

Inclusion and the role of the governor part 2





The aims of today's webinar

- To reflect on learnings made from the previous webinar
 - To know how inclusion affects behaviour - rewards and sanctions, attendance, pupil achievement and language
 - To know practical strategies to improve inclusion as a governor
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Reflection- did you manage
to come up with a short/long
term goal to help to improve
inclusion?

Inclusion is...

... understanding
your school
community

... valuing
everyone

... about the
needs of the
whole
community

... celebrating
diversity and
individuality

... not an 'add
on' or an
afterthought

... valuing other
cultures

... knowing and
understanding the
needs of all pupils

... not just about
the IEPs

... reflecting on
your practice

... not just
about access

... changing the way
things are organised
so they suit pupil
needs

... everybody's
responsibility

... providing
flexible learning

... more than
just a policy

Why do school governors need to prioritise equality and inclusion?

Black Caribbean 3x more likely /Gypsy Roma highest rate of exclusion

SEN- 5x more likely

Ofsted- Equality Act 2010

Behaviour- Rewards and Sanctions

Why is this important?

We need to ensure all pupils know the boundaries, abide by the school behaviour policy which is fair and consistent. We want to minimise exclusions and maximise rewards to ensure pupils achieve.

Yet we find

- Difficult to uphold strict behaviour policies alongside minimising exclusions
- Difficult to encourage intrinsic motivation in pupils

What can we do about it?

Behaviour Policy

- Collecting and analysing behaviour data- what are the causes? Possible solutions?
- Behaviour policy- consistent and fair
- SEN pupils and differentiating
- Looking at how your Borough manages behaviour- best practice
- Specific rules - ensuring they are inclusive e.g uniform, hairstyles etc.
- Teacher training

Bullying can include:

	A	B	
1	Type of bullying	Definition	
2	Emotional	Being unfriendly, excluding, tormenting	
3	Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence	
4	Racial	Racial taunts, graffiti, gestures	
5	Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching	
6	Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing	
7	Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites	

Case study : BENFIELD SCHOOL, NEWCASTLE

Our work began with Stonewall's 'Some people are gay, get over it!' campaign. We displayed posters across the school to make LGBT inclusion visible. Since then, we have developed a staff Equality and Diversity Team, which focuses on race, religion, disability and LGBT issues.

The slogan is 'All Different, All Equal'.

We've established an LGBT group which is attended regularly by students who fall into all categories of LGBT. They meet weekly and the school nurse attends once a month so students can discuss LGBT health issues.

We have established a second group for younger students which have included positive body image, stereotyping, and labelling others.

Rainbow lanyards on staff ID are a visual statement that any form of bullying, including homophobic, biphobic and transphobic bullying, will be challenged.



**SOME PEOPLE
ARE GAY.
GET OVER IT!**

 Stonewall

What can we do about it?

Rewards for pupils

- Who is being rewarded? Variety of ways to reward pupils. What are they being rewarded for?
- Mentoring, having year 10s mentor year 7s is an excellent way to build responsibility. SEN, EAL language.
- How to build intrinsic motivation in pupils?
- Extrinsic motivation as a tool for some pupils. Contacting parents with star of the week etc. displaying work of a range of pupils in the classroom, not just those with perfect handwriting

Rewards for staff

- How are staff being rewarded for their hard work?
- Teacher of the month/week award - positive, collaboration, school community

How inclusive is your behaviour policy?

- Yes- it is inclusive
- Somewhat inclusive
- Not at all inclusive
- I'm unsure

Attendance

Why is this important?

Governors must monitor attendance and have strategies in place for improving attendance.

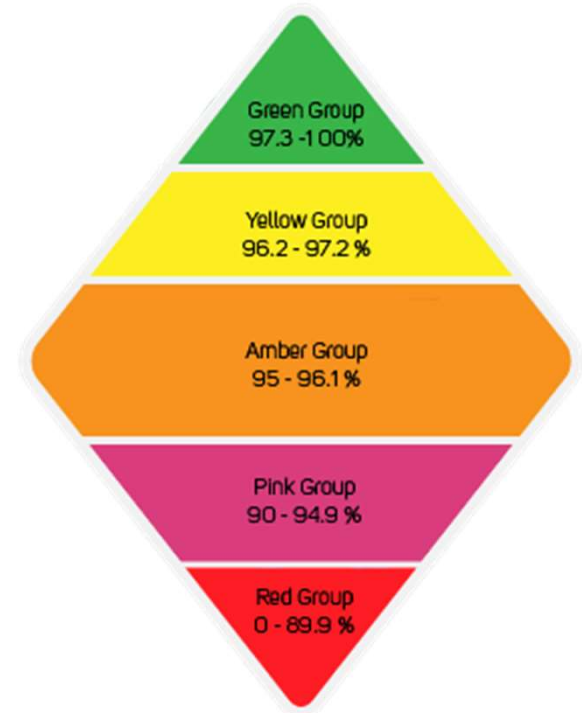
Yet we find

- Some pupils with average attendance can slip through the net
- Slippery slope with poor attendance

What can we do about it?

- Form tutors- collective effort
- Individual understands attendance plan
- Creating safe spaces
- Data- understanding the reasons for poor attendance
- Engaging with parents

We aim for...
100%



Pupil Achievement

Why is this important?

We all know the importance of pupils feeling they are achieving to build confidence, raise aspirations and improve academic outcomes.

Yet we find

- The same groups of pupils are rewarded often
- Difficult to ensure all pupils are recognised for their achievements, especially if not academic

What can we do about it?

- Given roles and responsibilities within the classroom and in the wider school
- Sport- the slowest bike race!
- Music, art, sport, drama, charity/fundraising events - all ways to showcase talent, behind the scenes roles
- Praising effort, growth mindset

Case study- Character praise- star of the week, teacher nominating best pupils in terms of integrity, honesty, mindfulness, reflectiveness, adaptability, courage, curiosity (linked to 21st century skills)- pupils were given a shout out in assembly.



Language


Why is this important?

Governors need to put in place opportunities for pupil, staff and parent voices to be heard.

Governors meetings must represent the whole governing body and we want our schools to be places of inclusivity.

Yet we find

Often the same people speak in meetings, the loudest voices are heard. Boys are nine times more likely to speak in class than girls.



66% students
experienced
sexist language

64% teachers
hear sexist
language every
week

Just 1 in 5
teachers had
training on
tackling sexism

What can we do about it?

Pupils

- Collect data- who is talking in class?
- Student council
- Anonymous question rounds

Teachers

- Training- how to recognise and challenge offensive language, use this as teaching points
- Training on their own gendered language, how can we switch this to inclusive language? Examples.
- Staff surveys- short, feedback to line managers





What can we do about it?

Parents

- Parent governors- given acronym decoding information sheet
<https://www.teachin.co.uk/resource/guide-to-british-education-acronyms/>
- If meeting parents from different communities- ensuring that a translator is present for parents who do not speak English
- Complaint procedures

Governors

- Who is talking during governor meetings?
- Ask targeted questions
- Using pairs to discuss a topic first gives people confidence to share their ideas

To what extent do you agree with this statement: 'Our governing body has measures in place to ensure pupil, staff, parent and governor voices are heard.'

- Strongly agree, we have measures in place for this
- Partly agree
- Disagree, we need to put more measures in place
- I am unsure

Please write down 1 short term goal and 1 long term you are going to implement as a governor to improve inclusion?

Short term goal examples:

- Hand out an acronyms sheet to parent governors
- Attendance incentive group

Long term goal examples:

- Analyse teacher training and CPD on inclusion
- Review behaviour policy through the lens of inclusion

Any questions?



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