

VRU

MAYOR OF LONDON
VIOLENCE REDUCTION UNIT



UNIVERSITY OF
BATH

LONDON'S INCLUSION CHARTER

— GUIDING PRINCIPLE 3 —

BEING ADAPTABLE AND REFLECTIVE

What prompted this work? What are we trying to achieve?

- * Implementing co-design & producing:
 - ↳ working with other professionals to address their gp's needs. (psychologist)
 - ↳ having gp apart of this process.
- * Community Navigators in Tower Hamlets
 - ↳ embedded in specific places of care (community) to support people to start
- * Ambitious developing now +

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Lib Peck, Director of the Mayor of London's Violence Reduction Unit

We know children and young people are safer in school. It's why we're committed to tackling rising suspensions, exclusions and persistent absenteeism that collectively led to the equivalent of 1,430 children each day having lost learning in 2021-22.

It's what led us to establishing [London's Inclusion Charter](#), a city-wide commitment built on partnership, shaped by and for young people, teachers and schools, parents and carers, local authorities and education leaders.

The Charter draws out four key principles of inclusive practice, underpinned by evidence from nearly 4,000 students, parents and school staff that highlighted the importance of safety and belonging in school or other education settings.

London's Violence Reduction Unit has backed up these principles with more than £12m investment from the Mayor of London

through interventions that foster healthy relationships, help for those with speech, communication and language needs, mentoring in pupil referral units and supporting schools to embed children's rights through UNICEF's Rights Respecting Schools Award programme.

The Charter has always been about providing help and support but also, crucially, sharing and celebrating the success of schools who day in and day out put children and young people front and centre.

These strategic guides are the next step in the delivery of the Charter. They are for education leaders, both within schools and in local authorities, to use as part of our shared commitment to support young people in education to feel that they are safe, that they belong, and ultimately that they are in a place where they can thrive.



We are indebted to the young people, school staff and families who so generously gave up their time to take part in the research that underpins these strategic guides.

We would like to extend a huge thank you to **Maureen McKenna**, whose wealth of knowledge and experience of systems change in education has been instrumental in supporting the development of [London's Inclusion Charter](#) and the resulting resources, projects and partnerships. We are indebted to her tireless drive to improve outcomes for all young people.

We would also like to thank **Ceri Brown**, **Michael Donnelly**, **Alison Douthwaite** and **Yusuf Olaniyan** from the University of Bath for driving forward the research that informed London's Inclusion Charter, and contributing heavily to shaping these guides, ensuring that learning from the research can be applied.

A special thanks also to the education leaders who so generously shared their experiences and expertise via the case studies contained in these guides, demonstrating the wealth and breadth of promising practice happening in London to ensure that young people feel a strong sense of belonging and safety in their schools. We would also like to thank the education leaders steering group who helped shape these guides in the hope they will be useful and impactful for strategic decision making in London.

This astute group of experienced leaders have played a pivotal role in enabling an inclusive education system through London's Inclusion Charter:

Chris Roberts, Senior Adviser: Safeguarding and Inclusion, Camden Learning, London Borough of Camden

Dawn Ferdinand, Headteacher, The Willow Primary School, Haringey

Gary Phillips, Director of Secondary Education, The Charter Schools Educational Trust

Gerry Robinson, Headteacher, Haringey Learning Partnership

Jan Shapiro, Headteacher, Addey and Stanhope Secondary School, Lewisham

Joan Deslandes, Headteacher, Kingsford Community School, Newham

Karen Chamberlain, Headteacher, The Lilian Baylis Technology School, Lambeth

Laura McPhee, Director of Education – Primary, University Schools Trust

Lorraine Goll, Headteacher, Holy Trinity and St Silas Primary School, Camden

Lyndsay Harris, Director of Pastoral and Inclusion, Ark Schools

Mark Aspel, Head of Inclusion, London Borough of Barking and Dagenham

Martin Nicolson, Virtual Headteacher for SEND, and former Headteacher of Grafton Primary School, London Borough of Barking and Dagenham

Maureen McKenna, former Director of Education, Glasgow City Council

Patrick Ward, Headteacher of Lewisham Virtual School, London Borough of Lewisham

Roger Mitchell, Headteacher, Ripple Primary School, Barking

Sarah Bailey, Head of Access to Education and Virtual School Headteacher, London Borough of Croydon

Sharon White, Director, Educating Horizons, London

Suzanne Parrott, Executive Headteacher, Associate Director, Education Standards, Children with a Social Worker, Achieving for Children Virtual School for, Richmond, Windsor & Maidenhead, and Kingston Local Authorities

LONDON'S INCLUSION CHARTER

This strategic guide provides a starting point for education leaders across London to think about how the principles of [London's Inclusion Charter](#) can be applied to education settings. This guide is one of four available strategic guides, each dedicated to one of the principles of London's Inclusion Charter. They have been produced by London's Violence Reduction Unit (VRU), alongside the University of Bath, to help support leaders in schools, boroughs, Multi Academy Trusts (MATs) and other education providers, with inclusive practice.

London's Inclusion Charter was launched in February 2024. The VRU led a partnership approach to develop the Charter, built on the voices of young people and informed by schools, parents and carers, local authorities and education specialists. It champions four guiding principles:



1. EMBEDDING EQUITY AND DIVERSITY



2. STUDENTS AS ACTIVE CITIZENS



3. BEING ADAPTABLE AND REFLECTIVE



4. BEYOND ACADEMIC ACHIEVEMENT

The principles of London's Inclusion Charter were informed by a major London-wide study, carried out by the University of Bath, to understand what is important for belonging, safety and inclusion in London schools ([see here](#)).

This study engaged thousands of students from across all 32 London boroughs. Between November 2023 and January 2024, 3,473 students in London were asked about what would help them to feel a greater sense of safety and belonging at school. Students came from 81 schools that were located across all 32 London boroughs, reflecting the diversity of the city.

The research also heard from 87 students directly through a series of focus groups, to enable more in-depth discussion of the things that mattered to them the most. As well as talking to students, the research engaged parents and teachers. The views of 145 parents, and 179 educators were captured through an online survey, alongside interviews and focus groups with a further 19 school leaders and educators.



[London's Inclusion Charter](#) advocates for three foundations of support which demonstrate how leaders in education can focus their efforts embedding its four guiding principles.

These are:



CHILDREN'S RIGHTS

This is about centering educational strategies in children's rights principles. It is also about empowering children and young people to learn about their rights, and advocate for themselves, their peers, the wider community and global issues.



INVESTING IN INCLUSIVE PRACTICES

This is about sustainably investing in resources and staff professional development, so that schools and all staff have the necessary resources, capacity and knowledge to embed inclusive practices.



LEARNING PARTNERSHIPS

This is about leveraging the wealth of knowledge and promising practice in the sector, bringing communities of practice together, learning from a robust evidence-base, and sharing what works. It is also about recognising that schools cannot do this work in isolation, and partnership with local organisations, businesses, families and communities is essential.

BEING ADAPTABLE AND REFLECTIVE

This is about creating a supportive culture where educators are empowered and enabled to innovate, experiment and refine their practices to meet the diverse needs of all. Enabling staff to continually reflect on and adapt their practice and provision ensures that young people can access opportunities to realise their goals. It's also one way in which schools can ensure that equity and diversity are embedded, by making adjustments to support specific young people.

One of the key themes emerging from the [research](#) was the need for schools to be adaptable in responding to children's needs, necessitating less rigidity in rules, practices, and processes. A culture that can flex and adapt is beneficial for the belonging and safety of students with SEND, social and emotional needs, and various cultural identities.

QUESTIONS TO CONSIDER

Questions to consider when reflecting on practice and policies under this principle:

- How frequently does the school reflect on practice and adapt to necessary changes?
- Are school policies adaptable and able to accommodate the varying and diverse contexts, experiences, challenges and characteristics of students?
- How relational are the policies and practices?
- What opportunities are there to share learning and collaborate with other schools?
- How does the school adapt and respond to the needs of families and the wider community?

CROSS-INSTITUTIONAL PEER MENTORING

Cross-institutional peer mentoring is a teaching professionals’ peer mentoring strategy that connects people from different institutions to create networks and support system. The scheme gives staff the opportunity for a meaningful mentoring relationship and to build their professional networks.

Cross-institutional peer mentoring can be a highly impactful initiative (see Hampton et al. 2004). Our expert insight (see below) pointed to a number of specific benefits they found: (1) It provides a ‘safe space’ for critically constructive feedback, based on trusting relationships that are developed over time, (2) it is context and place specific, with network members who have shared knowledge and understanding of their context and the specific issues they face within their local area, (3) it is empowering and flexible because members of the network decide for themselves what to prioritise and how to work together, and (4) it is cost effective, unlike traditional and often very expensive educational consultants.

HOW CAN IT BE DELIVERED?

Members of the mentoring network decide their focus based on areas they seek to improve. Schools could use the four guiding principles of [London’s Inclusion Charter](#) as a framework to decide which areas of their practice to focus on and use the network to gather feedback and workstreams to improve this area. Alternatively, a peer mentoring network might decide to take a particular aspect of the foundations of London’s Inclusion Charter (children’s rights, investing in inclusive practice, and learning partnerships) and explore that together over a period of time.

There are organisations that can help linking schools and facilitating learning partnerships.

Educational Development Trust’s [Schools Partnership Programme](#).

[Challenge Partners](#) support school improvement and leadership development to reduce educational inequality.



EXPERT INSIGHTS

Dawn Ferdinand, headteacher at the Willow primary school, shares promising practice on cross-institutional peer mentoring via the Haringey Network Learning Community.

Haringey schools, with the support of the local authority, looked at ways they could support each other to improve. This resulted in the Haringey Network Learning Community (NLC), which was set up initially through funding from the [Education Development Trust's Schools Partnership Programme](#) - a cluster-based school improvement model based on rigorous and impact-focused peer review. The Schools Partnership Programme provided training, a formalised process and review guides to support the inception of the Haringey Network Learning Community's peer review process.

The schools in Haringey were placed into Network Learning Communities with approximately 12 schools in each network. This includes primary, secondary, nurseries and special schools. Willow Primary School belongs to the Haringey and West Green network, which meets regularly every half term.

NETWORK LEARNING COMMUNITY REVIEW PROCESS:

A programme is agreed for the year, in which either the network chooses a shared collective review focus or alternatively each school can choose an individual one. Example foci include SEND, EAL, Writing/Reading, EYFS.

The review process involves one lead headteacher, one support

headteacher, and one deputy/assistant head from other schools in the network who go into the receiving school to conduct the review. Firstly, the lead headteacher meets with the receiving head to agree the remit and how the review will take place. This may include interviewing key leaders, a 'learning walk' around the school, book looks, or speaking to students and staff. Typically, over lunchtime, the review team will then discuss their reflections and develop feedback to be delivered to the receiving head/senior team in the afternoon. The feedback typically includes strengths seen/what can be celebrated and shared with the wider network and beyond, and recommendations. Following this the school receives a written report outlining the feedback, and 90 days later the reviewer head and school reviewed head will meet to discuss progress towards goals. In a calendar year there is the expectation that all members of the network will take on lead reviewer role, a support reviewer role, and be reviewed.

WHAT HAVE BEEN THE OBSERVED BENEFITS OF THE PEER REVIEW PROCESS?

Trusting relationships have been built within the network, and therefore feedback is delivered and received in a constructive and collaborative way. The peer review forum is a free resource offering an external perspective on the school's practice. It's empowering in that the school chooses the focus of the review and there is trust that the feedback will be constructive, and always includes a review of what is working well as well as what could be improved. The local

level networks also have the advantage of peers understanding the local context. However, peer review process can also be carried out across other network learning communities. For example, Dawn reported that Haringey is a very diverse borough both ethnically and socio-economically with the East having high deprivation and the West higher economic advantage. Sharing expertise from consulting school leaders in different contexts can also lead to wider insights and opportunities for learning.

HOW COULD OTHERS DEVELOP SIMILAR NETWORKS?

Education Development Trust's Schools' Partnership Programme offers step by step guidance on setting them up, questions for review and training on conducting reviews. At the outset the approach was followed systematically, but when school leaders become comfortable with the process, they felt confident to refine and tailor the procedures to work for different contexts.



TRAUMA-INFORMED AND ATTACHMENT AWARE PRACTICES

Research into how children's development, learning, and interactions with human relationships are influenced has developed over the last 30 years. There is now strong evidence that attachment, trauma and adverse childhood experiences (ACEs) can impact on ways children interact with others and engage in learning.

Research estimates that as many as two-thirds of children have experienced at least one traumatic event in their lives, including those related to poverty, maltreatment, neglect, or witnessing violence (Perfect et al, 2016). This statistic does not take into account the increased ACEs and stressors experienced by children and their families as a result of the Covid-19 pandemic and lockdowns. The neurological and psychological impacts of such experiences are widely shown to influence the child's ability to build trusted relationships with adults, participate in group activities, and self-regulate their emotions.

[UK Trauma Council](#) provides engaging animations and resources on the impact of trauma and adversity on the brain, how the brain adapts to adversity, and the link between childhood trauma and mental health.

Attachment aware and trauma informed practices are varied and un-prescriptive, but based on a shared understanding that emphasises emotional regulation, [trust](#), and positive relationships, drawing from extensive research from educational psychology and neuroscience. This inevitably impacts positively upon children's engagement in

learning, behaviour, relationships, and attendance at school.

[The Rees Centre, University of Oxford](#), provides a wealth of research, evidence, and programme analysis for effective trauma-informed and attachment aware practices in schools. The [evaluation](#) of the Attachment Aware Schools Programme commissioned by Bath & North East Somerset Children's Services demonstrates strong evidence of positive impact on educational outcomes. The Alex Timpson Attachment and Trauma Awareness in Schools Programme further demonstrated the positive impact adopting these practices had on **attainment, attendance, staff confidence, and behaviour in schools, leading to a reduction in the need for sanctions and a calmer school atmosphere** ([see here](#)).

One practice that builds on trauma informed and attachment aware strategies is restorative practice. Restorative practice was a key theme that emerged from the research informing [London's Inclusion Charter](#). Children, young people and teachers identified the positive impact restorative practice has on building, repairing and sustaining relationships, and productive conflict resolution. This is also an important factor for the Inclusion Charter principle of [Students as Active Citizens](#), as it supports young people to have a voice in resolving conflict, learn from incidents, and actively contribute to improving the safety of their school community.



“Restorative practice in education has enormous potential to transform relationships, reducing incidents of harm, improving achievement and creating healthy, happy school and college communities. By giving students and staff the skills to resolve conflicts before they escalate, exclusions are reduced or stopped altogether and staff wellbeing improve”.

– [APPG Investigation: Implementing restorative practices in education, health and social care](#)

There is a range of evidence to support the efficacy of trauma informed and attachment aware practices.

Positive impact of trauma informed and attachment aware practices on behaviour, wellbeing, and educational engagement: [Behaviour and Mental Health in Schools Report | CYPMHC.](#)

[The Attachment Research Community \(ARC\) Audit](#) and [Matrix](#) are tools developed by expert academics and psychologists to support schools to self-evaluate, plan developments, and provide a framework. Resources are aligned and integrated with the Ofsted Inspection Framework and National Professional Qualifications framework.

ARC recommend a number of accredited [training providers](#) to support professional development.

[UK Trauma Council](#) provides [short videos](#) to support teachers with practical tools to apply their understanding of childhood trauma and the brain in an education setting.

HOW CAN IT BE DELIVERED?

One way of delivering a coordinated approach to trauma-informed practice within a locality is to leverage the position of the Virtual School. In England, Virtual Schools exist within local authorities and have specific statutory duties, primarily focused on supporting the educational progress and attainment of children in care. These duties were extended to include children previously looked after, and in 2021 to include Children in Need (CiN), care leavers and those on a Child Protection Plan. These responsibilities extended once more in

September 2024 to also include children in kinship care and children known to social care. It is therefore now likely that every class in every school in London will have between one and three children who come under the statutory responsibility of a Virtual School.

Although the statutory duty of Virtual Schools is for specific cohorts of young people, a number of Virtual Schools across London are already leading initiatives to improve whole school understanding of the needs of children and young people experiencing disadvantage. Virtual Schools have led approaches to provide training to schools to become trauma-informed/attachment aware, seeing benefits to the whole school and all students.

Virtual School staff, therefore, play a crucial role in within the borough meeting the educational needs of a notable proportion of children and young people across London regardless of whether the children and young people are in a maintained, academy or independent school. Being embedded in the local authority, Virtual Schools are well placed to lead a locality approach and coordinate local learning partnerships between schools and providers. Many Virtual Schools

in close partnership with the borough Educational Psychologists, sustainably investing in inclusive practices by delivering whole-school training to staff and teachers.

There are a number of available resources and programme evaluations demonstrating the efficacy of this approach:

This was the model for the successful [Alex Timpson Attachment and Trauma Awareness in Schools Programme](#).

[Local Authority positive practice examples](#), including working via the Virtual School.

[Analysis](#) of Local Authority implementation strategies of trauma informed and attachment aware practices.

The Rees Centre, University of Oxford holds a bank of [resources](#) to signpost schools on research, implementation, evaluation, and evidence.



EXPERT INSIGHTS

Suzanne Parrott, Achieving for Children Virtual School Headteacher for Kingston, Richmond, Windsor & Maidenhead shares promising practice on a local approach to universal trauma informed and attachment aware practice.

The Virtual School for Kingston, Richmond and Windsor & Maidenhead Local Authorities is delivered by Achieving for Children (AfC). Although the Virtual School in these local authorities is commissioned out to an external organisation, this case study demonstrates the effectiveness of working via the Virtual School with a whole locality, driving forward wide-scale change and positive impact.

The Virtual School have placed strong emphasis on developing whole-school approaches to trauma informed and attachment aware practices to improve outcomes for all young people in the local authority. This has been done through a bespoke programme developed by the Virtual School: Attachment Aware Schools Awards (AASA).

The Virtual School are close to achieving their aim to have all schools in the boroughs signed up to AfC [Attachment Aware Schools Awards \(AASA\) programme](#) by 2025. This consists of a Bronze, Silver and Gold award programme that supports schools to be attachment aware and trauma informed through providing resources, training, coaching, convening through events, and working beyond the school alongside families and the wider community. This is all centred around

the aim of ensuring all children are “ready to learn” and have a stable and established “sense of belonging” at their education setting.

The programme developed by the Virtual School also includes [ARC membership](#), giving all schools in the boroughs access to the ARC matrix and audit, as well as a bank of resources, access to learning hubs, and regional and national events.

WHAT HAS BEEN THE IMPACT?

The Virtual School has seen a positive impact on schools, which has been noticeable in enabling school cultures to be more inclusive, adopting alternative approaches to exclusion and improving attendance by shifting the narrative towards a focus on safety and belonging.

For example, the programme supported a secondary school to embed alternative approaches to understanding and managing dysregulated behaviour. This significantly reduced the need for suspensions and exclusions as a sanction, and embedded alternative more sustainable and restorative approaches:

Academic year	No. of suspension incidents	No. of students	No. of permanent exclusions
2018/19	88	54	4
School started Attachment Aware Schools Award			
2019/20	30	22	0
2023/24 (by spring term)	17	16	0

INVOLVING THE COMMUNITY IN LEARNING PARTNERSHIPS

Recognising that this approach should not only be the responsibility of schools, the Virtual School have also now established a multi-agency Executive Board with local business to oversee their ambition to extend their well-established Attachment Aware Schools' Award to the community.

HOW COULD OTHERS DEVELOP A SIMILAR APPROACH?

Local Authority Virtual Schools in London can partner with ARC to support their schools to reflect on their current practice via the ARC audit, as well as access a range of training, regional events, resources and learning opportunities via the London Learning Hubs.

This would be an opportunity to participate in networks of learning across London, building on shared commitment and consistency with a localised approach.



A GROWTH MINDSET LEADERSHIP APPROACH

A 'growth mindset' refers to the concept adopted by psychologist Carol Dweck (2017), who defines it as the belief that abilities and intelligence can be developed through dedication, effort, and a willingness to learn from mistakes. For educational leaders a growth mindset has been described as one in which challenges are embraced, failures are conceptualized as opportunities to learn, and one in which the success of others is celebrated within the team and an inspiration for change (as opposed to competition).

A growth mindset leadership approach takes at its heart the principle of being adaptable and reflective in being guided by an ambition of innovation and systems change. Key characteristics defining this approach include ceding and redistributing power, an active listening approach to both students and educators, ensuring the sustainability of changes implemented, removing barriers to participation and collaboration, and celebrating success.

We have a number of suggested ways to improve active listening in the [Students as Active Citizens Guide](#), which provides evidence and examples of how this can be done effectively.

HOW CAN IT BE DELIVERED?

There are a range of tools available for school leaders to identify areas of development and support systems change within the school community.

The [RSA Inclusive and Nurturing Schools Toolkit](#) developed in collaboration with the Mayor of London in 2021 is a free guide for schools, trusts and local authorities. The toolkit is a resource to:

Help decision-makers identify opportunities for change.

Share learning through a wide range of case studies.

Adapt approaches to work in their own context.

Reference other relevant resources to support implementation.

However, many schools and local authorities opt to use external expertise to support practice, policy and culture development, such as through Inclusive Leadership courses, which organisations like [The Difference](#) run.



EXPERT INSIGHTS

Lorraine Goll, Headteacher for Holy Trinity and St Silas Primary School, Camden, shares promising practice on a growth mindset leadership approach.

WHAT IS A GROWTH MINDSET APPROACH?

While many school leaders may be quick to expound their successes and achievements, when asked about the evolution of her leadership approach, Lorraine points to her perceived weaknesses or points for improvement. Examples she identifies include 'imposter syndrome' or the 'self-criticality incurred from a sense of perfectionism' that can be limiting and are highly pervasive among school leaders at all career stages. It is this willingness to expose one's flaws, gaps in experience, or areas for improvement as the first step towards addressing and building on them, that marks out Lorraine's growth mindset approach. From this perspective every 'failure', 'mistake' or challenge encountered in practice is viewed as an opportunity for reflection, learning and ultimately for finding and trialling solutions. Lorraine's leadership team discusses how through mentoring staff are able to identify their own areas for CPD and are supported through the headteacher to better understand what underpins them in order to improve their practice and better support the needs of children in the school.

Lorraine claims that her approach aligns with the inclusive school behaviour approach advocated by Paul Dix in his book; '*When adults change, everything changes: Seismic shifts in school behaviour*'. At the heart of this thesis is the argument that by modelling a consistent

nurturing and caring approach to relationships school staff can lead by example in creating an inclusive school culture and community.

HOW CAN IT BE IMPLEMENTED?

Four aspects stand out as underpinning Lorraine's growth mindset approach: communication, reflection, action and consistency. Identified areas for staff CPD may emerge in response to an incident, area of performance, or through a misalignment between the cultural values of the school and those of the teacher or staff member.

- 1.** In the first instance, Lorraine identifies communication as essential in how staff development areas are raised. Here it is essential to avoid attributing blame and instead to approach the issue from a point of curiosity in exploring what are the barriers or feelings underpinning the identified area of challenge.
- 2.** Secondly, this leads to the space for **reflection**; here, Holy Trinity's assistant head identified the importance of Lorraine modelling a culture of transparency whereby as a school leader she shares her own journey in owning mistakes, identifying areas for improving her own leadership and inviting feedback on success in achieving emergent goals that arise from the reflection process.
- 3.** Thirdly, Lorraine observes that it is essential that the learning achieved through examining errors, mistakes or limitations must be orientated through the process of reflection to lead to concrete actions, that can be trialled in order to remedy or address the issue.

4. Fourthly, Lorraine identifies the importance of **consistency** in support. Here she identifies the importance of the mentor role. This refers to a formalized role assumed by the head or senior leadership team, whereby the mentor meets regularly with the staff member to keep track on the CPD journey from identification of an area where change is sought, to intervention trialling and evaluation. Through systematising the approach to CPD in this way staff are supported through the whole journey towards meeting stated goals and evaluating their success.

In order to achieve a growth mindset approach Lorraine observed that it is important to maintain the balance of conviction in one's own beliefs and decisions regarding what's in the best interests of the children, while also nurturing a supportive relational approach that welcomes ideas, and feedback.

WHAT IS THE IMPACT OF A GROWTH MINDSET APPROACH?

Lorraine observes that the key benefit afforded through a growth mindset approach is in generating within the school a culture of trust and support whereby staff feel and model a strong sense of belonging, safe to bring their vulnerabilities to the surface and trust

in the community of school staff, children and families. For example teachers have written apology letters to their class, and asked them to help monitor their objectives regarding class participation. This also has a knock on effect on students whereby they also feel safe to identify their own mistakes and areas for development.

The impact of the approach has also been felt beyond the school itself and Lorraine observes that a key achievement has been in supporting staff in their relationships with parents, carers and families. Lorraine observed that a transparent approach that shares with families the school's journeys in identifying mistakes and seeking to address them has been particularly effective in stimulating connection with parents from communities that experience barriers and challenges or who have had previously negative experiences of schooling. Lorraine is proud of the school's success in bringing in families of all backgrounds into the journey of school improvement, whereby these ambitions are shared with parents from the outset and feedback sought as to how they are achieving their school improvement aims. The result has been strengthened family and community relationships and very low turnover of staff and students.



INCLUSION STRATEGY AUDIT TOOL

This tool is intended to help you reflect on current policy and practice and decide where to prioritise action.

PRINCIPLE: <i>Being Adaptable and Reflective</i>	WHAT PRACTICES AND POLICIES DO YOU ALREADY HAVE TO REFLECT THIS PRINCIPLE?	WHAT IS GOING WELL, AND WHAT COULD YOU SHARE WITH OTHER SETTINGS?	THINKING AHEAD, WHERE COULD YOU FOCUS ACTION?	NOTES
<ul style="list-style-type: none">• <i>How frequently does the school reflect on practice and adapt to necessary changes?</i>• <i>How are school policies adaptable to accommodate the varying and diverse contexts, experiences, characteristics and challenges in the school community?</i>• <i>How relational are the policies and practices?</i>• <i>What opportunities are there to share learning and collaborate with other schools?</i>• <i>How does the school adapt and respond to the needs of families and the wider community?</i>				

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