



The Difference INCLUSIVE LEADERSHIP COURSE



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The Difference Inclusive Leadership Course *Supporting post-covid priorities at Invicta.*

Following the pandemic, we did a lot of reflection at Invicta on the mental health and wellbeing impacts we were seeing for our staff, students and their families. As a result, we decided to make 'staff and students feeling safe and happy in school' our focus priority for the next 3 years.

We are already an inclusive school and our SMSC, pastoral and behavioural practice has been continuously recognised as high quality. However, central to our new priority was a drive to become even more inclusive. We want Invicta Primary to be a place where our relationship practice supports all students and staff, current and future, to engage and achieve, and to behave in ways which promote others to feel 'safe and happy' in school.

The Difference Inclusive Leadership Course [ILC] has been integral to strategic planning and staff professional development in our drive to become even more inclusive as a school. It helped us establish core principles and provided essential tools and activities for reviewing school wide systems and developing staff practice. As an SLT we are all now acutely aware that to become more inclusive we must widen the horizon of inclusivity and think holistically across all tiers and needs, implementing systems and practice with all staff and for every student.

From the very start of the ILC we were introduced to the idea of a **Whole-school Inclusion Framework**, built up from a universal foundation, recognising that every student has needs. This brought into scope practices we had overlooked, as well as students who were not previously considered as 'Inclusion Students'.

To find out more about
the **Inclusive
Leadership Course**
use the QR code
or go to
bit.ly/TheDiff-ILC



The Difference		INCLUSION FRAMEWORK <i>All staff - Every Student</i>	
Tier 3 High needs	Identify EHCP students, and read their SEN Profiles. Liaise with SEN Team and TAs to ensure learning is accessible.	Recognise the difficulties experienced by students facing mental ill-health. Promote their recovery by responding with care and compassion.	Be alert to students who have been identified to you as 'at risk of harm'. Report concerns you have immediately.
Tier 2 Identified needs	Identify student needs from the SEN register, read Profiles, adapt lessons and support to include them.	Ensure that students in distress are identified to Form Tutors and HoTs so they can receive additional support swiftly.	Know what makes behaviours Harmful and Abusive. Ensure victims and perpetrators are referred for appropriate support.
Tier 1 All students	Establish a culture in which all students are supported to think hard, to ask for help and accept it.	Respond warmly to all students and model compassionate responses to distress.	Recognise that all students may be exposed to harm. Look for unexpected changes in behaviour. Report every concern you have.
	LEARNING	WELLBEING	SAFEGUARDING

The Difference Inclusive Leadership Course: supporting post-covid priorities at Invicta

Each day of the ILC provided learning relevant to key challenges we all face as school leaders, alongside practical applications and frameworks to implement change with impact.

We found the sessions on Bias-Informed and Asset-Based practice particularly thought provoking. Activities we took back from this ILC session, supported staff to reflect on their behaviour and practice in situations which made them feel threatened or uncomfortable. This was invaluable in bringing staff on an improvement journey to become more inclusive

The opportunity to network with leadership colleagues during every ILC session and share practice examples across a wide range of settings, made the learning come alive. It has been so beneficial to hear strategies and examples from colleagues and then follow-up connections between sessions to find out more. There is nowhere else we would get this time and skillfully facilitated space to connect with so many other senior leaders focused on improving inclusion!

Next year, fellow schools from our Challenge Partner Hub will be joining the ILC; we are excited by the prospect of working with them, sharing approaches and strategies that each of us have found impactful as a result of the ILC.

Dedicating time together as an SLT to follow-up each session has been key to our success in extending and embedding learning from the ILC. This has created a clear vision for our journey to improve inclusive practice and a readiness to disseminate and share ILC learning with the wider staff team. By working collaboratively with the staff team we have been able to unpick key challenges and design responses which are right for Invicta.

The next step for us is a whole school INSET day in the summer term, where we will share key elements of learning from the ILC with all staff, the parent council and school governors: connecting them with the whole-school relational practices which will be interwoven with our school systems. We want to ensure that everyone in our school community can play a part in supporting staff and students to feel safe and happy at Invicta.

Building on the Bias and Assets session we developed scripts with staff to ensure that there is a consistent approach for pupils and adult colleagues returning from absence. This may seem like a small thing, but anticipating and receiving a supportive welcome when returning from absence is key to 'feeling safe and happy in school'. Very specific interactions like this come together to play a much larger role in improving priority outcomes like attendance, and empowering staff to engage with practice which can establish an inclusive culture across the school.

Principles of Asset-Based Practice

Assets are a reflection of our life journeys

Assets [not deficits] help us to navigate challenge

Assets are contextual and so recognising assets requires a constructed bias-informed effort

Engaging with assets builds and strengthens relationships