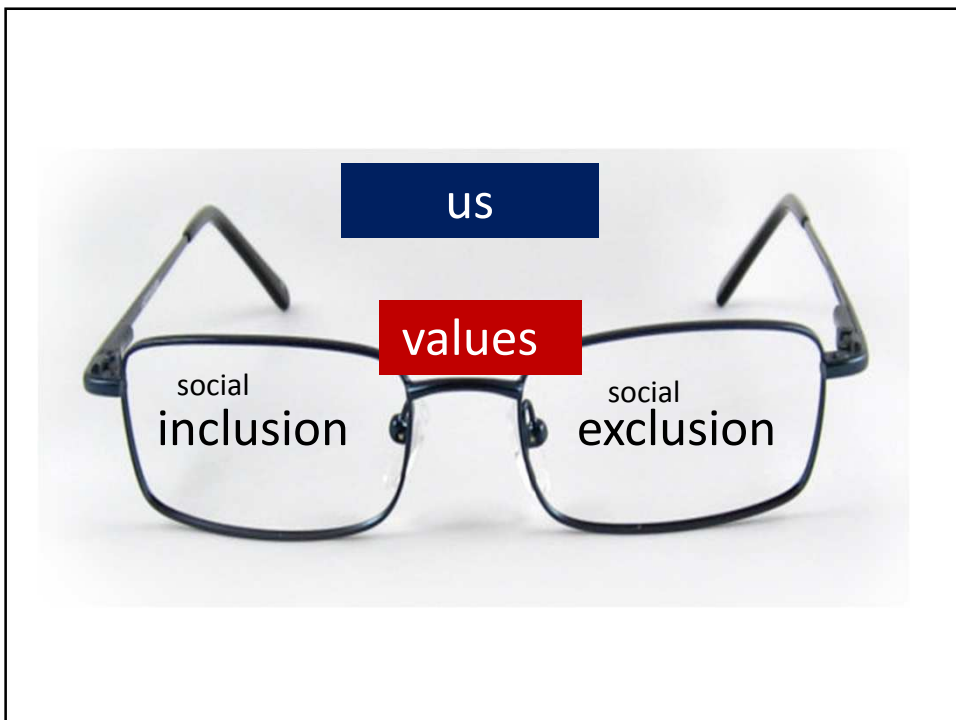


Responding to diversity
in ways that values everyone
equally

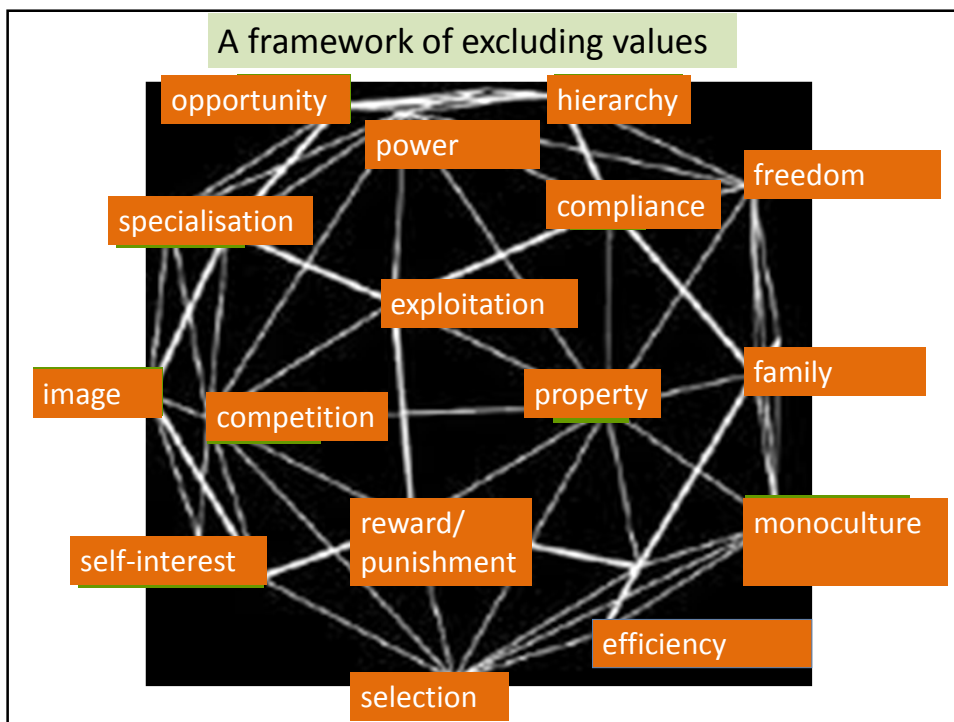
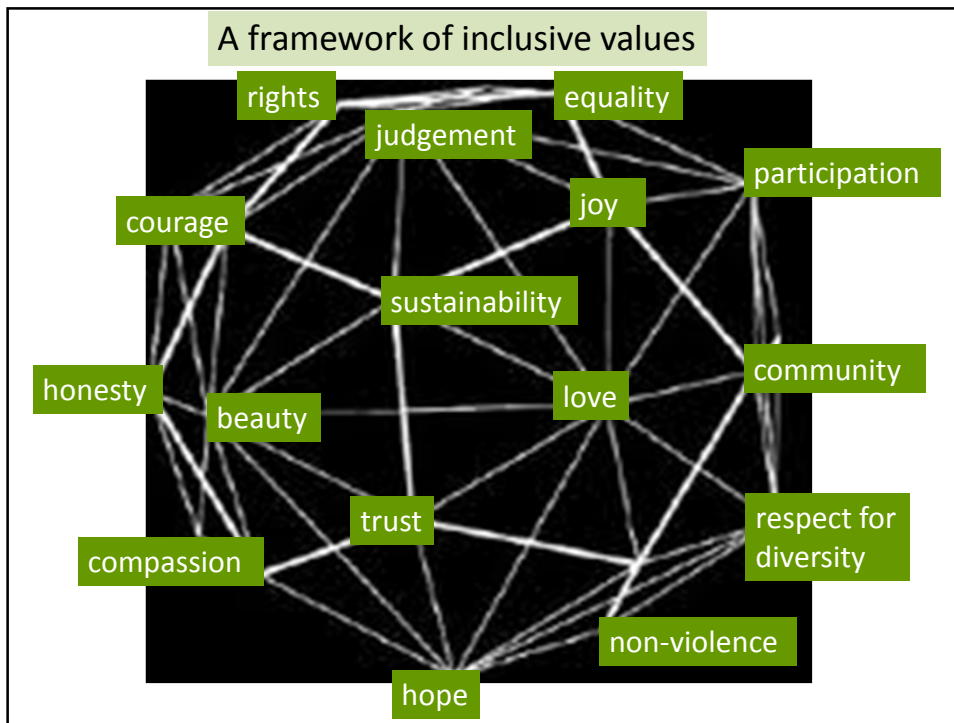
A broad view of inclusion



A framework of inclusive values

Inclusive values

Structures	Relationships	Spirit
Equality	Respect for diversity	Judgement
Rights	Non-violence	Joy
Participation	Trust	Love
Community	Compassion	Hope/optimism
Sustainability	Honesty	Beauty
	Courage	

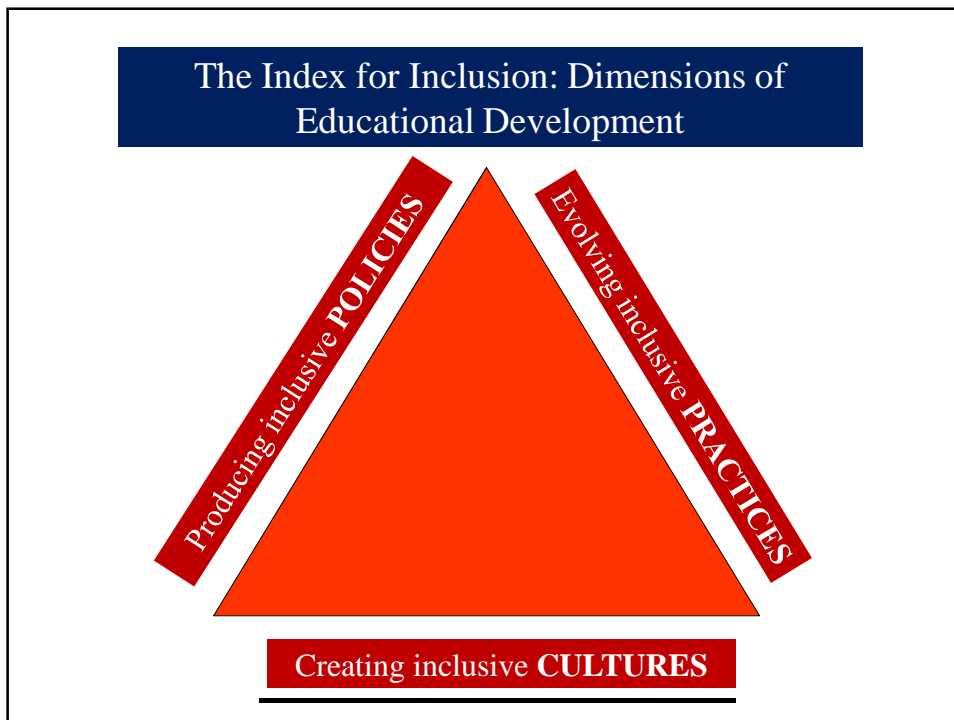
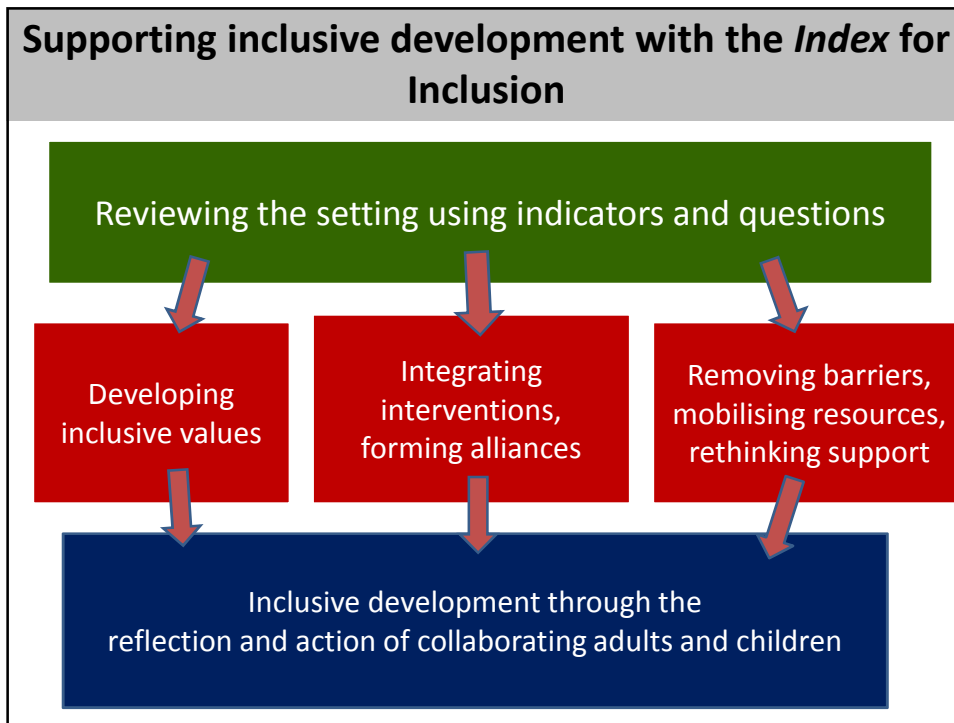


Responding to imperatives

Making alliances



Using the index for inclusion



Developing environmental sustainability

- A1.8 The school encourages an understanding of the interconnections of people around the world.
- A1.10 The school and local communities develop each other.
- A2.3 The school encourages respect for the integrity of planet earth.
- B1.12 The school reduces its carbon footprint and use of water.
- B1.13 The school contributes to the reduction of waste.
- C1.1 Children explore cycles of food production and consumption.
- C1.2 Children investigate the importance of water.
- C1.5 Children find out about housing and the built environment.
- C1.5 Children consider how and why people move around their locality and the world.
- C1.9 Children investigate sources of energy.

Some indicators

- Adults and children are responsive to a variety of ways of being a gender.
- The school has a participatory development process.
- The school has an inclusive approach to leadership.
- Children are encouraged to be confident critical thinkers.
- Homework is set so that it contributes to every child's learning.

The school is a model of democratic citizenship

- Does everyone learn to get on well and to be good citizens by being at the school?
- Do children learn to be active citizens from each other as well as adults?
- Is the active participation of children and adults evident in classrooms, staffrooms, the school grounds, before and after school, in displays and school events?
- Do children and adults share meanings of democracy?
- Do all children engage in jobs which contribute to the development of the school?
-
-

Are children who have been absent given a genuinely warm greeting on their return to school?

Do meetings with parents share knowledge about children rather than only convey knowledge from staff to parents?

Do staff consider under what circumstances homework makes a contribution to, or detracts from, learning?

Does the school adopt a local river or stream that can be investigated and conserved and through which children can understand ecosystems and water cycles?

Inclusive curricula for all	A traditional curriculum for schools
<ul style="list-style-type: none"> • Food • Water • Clothing and body decoration • Housing/built environment • Transport/mobility • Health/relationships • Earth, solar system, universe • Life on earth • Energy • Communication/technology • Literature/arts/music • Work/activity • Ethics, power and government 	<ul style="list-style-type: none"> • Mathematics • Language and Literature • Foreign languages • Physics • Chemistry • Biology • Geography • History • Art • Music • Religious education • Physical Education • Personal, health and social education

School and community efforts in Norfolk

- A starting point for development
- School parent/carer relationship
 - Inviting parents to experience the curriculum
 - Welcoming parents who speak English as an Additional Language
- School community relationships
 - Setting up a family centre
- Adult-child relationships
 - Refurbishing the children's toilets
 - Responding to school absence
- Involving adults in the school
- Examining the curriculum