



WELCOME

Inclusion Leaders
Network Meeting
(Virtual)

4th May 2023

Agenda



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1. Inclusion Conference
 - Workshops
 - Marketplace
2. CPD 2023/24 offer
3. Have you Tried...
4. Certificates, Rosettes and branding
5. Derby Direction
6. Role of the Inclusion Leader
7. What does the Inclusion Partnership mean to you?
8. Next Inclusion Leaders Meeting (face to face)



1. CONFERENCE

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Inclusion Conference

- Thursday 29th June 2023, Pride Park Stadium
- Targeted at Heads, Senior Leaders, Inclusion Leaders, Behaviour Leads, Mental Health Leads, SENCos, Governors, Teachers
- Keynote Speaker: Mikey Markham
- Workshops
 - (1) Exclusion – is there another way?
 - (2) Curriculum – is there another way?
 - (3) How the brain affects behaviour
 - (4) Behaviour policy – is there another way?
 - (5) Leading a values based school
 - (6) Conflict resolution and de-escalation
- Marketplace



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INCLUSION CONFERENCE WORKSHOPS

We are excited to share further details of our workshops that will take place at the **Inclusion Conference on 29th June 2023**. Sessions run for **40 minutes** and delegates will be able to attend **two** workshops.

Please note the content of these workshops is intended to provide a Derby context, focussing on sharing pupil voice and how schools have championed inclusion and implemented change. They aren't intended to repeat content covered as part of our CPD courses delivered throughout this year. Some workshops will be spilt into primary school and secondary school sessions, to ensure it is relevant and useful. We hope it will inspire and support delegates to put values, training and ideas into action!

Workshop 1. Exclusion - is there another way?

Workshop Leader

Ellen Wilkinson - In Year Fair Access and Exclusions Manager, Derby City Council

Description

A workshop to explore pupil's thoughts and opinions on exclusion, how they view the importance of positive relationships with staff and the effect of exclusion on their future.

Outcomes

- The Derby context.
- Alternatives schools could use to exclusion.
- Investment in CYP, listening to all stakeholders. Plan, persevere and engage all staff in the hard work and commitment in creating individual responses to pupil's behaviour.



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Workshop 2. Curriculum – is there another way?

Workshop Leaders

Neil Wilkinson - Executive Headteacher, The Bemrose School

Jonathan Gallimore - Executive Headteacher, Hardwick Primary and St James' Junior School

Alistair Crawford - Director of SEND and Inclusion, St Martin's School

Description

How Derby schools across all phases are providing a broad and balanced curriculum that meets the needs of all of its learners. The curriculum being the bedrock of well sequenced and paced learning there are contextual strategies schools adopt to support its learners. We will consider:

- What is a good inclusive curriculum irrespective of the context?
- How can we share and learn from each other across all phases of our educational landscape?
- How can we co produce our curriculum, resources and strategy to meet the pupil and staff needs?

Outcomes

- A cross phase approach to curriculum implementation to support learners and staff.
 - Meeting the needs of pupils needs whilst not compromising the curriculum.
- Curriculum equality of opportunity that is aspirational, diverse and representative.



Workshop 3. How the brain affects behaviour

Workshop Leader

Alison Lumley

Description

An example of how you can develop a cohesive whole school relational approach which respects and integrates neurodevelopmental principles.

Outcomes

- An awareness of how the school system can be stress inducing or stress reducing.
- How using a neurodevelopmental lens can increase cohesion between leaders e.g. SENDCo, Behaviour Lead, Pastoral Lead, Safeguarding Lead, Designated Teacher etc.
- Simple strategies to reduce threat and increase safety and security.



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Workshop 4. Behaviour policy - is there another way?

Workshop Leader

Graeme Ferguson - Virtual School Head Teacher

Description

Does your Behaviour Policy reflect the values of your school? Do you want to move your current behaviour policy to a more relational based behaviour policy but not quite sure how to start? This workshop will look and discuss how other schools have done this.

Outcomes

Examples of relational behaviour management policies to adapt and customise for your school.



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Workshop 5. Leading a values based school - Secondary Schools

Workshop Leader

Phil Smith - Head Teacher Chellaston Academy - Chair of Inclusion Strategy Group

Description

This session will share how we have embedded our core values of integrity, care and excellence throughout our school. This will include sharing how our staff, students and families are involved in developing, reviewing and 'living and breathing' our values. We will share a range of approaches that are helping us to achieve this including our links to rewards, relationships protocols, Inclusion Graduated Response, community events, appraisal and use of language.

Outcomes

- Gain knowledge of how Inclusion strategies, including unconditional positive regard has been used as a tool to develop and embed school values.
- Gain knowledge of how Inclusion Graduated Response provisions and interventions can also support and enhance school values.
- Reflect on your own values and have the opportunity to discuss potential successes, barriers and potential next steps.



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Workshop 5. Leading a values based school - Infant, Junior and Primary schools

Workshop Leader

Molly Allen & Sarah Carnall - Alvaston Infant School

Description

This workshop will cover how we as a school have involved the whole school community in 'buying into' the values of the school. It will cover practical ways in which relationships can be nurtured inclusivity at its core. It will unpick the impact of some of these strategies and will allow practitioners to reflect on their own practices in order to ensure that schools are hives of inclusion and a driving force to improve the outcomes for all.

Outcomes

- Gain practical ways in which inclusion can be achieved.
- Identifying 'unintended consequences' and considering solutions for these.
- Analyse key documentation (including inclusion pillars and tiers of wellbeing) and consider how documents may be used and adapted for your school.



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Workshop 6. Conflict resolution and de-escalation

Workshop Leader

Andrew Black

Description

We will explore the strategies to help in conflict resolution and look at the 'art of de escalation' in crisis moments. This will include looking at pupil voice and sharing how schools have approached de-escalation, following training delivered earlier this year. This session is not intended for delegates that completed the De-escalation Train the Trainer course earlier this year.

Outcomes

- The theory of Conflict Resolution understood.
- Explore the 'dark art of de escalation!'



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INCLUSION CONFERENCE 'VALUES INTO ACTION'

We would like to invite Derby city schools and local organisations to join us for our Inclusion Conference. It aims to celebrate and share local expertise that are building in Derby city, supporting schools to be inclusive.

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**THURSDAY
29TH JUNE 23**
8:30AM-3:30PM
**PRIDE PARK
STADIUM**

TARGET AUDIENCE

Headteachers, Senior Leaders, Inclusion Leaders, Behaviour Leads, Senior Mental Health Leads, SENCos, Teachers, Governors and other colleagues with an interest in inclusion.

KEYNOTE SPEAKER: MIKEY MARKHAM 'YOU'VE GOT THIS'

Mikey Markham, AKA Rhythmical Mike the performance poet, will share his lived experience, passion and enthusiasm to help young people aim so much higher. This will link with his recent work with students in Derby schools that captured their experience of how school makes them feel.

INCLUSION PARTNERSHIP OVERVIEW

Looking back on this year and looking ahead to next year.

WORKSHOPS

Choose 2 from the following (full workshop descriptions available soon)

1. Exclusion – is there another way?
2. Curriculum – is there another way?
3. How the brain affects behaviour
4. Behaviour policy – is there another way?
5. Leading a values based school
6. Conflict resolution and de-escalation

LUNCH

MARKETPLACE 1:30-3:30PM

An opportunity to network with schools and organisations offering solutions to support inclusive practice. Delegates can stay for as long as they like and additional colleagues are welcome to drop in during the afternoon to visit a range of stands. This will include a range of organisations and a number of school colleagues with inclusion expertise and approaches that they are happy to share further information about.

COST

£50 per Charter School for unlimited numbers of staff
£75 per delegate for schools not signed up to the Inclusion Charter

For further information please contact jo.wilkinson@dect.co.uk or emma.sheasby@sdsa.net

[CLICK HERE TO BOOK YOUR PLACE](#)



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WORKING TOGETHER FOR **BETTER** OUTCOMES

Inclusion Conference Marketplace

- Local Organisations
- Key services
- School expertise
 - Inclusion Leaders
 - Senior Mental Health Leads
 - Behaviour Leads
 - SENCOs
 - Attendance Officers



- Go Wild
- Quality First Teaching
- Forest Schools
- Thrive
- Walkie Talkie Learning Walks
- Mini Meadows Parent Group
- Sensory Circuits
- Onsite AP
- Parental Engagement through NCAT support
- Relationship and emotional plans to support inclusion
- Group Theraplay
- Trauma Informed Practice
- Behaviour Management
- ADHD/ ASD
- Emotion Coaching
- De-escalation
- Onsite AP
- Lego Therapy
- Family Engagement (Roma communities)
- Inclusion Graduated Response
- Restorative Action
- Coffee Mornings
- Rewards Culture
- Supporting Roma communities
- Structuring your senior leadership team with inclusion at the heart
- Internal nurture/alternative provision in EYFS
- Outdoor learning through OPAL (Outdoor Play and Learning)
- EAL, SEND, safeguarding, and attendance strategies
- Attend Toolkit/ EBSNA



Inclusion Conference Marketplace

School name	
Contact name	
Job title	
Contact email	
Name of inclusion programme/ area theme	
Aim of project/ programme/ approach	
Brief outline of the approach	
Benefits/ outcomes for participants	<ul style="list-style-type: none">•••••
Training accessed to support this approach	
Top Tips	

Please complete and return the marketplace form – WE NEED YOUR INPUT!
Jo.wilkinson@dcct.co.uk





2. CPD 2023/24

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2022/23 CPD Programme



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- Behaviour is there another way: 103 delegates
- Relational Attachment and Trauma informed Classrooms: 52 delegates
- De-escalation and positive language: 33 delegates/ Train the Trainer 18 delegates
- Emotionally Based School Non Attendance: 40 delegates

It has been really useful to have time away from school to reflect on where we are. Your fantastic delivery has resonated with our approach and given us lots to think about and take back to school. Thank you.

Really useful mix of thought provoking slides and past experience. Too often we are told how to do things but I feel I have developed a number of different processes which could be effective. Thank you for your help!

This is the first course in a long time where it has been very easy to buy in and impossible not to leave with ideas and inspiration bubbling. Really keen to roll things out in school and your insight and experience has been invaluable.

Fantastic sessions – thoroughly enjoyed and learned, remembered and took away loads!

Thank you for all of the practical examples and resources/ slides. Good to have time to plan implementation/actions to follow up in school. Reassuring to work alongside other like minded 'teacher friends' to chew over the challenges in school and feel less alone! Thank you.

Great sessions, provided some valuable resources and information. Very supportive.

Very useful planning tools and great take away idea and resources. Loved the emphasis in the first session about being kind and kindness. Left feeling motivated to effect change.

What training would support you and your colleagues to develop inclusion in your school?

20 Answers



Mid day training

TA training

TA and midday training around behaviour

ELSA or other emotional based interventions

De-escalation for support staff

Safer handling training

De-escalation

Developing resilience

Specific intervention training for TAs eg lego therapy

Support pupils and mental health with anxiety

Positive Language and Relationships Training

Theraplay

Positive handling

Emotion coaching

Using social stories

Supervision training - so that a staff member can provide supervision to colleagues in school

Measuring impact of inclusion interventions using data

Understanding mental health needs

Counselling Training

Ta positive language and relationships training. Midday supervisors. Adult regulation training how to regulate yourself Counselling training , drawing talking therapy

CPD Offer 2023/24

- A CPD catalogue for 2023/24 will be shared with schools in the summer term
- We plan to offer and signpost to a range of CPD opportunities to support schools with inclusion
- Where possible, courses will be free of charge or heavily subsidised
- ❖ Relational, Attachment and Trauma informed practice (one day, seven day and webinars)
- ❖ Behaviour policy writing
- ❖ NPLQ Behaviour and Culture
- ❖ NPQ Senior Leadership
- ❖ Relationships in practice
- ❖ Mindful Emotion Coaching
- ❖ Play Therapy
- ❖ Emotionally Based School Non Attendance



Please add your feedback/ thoughts in the chat box



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3. Have you tried...

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Have you tried...

- Through a range of networks, we have been collating some 'have you tried' ideas to support inclusion in schools
- We plan to share a poster and document at the conference
- Intended to provide some simple suggestions that schools have implemented
- Will include a word document that can continue to be added to



Please add your feedback/ thoughts in the chat box



STAFF/ TEAM AROUND THE CHILD

- 121 time with an adult the child has a positive relationship with / dedicated time for children
- Assign one or two trusted adults to the child
- Relationship building with a key adult
- Key adult team
- Check ins with a key adult
- Meet and greet with a consistent adult
- Deploy a trusted adult, for daily check-in and check-out and during crisis
- Team around the child
- Team 'CHILD' (enter name of child) – a small team of adults who a child can go to
- Person centred planning meeting
- Collaborative problem-solving approach
- In-class support
- Sharing good/ effective teaching practice for the pupil
- All staff are aware of emotional vulnerability and understand behaviour as communication
- Access to highly skilled and empathic adults who demonstrate unconditional positive regard
- Whole school training on de-escalation strategies



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PUPIL VOICE

- Listening to the child and taking on their views
- Pupil voice wish list
- Pupil voice used purposefully
- Ensure pupils participate in decision making
- Focus on capturing the pupil's interests
- Choice of activities to meet need for control whilst securing learning goals

ENVIRONMENT/ SPACE

- Zones of Regulation 121 or as an intervention
- Group changes / places in the classroom
- Safe space access
- Consider classroom organisation, seating and group dynamics
- Provide a workstation within the classroom to reduce triggers/sensory overload
- Use of outdoor space
- Physical activity breaks
- Provide a safe space in the classroom (tent, blanket etc.)



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SEMH

- Whole school emotion coaching
- Exploration of emotional need
- Emotional resilience/ wellbeing interventions
- Emotional regulation – child plan
- Emotional support plan – identifies different stages
- Mindfulness Club
- Positive engagement in an activity the child enjoys
- Nurture the child
- Tutor nurture group
- Increased nurture – snack and drink time
- Personal development
- Promote a trauma-informed approach school-wide
- Deploy brain breaks within the classroom to support emotional regulation
- Access to specialised SEMH provision – alternative provision, therapeutic support services, counselling, vocational provision etc may be considered alongside advice from other agencies/ professionals
- Planned programmes of intensive therapeutic intervention involving multi agency approaches
- Thrive Approach



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TIMETABLE/ SCHOOL DAY

- End of day handover
- Weekly timetable consistent for every day for a week. Tweak weekly and adjust slowly. Agree with parents
- Blended timetable
- Regulation breaks
- Personalised timetable
- Time to regulate built into the start/ end of the day
- Modified timetable
- Breakfast Club
- Visual timetable
- Time out card
- Consistent rules and routines
- Reduced timetable, regularly reviewed and with clear targets (with parental consent)
- Regularly reviewed use of flexi-schooling or reduced timetable in partnership with families
- Class changes
- Prepare for changes to routine
- Personalise the timetable– e.g. withdrawal from some curriculum areas for work on social and emotional skills or because they are anxiety provoking and counter-productive
- Regulating activities such as sensory circuits or movement breaks planned throughout the day
- Predictable, clear routines with careful preparation for any change or transition



PROCESSES/ REFERRALS (slide 1 of 2)

- SEND referral
- Alternative provision
- Early Help Assessment
- Referral to Educational Psychologist
- Re-integration meeting following suspension or seclusion
- Referral for Behaviour Support
- Managed Move / Fresh Start
- Behaviour plan, regularly reviewed with parents and child / Report cards as suggested in EEF document
- Assessment / screening
- Boxall Profiling
- Nurture group or intervention based on the results of the screening
- Risk Assessment
- Produce risk assessments earlier on the scale
- Slower transition
- Thrive input
- Graduated Response to SEN
- EHCP
- Transition visits in primary
- Good careers support
- Robust Personal Development programme



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PROCESSES/ REFERRALS continued...

- Alternative pathway/ qualifications
- Transition – consistency in transition package
- Careers support – next stop help
- Specialist advice, for example from BOSS, HML or CAMHS (not sure what BOSS or HML are)
- Access to therapeutic interventions e.g. Cognitive Behavioural Therapy (CBT), solutions focused coaching, Motivational Interviewing and Narrative Therapy

REWARDS

- Snack/ drink e.g. Tea and toast
- Lucky Lunches – a group at dinner time
- Praise and celebrate success
- Reward chart / stickers / marbles / pom pom bars / tickets
- Small steps of progress celebrated
- Focus on strengths/small steps of progress
- Communication with home and other professionals (i.e social worker)



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TOOLS & RESOURCES

- Every classroom has a calm down toolkit
- Regulation resources for individual children (their own pencil case of resources)
- Doodle pads/ puzzles on desk in classroom/ tools
- Pupil passport written together with pupil
- Time out cards are used in conjunction with 5-point scale
- Time out cards enable access to a safe base and co-regulating adult
- Use calm boxes, fidget gadgets or other supports identified as stress-reducing

SENSORY

- Sensory book (personalised)
- Sensory room
- Sensory profiling
- Sensory assessment in the classroom
- Sensory circuits/ sensory box
- Sensory toolkits (fidget toys, resistance bands, wobble cushions)



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FAMILIES

- Parenting workshops
- Working with parents
- Parent sessions for Autism and ADHD
- Proud Parents
- Ensure parents are aware of what is being done to support their child/ young person, and how they can support/ reinforce interventions
- Maintain regular contact with parent/carer through either a communication book or other agreed mechanism. Share positives as well as issues
- Trusted adult makes regular contact with home, developing a close link and acting as advocate / safe base / single point of contact
- Regularly celebrating success

INTERVENTIONS

- Use intervention programmes with staff who have knowledge and skills to address specific needs
- Time-limited intervention programmes with familiar staff that have knowledge, skills and experience to address pupil's specific needs
- Mentoring
- Engagement programmes (PEE/ TFTF/ DCCT)
- Mentoring / counselling (internal or external referral to Build Sound Minds etc)
- Extra curricular activities



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4. Branding

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Branding

Schools that have signed the Inclusion Charter should have received:

- Certificate
- Logos (Inclusion Leader and Charter School)
- Derby Direction logins



Is your certificate on display?
Are you using your logos?
Have you logged onto the Derby Direction portal?



Coming soon!



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A horizontal line with five colored dots: dark blue, purple, light blue, light green, and yellow.



5. Derby Direction

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- www.derbydirection.org.uk
- Information and signposting
- Charter Schools login portal

NEW!

- Webinars
- Inclusion Graduated Response template

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Have you logged onto the Derby Direction portal?



Inclusion Graduated Response

This Inclusion Graduated Response has been developed and shared by Chellaston Academy. There are other examples schools may wish to adopt or you can develop your own. This blank template, along with a completed copy of Chellaston Academy's, has been provided to support schools. ALL students need a good quality 'Universal Offer' every day. Where some students are demonstrating that additional support is needed, an Inclusion Graduated Response is recommended, focusing on learning, relationships, wellbeing and attendance.

UNIVERSAL RESPONSE



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UNIVERSAL

TIER 1

TIER 2

TIER 3




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TIER 1




LEARNING

[Empty space for content]




RELATIONSHIPS

[Empty space for content]



WELLBEING

[Empty space for content]




ATTENDANCE

[Empty space for content]






TIER 2
All of tier 1 plus ...




LEARNING

[Empty space for content]




RELATIONSHIPS

[Empty space for content]



WELLBEING

[Empty space for content]



ATTENDANCE

[Empty space for content]




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TIER 3
All of tier 1 and 2 plus ...




LEARNING

[Empty space for content]




RELATIONSHIPS

[Empty space for content]



WELLBEING

[Empty space for content]



ATTENDANCE

[Empty space for content]





6. Inclusion Leader Role

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Working together for better outcomes

- Key roles working together to support inclusion
- Within schools: SENCo, Behaviour Lead, Senior Mental Health Lead, Inclusion Leader, Attendance Officer, Senior Leadership Team
- External support and services: Inclusion Partnership and statutory services
- We plan to share a diagram and animation to illustrate this at the conference



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Role of the Inclusion Leader

The Inclusion Leader will champion inclusive practice in their school to improve outcomes for children and young people. They are committed to supporting the school to meet the five principles within the Derby City Inclusion Charter.

- Embeds the Inclusion Charter in their school
- Contributes to the promotion and development of an inclusive culture
- Develops a cycle of support/ graduated response to ensure all children and young people are effectively included
- Positively influences inclusive school policy and practice
- Ensures language is consistent, accessible and supportive
- Joins a city-wide network of Inclusion Leaders to share knowledge



Please add your feedback/ thoughts in the chat box





7. What does the Inclusion Partnership mean to you?

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What does the Inclusion Partnership mean to you?

- We are trying to secure funding to enable us to continue to provide support and develop inclusive practice in schools
- It would be helpful to capture what our work means to you!

Can you describe our work in 3 words?

Can you provide a longer quote about how our work has supported you/ your school?



Please add your feedback/ thoughts in the chat box or email jo.wilkinson@dcct.co.uk





8. Next Inclusion Leaders Meeting

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Inclusion Leader Network Meetings

- Our next meeting is on Tuesday 11th July, 2-4pm
- This will be face to face at Pride Park Stadium
- What would you like to discuss at the next meeting?
 - suggestion about how we capture a change in culture/ demonstrate impact
- Dates for next year's meetings will be shared soon!

Please book to attend the next meeting:

<https://forms.gle/CRWr9FbKV4ENnpX39>



Please add your feedback/ thoughts in the chat box





To do list!

- Book conference
- Book network meeting
- Certificate and logo in use
- Return marketplace form
- Log on to Derby Direction

Get in touch!

Jo Wilkinson

Inclusion Partnership Manager

Derby County Community Trust

Jo.wilkinson@dcct.co.uk

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