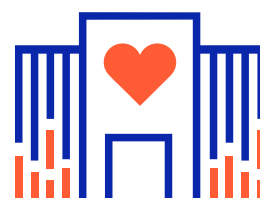




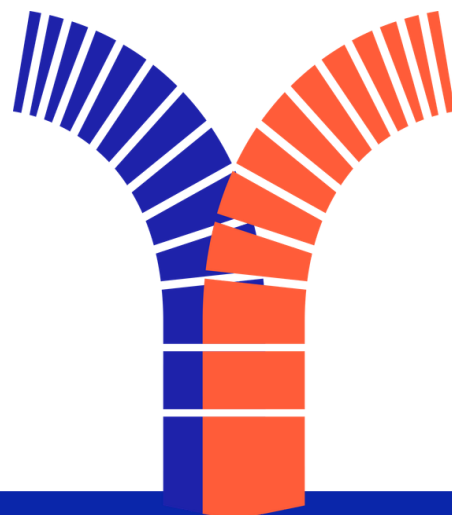
Inclusion and Diversity: Top tips & reflective questions



Well Culture.

Strengthening wellbeing, belonging and outcomes through relational practice

Eight practical principles drawn from Limehurst Academy's 'achievement in a caring environment' approach.





01 Audit the experience created by your behaviour policy

Look beyond the written procedures. Ask whether the system protects learning while creating opportunities to understand what happened, repair relationships and help pupils make different choices next time.



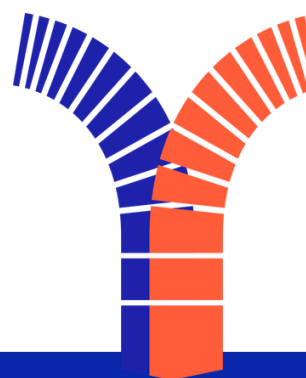
02 Hold firm boundaries relationally

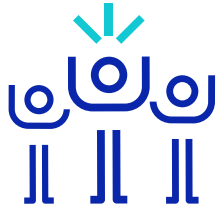
Make expectations and consequences simple, predictable and consistently applied. Calm, respectful conversations can preserve authority while reducing shame, escalation and unnecessary disconnection from learning.



03 Give staff a shared language'

Agree language for emotions, regulation and restorative conversations. Model difficult exchanges and provide prompts or coaching so adults can respond consistently, particularly after challenging incidents.





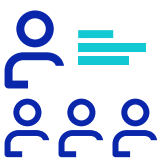
04 Look for the 'invisible backpack'

Encourage staff to consider trauma, SEND, language, family circumstances and other unseen pressures that may sit behind behaviour. Understanding context should improve the response, not remove accountability.



05 Design routes back into learning

Create proportionate regulation spaces and processes that help pupils settle, reflect and return. Involve neurodiverse pupils in shaping these spaces so that provision responds to real sensory and emotional needs.



06 Make belonging visible every day

Reflect pupils' cultures, languages, faiths, interests and communities through displays, curriculum content and celebration. Treat diversity as a source of knowledge and strength rather than a problem to manage.



07 Connect school with its community

Build two-way relationships with families, youth groups, faith organisations, police, public health and other partners.

Community insight can reveal emerging needs and help the school adapt its support early.

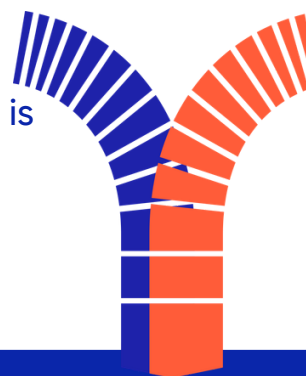


08 Track outcomes and keep learning

Monitor suspensions, exclusions, truancy, attendance, learning time and outcomes for different groups. Combine the data with pupil and staff feedback, then refine practice rather than assuming the cultural work is complete.

Reflection Questions for Leadership Teams

- What does our behaviour policy teach pupils about accountability, repair and belonging?
- How confident are staff in holding calm, structured restorative conversations after difficult incidents?
- Which pupils are most frequently removed from learning, and what might their patterns be telling us?
- Do our regulation spaces and support processes help pupils return to learning, or simply relocate the problem?
- How visibly and authentically does our school reflect the identities and communities of the pupils we serve?
- What do pupils say helps them feel safe, known and ready to learn—and where are we failing to listen?
- Which measures would show whether a more relational culture is improving both wellbeing and educational outcomes?





SportPark
Loughborough University
3 Oakwood Drive
Loughborough
Leicestershire LE11 3QF

01509 462900
info@youthsporttrust.org
www.youthsporttrust.org
@YouthSportTrust

Registered charity number 1086915
Registered company number 4180163

