EMMANUEL SCHOOLS FOUNDATION

INCLUSION FRAMEWORK

Learning	Wellbeing	Safeguarding
Universal **Support available to every student**		
Curriculum The curriculum is ambitious, sequential, broad and high-quality across all subjects All lessons are well planned, highly effective and respond to the needs of all learners **Classroom management** Routines are embedded and consistently implemented so students know what to expect All staff have high aspirations for all students regardless of starting point Staff ensure that all students take an active role in their learning **Staff** Staff are positive first, recognising and rewarding student successes All staff are expected to reflect on and seek development for their own practice to support continuous improvement **Policy** ESF Behaviour Policy: Behaviour is managed consistently with regular opportunities for students to reflect and grow in character The 'ESF Way': Relational and restorative practice is embedded and underpins every student-teacher interaction Our 'Keep in View' matrix means that all students are known by all staff and understanding of their context underpins their school experience	**Central expectation** Every child receives a warm welcome every day with staff visible and present at key points throughout the day Every day is a fresh start for every child Our core virtue of Love underpins everything we do – students are valued and cherished by all **Student identity** Form tutors know their tutees; understand their context and support them to start their day well All students are part of a house team fostering a sense of belonging **Staff** All staff adopt a relational approach to student interactions seeking to understand and support All staff build relationships with students to create a sense of belonging, safety and security Staff communication with parents is frequent – positive recognition is expected as well as engagement when a student needs support to meet expectations **Curriculum** Our personal development curriculum supports excellent character development Regular assemblies and broadcasts promote student success and offer opportunities to engage with current issues in the world	**Staff** Safeguarding is everybody's responsibility: culture of vigilance All staff are trained annually with relevant contextual updates throughout the year All staff are expected to be professionally curious DSL and at least one DDSL in all schools **Systems** CPOMS is used to record and track concerns and subsequent actions Attendance tracking and monitoring systems are in place. Home visits take place for vulnerable/PA students Health and safety systems and monitoring in place across school sites Emergency procedures (e.g. lockdown) are regularly practised and reviewed Duty rotas are clearly organised and staff supervision of social times and student movement is appropriate **Communication** Parents are aware of key staff in school to support with concerns Safeguarding briefings and assemblies for students mean they are aware of key staff and relevant contextual issues

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