

Using The Principles of London's Inclusion Charter

- ❖ **Equity & Diversity**
- ❖ **Active Participation**
- ❖ **Flexibility & Adaptability**
- ❖ **Achievement**

We worked with the Young People's Action Group on the guiding principles and we asked them how they thought they could be used by schools, trusts or boroughs.

Having reviewed a range of charters, the YPAG chose to use the format 'We will ... by ...,' and 'So, you can ...' to exemplify the guiding principles.

Schools, trusts and boroughs may wish to use the guiding principles to frame their work on inclusion and design their own "We will ... by ...," and 'So, you can ...' statements which reflect their context. The examples given should not be seen as exhaustive.

Equity and Diversity

We will embrace different cultures and backgrounds by

- including positive role models in the curriculum in a planned and purposeful way, for example, positive historical figures and current role models that represent students in the school community
- ensuring school staff have an understanding of their students' different cultural backgrounds
- having culture days in schools led by young people which include having different cultural foods as part of the school meal offer

So, you, as students and staff, feel represented in a culture that is representative of the local community and to counter the development of stereotypical beliefs.

We will accommodate the beliefs and practices of our students by

- having comfortable areas to pray and reflect
- catering to different dietary requirements
- learning about a variety of beliefs, including being mindful of religious calendar events which may overlap with the school calendar
- learning about beliefs from an objective view, such as learning similarities and differences

So, you, as students and staff, feel comfortable practising your beliefs.

We will support LGBT students and staff by

- having a student and staff group focused on LGBTQ+ issues, which would include having 'safe' places where students can come together to talk about specific issues around their identity
- learning about the history and stigma experienced by others and including LGBT figures into lesson plans and assemblies
- celebrating difference through events similar to culture days

- support school staff to be confident in how to approach bullying and harassment related to LGBT students
- using gender neutral language rather than boys/girls etc.

So, you, as students and staff, feel safe and welcomed in the school environment.

We will be open, transparent and fair working in partnership with parents¹ and students to meet the needs of each and every student in our care by

- creating a positive, welcoming learning environment
- building trust and confidence with parents showing that we place their child at the centre of our decision-making
- contacting parents to praise their child's achievements
- planning our lessons carefully and seeking the views of students regularly on learning and teaching

So, you, as a parent or student, are confident in the school's staff and processes.

Active Participation

We will seek the views of students and staff on matters which impact on them by

- having a range of committees led by students, parents, governors and/or staff in the school to take forward initiatives
- students being able to positively contribute to the school's policies, particularly those that directly impact on them, such as the behaviour policy
- students and staff working together with mutual respect
- using surveys regularly to gather students' views on what is working well in school and what needs to be improved – ensuring that the results are shared openly
- ensuring input from students is acted upon, including feedback on learning, teaching, the school environment, and sharing the reasons when input is not able to be acted upon
- clear and consistent communication between students and teachers based on student feedback on issues they have with the school either (through questionnaires, focus groups, interviews)

So, you can shape our school's future together with staff.

We will listen to students' concerns fairly and impartially by

- all students feeling that staff listen, value and act upon their views
- staff responding sensitively and thoughtfully, when disagreements arise, working with the student and their family to resolve them
- feeling like you belong, feeling like you are heard, feeling like your perspective is valued
- potentially having anonymous ways of students reporting their issues so they don't fear being overlooked by their teachers as each problem will be viewed equally, for example, creating a safe space for students to express their honest opinion about the school (eg: anonymous feedback)

So, you feel safe, secure and have a strong sense of belonging in the school community.

¹ We use parents to include all those who have caring responsibilities for children and young people

Flexibility and Adaptability

We will use a variety of approaches in lessons by

- active learning strategies being used more regularly, rather than just call and response between teachers and students
- students being able to exercise choice in their learning, including the appropriate use of digital technology
- having students lead learning within the classroom, either as an individual at the board or through leading class discussions
- students receiving high quality feedback on their learning, understanding what they need to do to improve
- students being able to give effective feedback to their peers on learning and suggest ways to improve
- adapt our teaching so that every student finds learning accessible

So, you learn in the way that best meets your needs and enables you to be able to achieve your potential.

We will develop our curriculum to be flexible and responsive to all students' needs and aspirations by ensuring it

- provides equity of opportunity for all our students
- design is creative and innovative and maximises outcomes for all students
- enables students to be successful in their future career pathways
- includes opportunities for students to achieve vocational qualifications

So, you are able to enjoy a curriculum which allows you to be confident, resilient and successful

We will include and communicate with parents by

- being welcoming and understanding of the lived experience of all our parents
- reducing language barriers between school staff and parents
- helping parents be better able to support their child's learning
- ensuring that students' progress reports are accessible for parents

So, your parents feel welcomed and know that you are well-supported

We will be flexible in how we support our students by

- using soft starts for individual students who would find this beneficial
- being professionally curious about the background of our students
- working with partners, where appropriate, to plan individual student's learning to maximise their potential
- not using sanctions immediately when a student is not following rules, such as being late or incorrect uniform but instead explores sensitively the reasons behind this

So, you feel we care for you and you belong in our school

Achievement

We will ensure all our students are able to access a range of learning experiences by

- ensuring that students have access to a broad range of after-school and lunchtime activities
- pastoral leads tracking the uptake of after-school and lunchtime activities
- students being able to learn outdoors as well as in classrooms
- younger students have the opportunity to learn through play

So, you develop confidence and resilience through experiencing learning in a broad range of contexts

We will recognise and celebrate the achievements of all our students by

- ensuring that our students are recognised for effort as well as academic achievement
- pastoral staff to know the interests and talents of every student, including their achievements with the school
- encouraging students to be proud of themselves and not to compare themselves to others
- school staff using praise to reinforce positive behaviours
- introduce ways for parents to receive positive feedback on their child, for example, through praise phone calls

So, you feel proud about your achievements.

We will encourage a diverse range of career paths by

- planned careers advice which ensures students are exposed to a range of non-traditional careers
- school staff receiving training on unconscious bias with a focus on career pathways
- careers evenings for students and parents together
- providing tailored work experience and information on the wide range of apprenticeships available

So, you can reach your individual potential.

We will keep an open mind ...

So, you are part of an adaptable and resilient community