

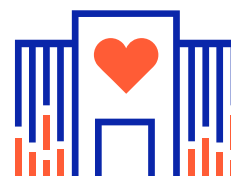


YOUTH
SPORT
TRUST

WELL
SCHOOL
COMMUNITY

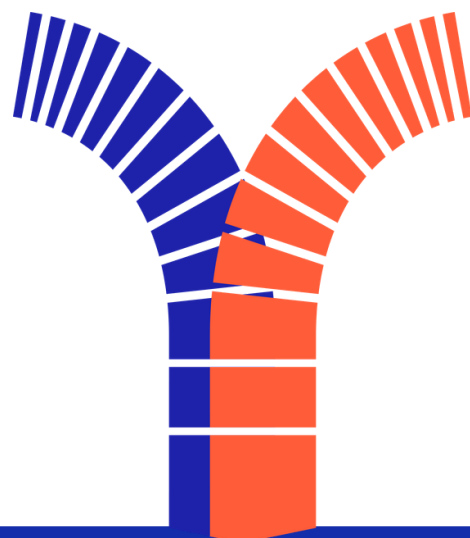


Further Reading Guide: Inclusion and Diversity



Well Culture.

Seven resources to extend the Limehurst
Academy case study



This resource has been designed based on the Well Schools Well Culture pillar.

1. EEF – Improving Behaviour in Schools

Why read it?

To explore evidence-informed approaches to behaviour that emphasise relationships, consistent classroom management and targeted support.

Key takeaway for school leaders

Effective behaviour practice combines clear expectations with knowledge of individual pupils; universal systems alone will not meet every need.

Practical implication

Review whether staff receive enough support to build relationships, teach learning behaviours and respond consistently to pupils needing additional help.

2. Department for Education – Behaviour in Schools

Why read it?

To understand the national expectations for a whole-school behaviour culture, including explicit routines, staff induction and support following sanctions.

Key takeaway for school leaders

High standards should be predictable and fair, with responses that consider SEND and other relevant circumstances while protecting pupils' education.

Practical implication

Check that policy, staff practice, reasonable adjustments and reintegration processes are coherent and understood across the school.

3. EEF – Special Educational Needs in Mainstream

Schools

Why read it?

Provides a comprehensive overview of the current state of children's physical activity, wellbeing and school sport across England.

Key takeaway for school leaders

Participation in physical activity and school sport is associated with improvements in:

- Self-belief
- Mental wellbeing
- Resilience
- Social development
- Engagement with school

Benefits are particularly significant for disadvantaged young people.

Practical implication

School leaders should view physical activity as an inclusion and equity strategy, not simply a health intervention.

4. Department for Education – Working Together to Improve School Attendance

Why read it?

To strengthen inclusive everyday teaching and ensure pupils with SEND receive high-quality, responsive support.

Key takeaway for school leaders

Understanding pupils' needs, using explicit instruction and complementing strong teaching with carefully selected interventions can improve participation and learning.

Practical implication

Examine whether behavioural responses distinguish between unwillingness and unmet need, and whether pupils help shape reasonable adjustments.

5. Timpson Review of School Exclusion

Why read it?

To understand patterns and disparities in exclusion, alongside the leadership and system factors that shape inclusive practice.

Key takeaway for school leaders

Exclusion is experienced unevenly by different pupil groups; strong leadership, early support and accountability for outcomes are essential.

Practical implication

Disaggregate suspension and exclusion data, test for disproportionality and examine whether support is reaching pupils before difficulties escalate.

6. Anna Freud – Resources for Responding to

Traumatic Events

Why read it?

To help leaders plan compassionate, evidence-informed responses when traumatic events affect pupils, staff or the wider school community.

Key takeaway for school leaders

Trauma-sensitive practice requires preparation, emotionally attuned communication and appropriate support rather than assumptions about how individuals will respond.

Practical implication

Clarify staff roles, referral routes, communication plans and sources of specialist support before a crisis occurs.

7. UNICEF UK – Rights Respecting Schools Award

Why read it?

To help leaders plan compassionate, evidence-informed responses when traumatic events affect pupils, staff or the wider school community.

Key takeaway for school leaders

To explore a whole-school approach in which dignity, participation, respect and pupil rights shape everyday culture.

Practical implication

Audit whether pupils—particularly those who are marginalised or newly arrived—are heard, represented and able to participate fully.

Suggested Reading Sequence for Busy School Leaders

Start Here

1. EEF – Improving Behaviour in Schools
2. Department for Education – Behaviour in Schools

Then Read

3. EEF – Special Educational Needs in Mainstream Schools
4. Working Together to Improve School Attendance
5. Timpson Review of School Exclusion

Finally Explore

6. Anna Freud – Resources for Responding to Traumatic Event
 7. UNICEF UK – Rights Respecting Schools Award
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Three Leadership Questions to Reflect On

1. How well do our behaviour systems balance consistency, inclusion, repair and pupils' entitlement to learn?
 2. Which groups experience the weakest sense of belonging or the highest rates of absence, removal and suspension—and what are we learning from them?
 3. What would pupils, families and community partners say is the defining experience of care and achievement in our school?
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