

CASE STUDY

CULTURE, BEHAVIOUR AND INCLUSION

Working for a schools' Trust with 8 diverse schools to improve its culture, behaviour, and inclusion practices. Each school faced unique challenges related to student behaviour, inclusivity, and the implementation of consistent routines and positive relationships.

Objective: To establish and reinforce clear rules, consistent routines, and positive relationships to create a conducive learning environment that promotes respect, responsibility, and inclusion. Additionally, to work with SENDCOs to ensure provisions are inclusive and fit for purpose.

Intervention:

1. Initial Assessment:

- Conducted comprehensive assessments across all 8 schools to understand specific needs and challenges.
- Held focus groups with staff, students, and parents to gather insights on current practices and areas for improvement.

2. Establishing Clear Rules:

- Developed a unified behaviour policy with input from all schools, ensuring consistency while allowing for contextual adjustments.
- Implemented school-wide assemblies and classroom sessions to communicate and reinforce rules.

3. Consistent Routines:

- Introduced structured daily routines, including start-of-day procedures, lesson transitions, and end-of-day reflections.
- Provided training for teachers on maintaining and adapting routines to support diverse learning needs.

4. Positive Relationships:

- Organized professional development workshops focused on building positive teacher-student relationships.
- Implemented peer mentoring programs to foster supportive student networks.

5. Working with SENDCOs:

- Collaborated with SENDCOs to review and enhance inclusive practices and provisions.
- Developed individualized support plans and inclusive classroom strategies to cater to the needs of SEND students.

6. Inclusion Initiatives:

- Promoted inclusive activities and events to celebrate diversity and encourage student participation.
- Created inclusive spaces within schools, such as sensory rooms and quiet areas, to support diverse learning needs.

Outcome:

1. Improved School Cultures:

- A noticeable improvement in school culture, with a greater emphasis on respect, responsibility, and inclusion.
- Positive feedback from staff, students, and parents about the unified behaviour policy and its impact.

2. Consistent Behaviour and Routines:

- Significant reduction in behavioural issues due to the establishment of clear rules and consistent routines.
- Teachers reported a smoother flow of the school day and more effective classroom management.

3. Enhanced Relationships:

- Strengthened teacher-student relationships, leading to a more supportive and trusting school environment.
- Peer mentoring programs successfully integrated, providing students with additional support and role models.

4. Inclusive Practices:

- Inclusive practices were effectively embedded, ensuring that SEND students received appropriate support and resources.
- Positive outcomes for SEND students, including improved engagement and academic performance.

5. Overall Inclusion and Belonging:

- Increased participation in inclusive activities and events, fostering a sense of belonging among all students.
- Development of inclusive spaces contributed to a more accommodating and supportive learning environment.

The intervention across the Trust successfully enhanced culture, behaviour, and inclusion within its 8 schools. By establishing clear rules, consistent routines, and fostering positive relationships, the Trust created a conducive learning environment that promotes respect and responsibility.

Collaboration with SENDCOs ensured that provisions were inclusive and fit for purpose, leading to improved outcomes for all students, particularly those with special educational needs.