

Wiltshire Relational Inclusion

Vision

Communities of belonging, learning and kindness.

We commit to building relationally inclusive education where care and kindness shape safe emotional climates, belonging is felt by all, boundaries are held with compassion, and every learner, colleague and family knows that they matter and wants to walk through the door.

Our success measures

- Improved belonging and happiness in our educational settings for all learners and colleagues.
- Improved attendance and engagement.
- Fewer suspensions, exclusions and other sanctions.
- Improved achievement, especially for vulnerable and disadvantaged learners.
- Recognition that inclusion, wellbeing and achievement are interconnected and essential.

Relational Inclusion Principles

The work of Ambition Community Trust, together with the writing of Anthony Benedict and Alan Braven in *Educating Everyone*, has helped us to articulate our approach and develop a shared language, principles and understanding that enable us to work together more effectively. This sits alongside our ongoing engagement with research and learning in trauma-informed practice, evidence-informed pedagogy, neurodiversity and inclusive education.

We recognise that this work will continue to evolve as our understanding deepens and new evidence emerges. We are committed to reflecting, learning and adapting so that our practice remains responsive, effective and focused on achieving the best possible outcomes and wellbeing for all.

1: We believe that if a person could do better, they would. This helps us to support learners and colleagues to develop and learn when we experience behaviour as disruptive or challenging.

2. Relationships, Relationships, Relationships. We understand that positive relationships are essential. This includes our relationship with ourselves, colleague to learner, colleague to colleague, learner to learner and our relationships with families and the wider community.

3. We accept all emotions but not all behaviours. We see all behaviour as an opportunity to learn. We believe in the unconditional acceptance of the emotional experience behind behaviour, while communicating what behaviour is unacceptable. We support the development of behaviour for healthy relationships and learning. We work with people's biology and neurology. We understand that co-regulation is developed before self-regulation.

4. We identify and address the cause and not the symptoms. We recognise all behaviour as communication. Beneath every behaviour there is a feeling. Beneath every feeling there is a need. We aim to meet need, and support the healthy communication of needs and feelings.

5. We create a culture of compassion and repair. We show compassion for the individual experience: why people are suffering and what has happened to them. We give voice and offer choice in the process of transformation. We enable repair and learning.

How we work together

Our work is about co-creation and collaboration. We reach out to national experts, thought leaders and government guidance. We work together as schools, colleges, EYFS settings and with local authorities, families and young people. All are welcome. We have a shared vision, commitment and principles while recognising that each setting has a unique context and pathway to our vision. We support each other, share best practice and learning. We are driven by a shared desire to make our education system work for all.

An inclusive working group meets five times each year to guide and develop our work. We visit one another's settings, offer each other support and professional dialogue, share training, resources and experiences.

Pilot Settings

We welcome educational settings to become pilot settings, embracing and actively implementing the vision, commitment and principles of relationally inclusive practice. Through collaboration, shared learning and reflection, pilot settings will support one another and help shape the future of this approach. Pilot settings will contribute valuable insights into the practical application of relationally inclusive practices, helping to demonstrate their impact on children, young people, staff and communities. They may also play an important role in ongoing research and evaluation, generating evidence and learning that can inform and influence the wider educational landscape.

Wider engagement

We welcome educational settings to become part of our discussion, working party and activities, and to engage with or adopt practices at a pace that feels right for them.

Collaboration

We welcome collaboration. Collaborators include:

Wiltshire Council

Ambition Community Trust

Kindwaves.org.uk - This charity advocates for cultures of kindness in all learning environments.

Dr Sarah Bell - Honorary senior research associate University of Bristol

Contact

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Emma is available to talk with you about how you would like to engage with our work. Emma is co-chair of Wiltshire Relational Inclusion Working Party and Head of Consultancy and Development at Silverwood School, a Relational Inclusion Pilot School.

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Abbie is co-chair and host of Wiltshire Relational Inclusion Working Party. Abbie is Associate Headteacher of Melksham Oak Community School, a Relational Inclusion Pilot School.

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Lucy supports Wiltshire Relational Inclusion Working Party. Lucy is SEND Transformation Manager with Wiltshire Council.