



The Inclusive School Award(IQM)





Developing a culture of belonging: a strategic approach to inclusion.

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Overview

-  **The Inclusive School Award (IQM)**
-  **Creating inclusive cultures**
-  **Stakeholders as Inclusion Strategists**
-  **IQM as School Improvement Partners**

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Why Become an IQM School?

-  **Diversity** is a *fact*.
-  **Equity** is a *choice*.
-  **Inclusion** is an *action*.
-  **Belonging** is an *outcome*.



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My School's Experience



- IQM helped establish our strengths, and deliver excellence and equity.
- Better enabled us to meet the needs of all children – vulnerable learners, EAL, traveller, disadvantaged, special needs, etc.
- Built capacity in middle and aspiring leaders and provided valued added opportunities to all employees.
- We proudly identify as inclusive. It is who we are – it defines us.



The Self Evaluation Report (SER)



- ELEMENT 1:** The Inclusion Values of the School.
- ELEMENT 2:** Leadership, Management and Accountability.
- ELEMENT 3:** Curriculum (Structure, Pupil Engagement and Adaptation).
- ELEMENT 4:** Teaching and Learning – Learning Environment, Planning Resources and Pedagogy.
- ELEMENT 5:** Assessment.
- ELEMENT 6:** Behaviour, Attitudes to Learning and Personal Development.
- ELEMENT 7:** Parents, Carers and Guardians.
- ELEMENT 8:** Links with Local, Wider and Global Community.

Self Evaluation Report (SER)

-  Leaders ensure that a clear picture of the school's approach to inclusive practice is captured.
-  The process is by design aimed at building capacity and is best implemented through a ***distributive leadership*** approach.



The Inclusive School Award - Future Proofing and Enhancing School Cultures.



- The culture in a school defines the day-to-day running of the school and each individual stakeholder's experience.
- Culture is evidenced through the ethos, routines, behaviours, attitudes, systems and approaches.

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The 4 stages of Psychological Safety



Learner Safety

Members are able to learn through questions. They are able to experiment and learn from their mistakes. They are able to ask for help.

Learner



Challenger Safety

Members feel safe to question others - including those in authority. They can suggest changes and expose problems.

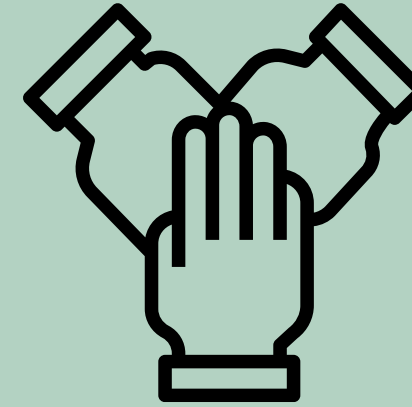
Challenger



Collaborator Safety

Members feel safe to contribute ideas without fear of ridicule or embarrassment. They can engage in an unconstrained way and interact with colleagues.

Collaborator



Inclusion Safety

Members feel safe to belong to the team. They feel valued, wanted and included. They feel confident to openly contribute, and treat all people fairly.

Inclusion

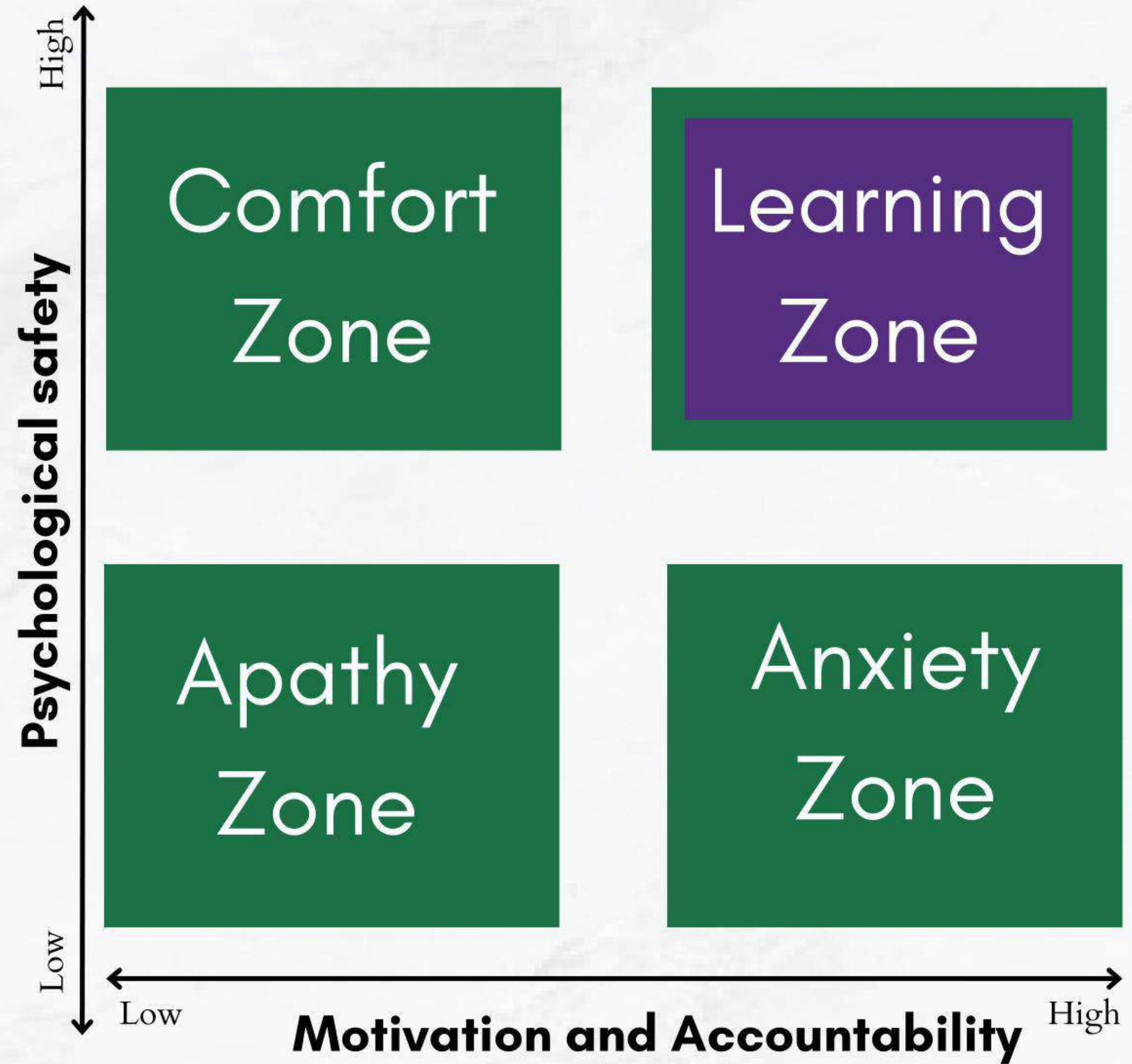




A Model for School Improvement

Where do your stakeholders currently reside...and **WHY?**

IQM is the improvement partner that makes **Positive Migration** a distinct reality.



Creating an inclusive culture

The inclusive ethos starts with the BOG, Headteacher and Leadership Team.

Reflection

Is your school's mission inclusive?

What are your core values?

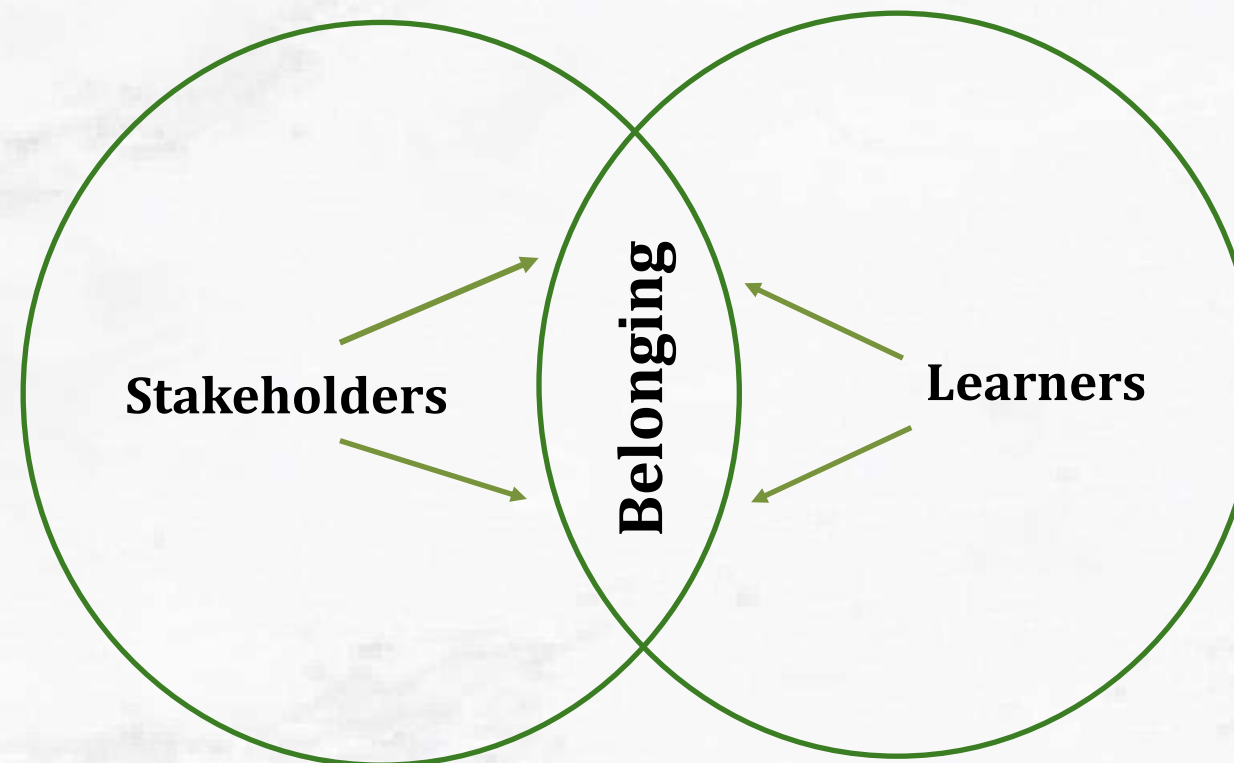
How do you articulate inclusion through your school policies and procedures?

Are your daily routines rooted in inclusive values?



Inclusion Strategist - Activity

- Who is responsible for inclusion in your school?
- Where do you see *inequity* in your school?
- Target: Stakeholder Belonging



Inclusive School Award as a vehicle to drive the inclusion agenda in your school



- IQM's Self Evaluation Report (SER) is an inclusive framework – Element 1 is all about the inclusive ethos and values of the school; it is a great starting point when developing your inclusive culture.
- The self-audit tool will help you identify what you do well and any areas to develop further.
- Visit our Centres of Excellence and Flagship Schools for best practice ideas and additional support.

IQM as School Improvement Partners



IQM will support you in shaping your response to the unique challenges and priorities facing your setting: be that effective teaching and learning leading to outstanding progress for all, rigorous self-evaluation and school development, inspection readiness, or the growing number of pupils with complex needs.



We have experts who have led inclusion in primary, secondary, and special school settings, as well as additional resource provision in mainstream schools. Together, we will support your school to meet the emotional wellbeing needs of all your learners and staff, building your capacity to deliver outstanding provision in an inclusive setting.



Questions

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