviour and attendance and how they contribute to the role of team leaders in promoting positive behaviour and full attendance
- 3.5.1 State how to access relevant and up to date information which supports systems and organisational procedures for behaviour and attendance in your school/setting
- 3.5.3 Describe how they would promote a whole school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.5.4 Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

Level 4

- 4.5.2 Evaluate systems and practices in the school/setting, to identify issues and make recommendations for modification and improvement
- 4.5.3 Develop a whole school/setting action plan which addresses elements of the systems and practices relating to behaviour and attendance that could be modified and improved and plan its promotion

Intersessional Activity 2

Using the Index for Inclusion to perform a SWOT analysis

Purpose

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

You do not need to involve an expert

Short-term

8 hours

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

Suggestions

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

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

Take four pieces of paper, on each sheet write one of the 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 the intersessional 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

From the five above, choose an action which would have the greatest impact on inclusion, behaviour and attendance and plan how to implement it.

Reporting

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

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:

Level 3

- 3.5.2 State systems and practices in an educational setting which identify issues relating to behaviour and attendance
- 3.5.3 Describe how they would promote a whole school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.5.4 Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

Level 4

- 4.1.4 Evaluate and explain the ethos and values of own environment, including the wider community, and consider what needs to be done in order to implement a more person-centred, inclusive approach to behaviour and attendance
- 4.3.3 Explain how specialist leaders of behaviour and attendance can lead the development of a shared vision across the whole community
- 4.5.2 Evaluate systems and practices in the school/setting, to identify issues and make recommendations for modification and improvement
- 4.5.3 Develop a whole school/setting action plan which addresses elements of the systems and practices relating to behaviour and attendance that could be modified and improved and plan its promotion

Intersessional Activity 3

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

Purpose

To investigate how a theory, in this case Maslow's hierarchy of need, 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

You do not need to involve an expert

Short-term

8 hours

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

Suggestions

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 the intersessional 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 which 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 timeline and your reflective log to help record this process.

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:

Level 3

- 3.1.1 List key concepts relating to current approaches to behaviour and attendance
- 3.1.3 Describe the personal values and beliefs which could affect a person centred approach to behaviour and attendance
- 3.5.3 Describe how they would promote a whole school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.5.4 Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

Level 4

- 4.1.4 Evaluate and explain the ethos and values of own environment, including the wider community, and consider what needs to be done in order to implement a more person-centred, inclusive approach to behaviour and attendance
- 4.5.2 Evaluate systems and practices in the school/setting, to identify issues and make recommendations for modification and improvement
- 4.5.3 Develop a whole school/setting action plan which addresses elements of the systems and practices relating to behaviour and attendance that could be modified and improved and plan its promotion

Intersessional Activity 4

Values and beliefs

Purpose

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

Audience

All group members

Use of expert

You do not need to involve an expert

Short-term

8 hours

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

Suggestions

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 Activity 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 the intersessional 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

Create your own *Diamond 9* based upon inclusion (individually or within a group of colleagues at your place of work).

Discuss with staff, parents or carers, children, young people and the community, noting their view points.

Table an action plan on the practical integration of positive values and beliefs to move inclusion forward in your school or organisation.

Reporting

Video or make audio recordings of the interviews on 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. Table suggestions on the practical integration of positive values and beliefs in to the inclusion agenda.

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:

Level 3

- 3.1.2 Describe the vision and values inherent in a person centred approach to whole school/setting management
- 3.1.3 Describe the personal values and beliefs which could affect a person centred approach to behaviour and attendance
- 3.1.4 Describe the role of the specialist team leader of behaviour and attendance
- 3.3.1 Describe how personal values and beliefs can affect leadership of behaviour and attendance
- 3.3.2 Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance
- 3.3.3 Describe the ethical principles and values which have been identified as relating to behaviour and attendance, and how they underpin good policy and practice in working with children/young people
- 3.3.4 Explain the importance of policies and practice which address equality of opportunity, race equality, and promotion of diversity in the context of behaviour and attendance and how they contribute to the role of team leaders in promoting positive behaviour and full attendance

Level 4

- 4.1.4 Evaluate and explain the ethos and values of own environment, including the wider community, and consider what needs to be done in order to implement a more person-centred, inclusive approach to behaviour and attendance
- 4.3.1 Analyse how personal values and beliefs can impact on leadership of behaviour and attendance
- 4.3.3 Explain how specialist leaders of behaviour and attendance can lead the development of a shared vision across the whole community
- 4.3.4 Analyse the ethical principles and values that have been identified as underpinning good practice in working with children/young people relating to behaviour and attendance
- 4.3.5 Analyse the values and beliefs of the community in which they work

Intersessional Activity 5

Emotional well-being and the National Healthy School Standard

Purpose

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

Long-term

Long-term

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

Suggestions

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 that 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 (the appendices from Peter Sharp's book: *Nurturing Emotional Literacy – A Practical Guide for Teachers, Parents, and those in the Caring Professions* (see references)).
- Or using appendix 4/ 5/ 6 (EQ in Schools/LEAs/Organisations)

At the end of the intersessional 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

Share your findings with colleagues. Identify some first steps and draw up a personal action plan.

Reporting

An action plan (with time frames and nominated personnel), agreed with senior colleagues to achieve National Healthy School Standard.

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:

Level 3

- 3.5.1 State how to access relevant and up to date information which supports systems and organisational procedures for behaviour and attendance in your school/setting
- 3.5.2 State systems and practices in an educational setting which identify issues relating to behaviour and attendance
- 3.5.3 Describe how they would promote a whole school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.8.2 Describe the current policies and practices in their school/setting which relate to behaviour and attendance, and identify how these relate to recognised good practice
- 3.8.3 Explain the role of the specialist team leader of behaviour and attendance in encouraging teams to apply recognised good practice to their approach and practice
- 3.8.4 Describe strategic approaches and interventions which might address the causes of poor behaviour and attendance

Level 4

- 4.5.1 Identify and access relevant and up to date information which supports systems and organisational procedures for behaviour and attendance in their own school/setting
- 4.5.2 Evaluate systems and practices in the school/setting, to identify issues and make recommendations for modification and improvement
- 4.5.3 Develop a whole school/setting action plan which addresses elements of the systems and practices relating to behaviour and attendance that could be modified and improved and plan its promotion
- 4.5.4 Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance
- 4.8.3 Explain the role of the specialist leader of behaviour and attendance in using recognised good practice to inform the development of policies and approaches in the environment in which they operate

Intersessional Activity 6

The voice of children and young people

Purpose

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

You do not need to involve an expert

Short term

Short term

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

Suggestions

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 those 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 comparisons to adult views.

Include some suggestions for action, perhaps in areas where 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.

Suggestions for questions to the children or young people:

- *I feel I belong in 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...*

- *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 the intersessional 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

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. You will have discussed this paper 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 plan.

Accreditation

This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:

Level 3

- 3.3.2 Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance
- 3.3.3 Describe the ethical principles and values which have been identified as relating to behaviour and attendance, and how they underpin good policy and practice in working with children/young people
- 3.10.1 List a range of methods used to gather data on behaviour and attendance
- 3.10.2 Describe a range of methods and systems used to monitor behaviour and attendance

Level 4

- 4.3.2 Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance
- 4.3.3 Explain how specialist leaders of behaviour and attendance can lead the development of a shared vision across the whole community
- 4.10.1 Analyse a range of data gathering methods that could be used to acquire data on behaviour and attendance
- 4.10.2 Identify and describe a range of methods to gather information about behaviour and attendance and explain how they are used
- 4.10.3 Evaluate and explain a range of methods and systems for the monitoring of behaviour and attendance

Resource materials

Preparatory reading and reflection		40
Preparatory activity		
Resource A	<i>Essential reading</i>	42
Resource B	<i>Interesting reading</i>	47
Resource C	<i>Helpful reading</i>	48
Activity 1		
Resource A	<i>Video clip</i>	49
Resource B	<i>Video reflection</i>	50
Resource C	<i>Diamond 9 sort</i>	51
Activity 2		
Resource A	<i>Maslow's hierarchy of needs</i>	52
Resource B	<i>Applying Maslow's model</i>	53
Activity 3		
Resource A	<i>Paper talk – session leader note</i>	54
References		55

Preparatory reading and reflection

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 to inclusion but also 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 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 emotional 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 where this ethos is known and valued by all, understood by all and practiced by all.

Initial questions which 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 setting.

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 a number of internationally and nationally agreed frameworks and concepts we can draw upon 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', a 'helpful' and 'interesting' section.)

Preparatory Activity – Resource A

Essential reading

Maslow's Hierarchy of Needs – Abraham Maslow, (1971) *The Farther Reaches of Human Nature* New York, The Viking Press.

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:

1. Physiological: hunger, thirst, warmth
2. Safety: secure, safe
3. Belonging: love, affiliation with others, acceptance
4. Esteem: to achieve, be competent, gain approval and recognition

Maslow later sub-divided this into:

- 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

Maslow's hierarchy of need is a widely used tool and for the purpose of this resource refer to Secondary SEAL Year 7 resource material 1.3.1 for a diagram of the Maslow triangle. This can be found at the TeacherNet website:

http://bandapilot.org.uk/secondary/resources/page7_0/sns_ssealyr7intro0004307.pdf

'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

The United Nations Convention on the Rights of the Child – UNESCO

2 September 1990 (www.unesco.org/education/en)

Essential components of the Convention are:

- The right to a name and nationality
- The right to affection, love and understanding and to material security
- The right to adequate nutrition, housing and medical services
- The right to special care for those with physical, mental or social disability
- The right to be among the first to receive protection and relief in all circumstances
- The right to be protected against all forms of neglect, cruelty and exploitation
- The right to full opportunity for play and recreation and equal opportunity to free and compulsory education, to enable the child to develop his or her individual activities and to become a useful member of society
- The right to develop his or her full potential in conditions of freedom and dignity

- The right to be brought up in a spirit of understanding, tolerance, friendship among people, peace and universal brotherhood
- The right to enjoy these rights regardless of race, colour, sex, religion, political or other opinion, national or social origin, and property, birth or other status

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

'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...'

Definitions of inclusion in education taken from the Index for Inclusion

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

(www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs)

Further guidance for schools is given in inspection information to inspectors.

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 promote 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 CSIE Website – Centre for Studies into Inclusive Education – 2003
www.inclusion.uwe.ac.uk/csie

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*

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

Preparatory Activity – Resource B

Interesting reading

- *Emotional Intelligence* – G. 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
- Social Inclusion – Secondary Leadership Paper 6 – NAHT July 2000
- Special Educational Needs Code of Practice 2001 – DfES /558/2001
<http://www.dfes.gov.uk/publications/>
- Social Inclusion: Pupil Support – <http://www.dfes.gov.uk/publications/>
- The Salamanca Statement – www.unesco.org/education/educprog
- Council for Racial Equality – Guidance to Schools – <http://www.cre.gov.uk>
- Index for Inclusion – <http://inclusion.uwe.ac.uk/csie/csiehome.htm>
- Human Values Foundation – <http://www.ehv.org/>

Preparatory Activity – Resource C

Helpful reading

- Curriculum 2000 – DfES 1999 (Sections on Values and Inclusion)
- Guidance for Ofsted Inspectors – <http://www.ofsted.gov.uk/publications/>
- Special Educational Needs Code of Practice 2001 – <http://www.dfes.gov.uk/publications/>
- Social Inclusion: Pupil Support – <http://www.dfes.gov.uk/publications/>
- The Salamanca Statement – www.unesco.org/education/educprog
- Council for Racial Equality Guidance to Schools – <http://www.cre.gov.uk>
- R. Villa and J. Thousand, *Creating an Inclusive School* (2005), ASCD publishers
- The Full Convention on the Rights of the Child – <http://www.unicef.org/crc/>
- Guidance for Ofsted Inspectors – <http://www.ofsted.gov.uk/publications/>
- *Leadership and Management; What Inspection Tells Us* Ofsted, June 2003 HMI 1646

Activity 1 – Resource A

Video clip

Values and beliefs underpinning effective behaviour and attendance leadership

You will hear the following people talking about some of their personal views and beliefs in relation to behaviour and attendance:

Chris Gittins	Programme Leader, National Programme for Specialist Leaders of Behaviour and Attendance
Dr John Visser	Senior Lecturer in Special Education, School of Education, University of Birmingham
Professor Mel Ainscow	Professor of Education, School of Education, University of Manchester
David Bell	The Office of Her Majesty's Chief Inspector of Schools

You can download this video by clicking on the resource link, or request it on CD from the Regional Coordinator

Activity 1 – Resource B

Video reflection

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?

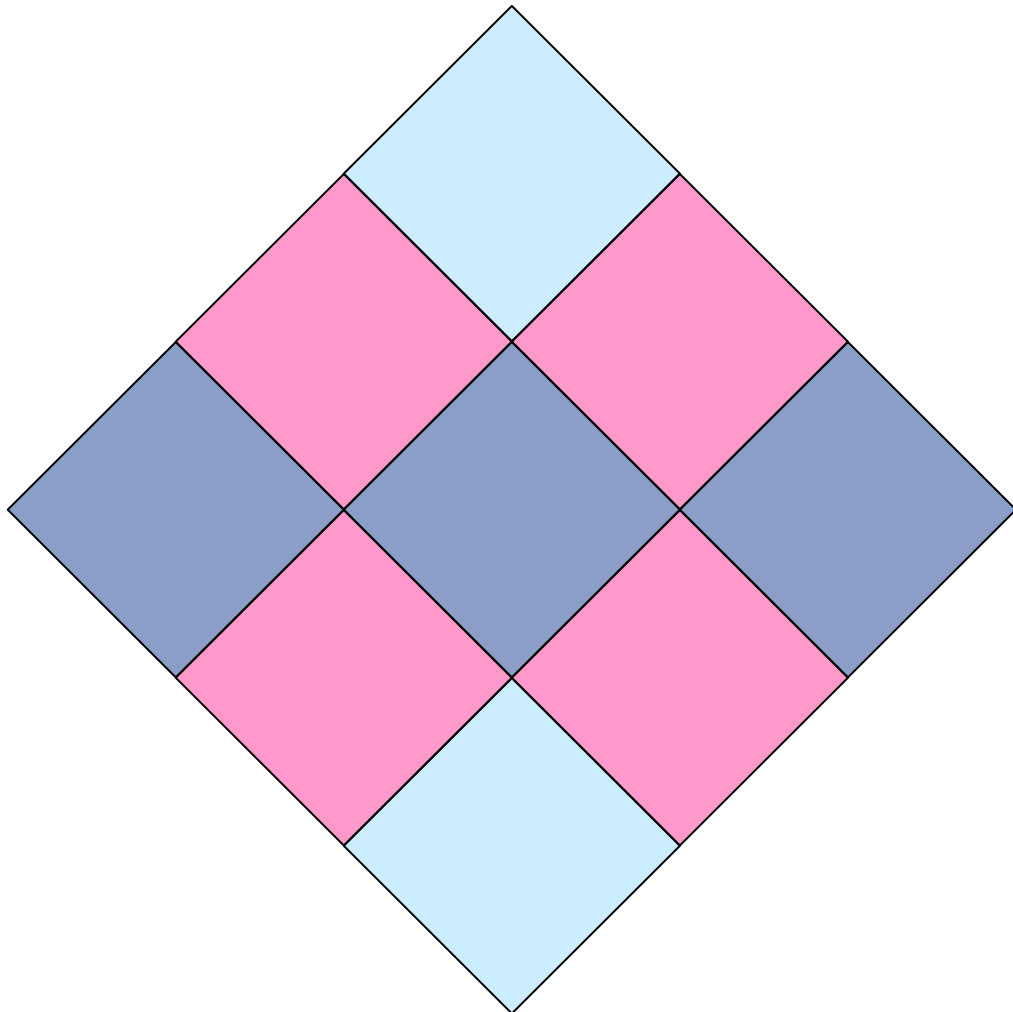
Activity 1 – Resource C

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'. This might be 'urgency for action', 'influence', 'need to consider in making decision', etc.
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 – Resource A

Maslow's hierarchy of needs

Maslow (1971) *The Farther Reaches of Human Nature* New York, The Viking Press.

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:

1. Physiological: hunger, thirst, warmth
2. Safety: secure, safe
3. Belonging: love, affiliation with others, acceptance
4. Esteem: to achieve, be competent, gain approval and recognition.

Maslow later sub-divided this into:

- 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

Let people realise clearly that every time they threaten someone, humiliate or hurt unnecessarily, or dominate or reject another human being they become forces for the creation of psychopathology, even if these be small forces.

Let them recognise that every human being who is kind, hopeful, decent, psychologically democratic, affectionate and warm is a psychotherapeutic force, even though a small one.'

Abraham Maslow (source unknown)

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 an 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 top 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, 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 – Resource A

Paper talk – session leader note

Time: this 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 of the information it needs minus the sparring and point scoring.

1. Explain very briefly that *paper talk* is a silent activity. No one may speak and anyone may add to the paper talk as they please. We can comment on other'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 at school?*'

3. Hand a marker to everyone, or place many markers on the table at random.
4. People will write as they feel moved. There are likely to be long pauses. Don't worry – this is natural, so allow plenty of wait time.
5. How the facilitator chooses to interact with the *paper talk* can influence its outcome. You can stand back and let it unfold or expand thinking by:
 - Circling other interesting ideas, thereby inviting comments
 - Writing questions about group members' comments
 - 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

References

For further study

Behaviour Improvement Programme (BIP) – www.dfes.gov.uk/behaviourimprovement/

Home/school agreements – h&s.agreement@dfes.gov.uk

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

Social Inclusion: Pupil Support – www.dfes.gov.uk/behaviourandattendance/guidance/socialinclusion/letter.cfm

The Legal Frame for School Discipline –
www.dfes.gov.uk/behaviourandattendance/guidance/socialinclusion/annex_6.cfm

www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/behaviourmanagement

Other websites

Help for parents www.parentsonline.gov.uk

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

Pupils at risk from permanent exclusion www.cypu.gov.uk/corporate/newsandevents

Links to national materials

The Behaviour and Attendance Strand of the Secondary National Strategies

<http://www.standards.dfes.gov.uk/secondary/keystage3/respub/behaviour/>

Auditing behaviour and attendance in secondary and middle schools

- Booklet 1 Leadership and management
- Booklet 2 Everyday policies: rewards, sanctions and the promotion of positive behaviour
- Booklet 3 Dealing with consistently poor behaviour
- Booklet 4 Bullying
- Booklet 5 Pupil support systems
- Booklet 6 Classroom behaviour
- Booklet 7 Out-of-class behaviour
- Booklet 8 Curriculum
- Booklet 9 Attendance
- Booklet 10 Links with partners and other agencies

Behaviour and Attendance Training Materials: Core Day 1

Advice on whole-school behaviour and attendance policy
Reviewing a behaviour and attendance policy
Implementing a behaviour and attendance policy
The behaviour and attendance audit for secondary and middle schools
Effective classroom teaching

Behaviour and Attendance Training Materials: Core Day 2 – Developing effective practice across the school

Focusing on solutions
Developing staff skills to support pupils
Creating a positive whole-school climate
Meeting specific staff training needs using development materials

Behaviour and Attendance Training Materials: Core Day 3 – Monitoring whole-school practice to promote positive behaviour and attendance

Applying the features of effective monitoring to improve attendance
The use of measuring tools to monitor behaviour
Including monitoring effectively and efficiently in the school improvement cycle

Behaviour and Attendance Training Materials: Core Day 4 – Developing emotional health and well-being – a whole-school approach to improving behaviour and attendance

Preparing the ground for the development of social, emotional and behavioural skills in secondary schools
Benefits of engagement to schools
What does an emotionally healthy school look like?
Leading an emotionally healthy school
Dealing with consistently poor behaviour in an emotionally healthy school
Guidance for senior leaders to support the use and implementation of training materials
Promoting emotional health and well-being through the National Healthy School Standard

The Behaviour and Attendance Strand of the Primary National Strategies

www.standards.dfes.gov.uk/primary/publications/

Behaviour and attendance: an initial review for primary schools

- Booklet 1 Leadership and management
- Booklet 2 Whole-school ethos and framework
- Booklet 3 School organisation factors and the management and deployment of resources
- Booklet 5 Pupil support systems
- Booklet 6 Staff development and support

Developing and reviewing your whole-school behaviour and attendance policy

Core principles, beliefs and values underpinning the behaviour and attendance policy
Key components of a behaviour and attendance policy
Promoting ownership of a behaviour and attendance policy
Promoting consistency of practice
Monitoring and reviewing a behaviour and attendance policy

Focusing on solutions: a positive approach to managing behaviour

Building on success
Exception finding: when is success being experienced and how can we build on this?
Preferred futures
Rating scales: where are we now and how close are we to our desired solution?

School self-evaluation: behaviour and attendance

An initial self-review
Exploring the in-depth audit tools
What's in it for us?
Planning next steps

Positive behaviour and the learning environment

Influencing the environment
Exploring how the environment can promote behaviour for learning
Evaluating the physical environment

Working with colleagues on behaviour issues

The emotional aspects of professional development on behaviour management issues
Working with staff with varied attitudes, beliefs and experience
Planning your delivery – structuring a session and identifying potential 'hotspots'
Meeting your responsibilities and maintaining the focus

The importance of emotions in the classroom

Exploring why it is important to understand emotions in the classroom
Four key concepts and ideas about emotions
Implications for school and classroom planning

Relationships in the classroom

The importance of establishing positive relationships with all pupils
Building relationships where it is more difficult
The 'relationship bank' – building relationships with those hardest to reach
Building a classroom community

Developing children's social, emotional and behaviour skills: Guidance

What are social, emotional and behavioural skills and what have they to do with learning?

Fostering the development of children's social, emotional and behavioural skills in schools through a taught curriculum

The 'caught' curriculum: creating emotionally healthy schools

Reflecting on and sharing current practice

Classroom communication

Introduction: types of communication

Barriers to effective communication

Communication that can create or reinforce negative behaviour

Communication that promotes positive behaviour

Optional additional activities: transparent communication, 'I message'

Excellence and enjoyment, social and emotional aspects of learning: improving behaviour, improving learning

Guidance

Theme 1 New beginnings

Theme 2 Getting on and falling out

Theme 3 Bullying

Theme 4 Going for goals

Theme 5 Good to me

Theme 6 Relationships

Theme 7 Changes

Behaviour in the classroom: a course for newly qualified teachers

Creating a positive classroom context

Setting expectations

Teaching positive behaviour and responding to inappropriate behaviour

Learning behaviours and lesson structures

Building positive relationships

Introductory training for school support staff

Introduction and ICT

Information from head teachers, school support staff and their line managers

Risk and reflection

Behaviour management

The curriculum and English as an additional language

Inclusion, SEN and disabilities

Self-study materials for supply teachers

Getting started

Core subjects in primary schools

Core subjects in secondary schools

Filling in the gaps

Classroom and behaviour management

Available from TeacherNet as downloads

www.teachernet.gov.uk/publications/supplyteachers

Behaviour management module – Induction training for teaching assistants in primary schools

Strategies and approaches for positive behaviour management

Effective practice in action

Behaviour management module – Induction training for teaching assistants in secondary schools

Strategies and approaches for positive behaviour management
Behaviour management in action