

Structural Indicators for Schools for Developing Inclusive Systems in and around Schools

Indicator	Description
1. PROMOTING SYSTEM INTEGRATION OF POLICY AND PRACTICE FOR INCLUSIVE SYSTEMS IN AND AROUND SCHOOLS	
1.1. Establishing National Coordination Structures for Inclusive Systems in and around Schools and Local Cross-School Cooperation Structures	<ul style="list-style-type: none"> Local area cross-school cooperation committee for inclusive systems in and around schools (e.g., focusing on early school leaving, bullying prevention, children's and parents' voices, migrants' needs) is in place YES/NO Clarity on whether the sending or receiving school is responsible for the transition plan for individual students of higher need YES/NO
1.2. Overcoming Socio-economic Segregation in Schools: A Cross-School Cooperation Issue to be Developed at National and Regional Levels	<ul style="list-style-type: none"> Local area cross-school cooperation committee for equity of admission of students is in place YES/NO Transparent school admission and enrolment criteria for your school to ensure students are not excluded due to their socio-economic or ethnic background YES/NO
1.3. Developing Early Warning Prevention and Intervention Systems and Data Collection Systems	<ul style="list-style-type: none"> Multidisciplinary team in and around school operates for an early warning/ intervention system with a focus on transitions for students of higher need YES/NO Clear data protection and sharing protocols (e.g., parent and student consent processes) in place for early warning prevention and intervention systems for your school
2. MACROSTRUCTURE ISSUES FOR INCLUSIVE SYSTEMS IN AND AROUND SCHOOLS	
2.1. Limiting Early Tracking and Postponing Academic Selection	<ul style="list-style-type: none"> Strategic commitment in your school to eliminate within school tracking (i.e., sorting students between classes within the same school according to academic characteristics) for early secondary school YES/NO Individual Integrated Education and Wellbeing (including physiological, social and psychological) Plan is developed for targeted students of high needs in your school YES/NO
2.2. Avoiding Grade Repetition	<ul style="list-style-type: none"> Individualised learning supports as an alternative to grade repetition is available in your school YES/NO School level data is available on grade repetition YES/NO
2.3. Enforcing Illegality under EU Law of Ethnic Segregation in Schools	<ul style="list-style-type: none"> Formal representation of NGOs representing minority groups on your school coordinating committees for inclusive systems in and around schools to ensure transparency YES/NO
2.4. Developing Alternatives to Suspension and Expulsion	<ul style="list-style-type: none"> Alternatives to suspension/expulsion are provided in your school YES/NO Alternatives to suspension/expulsion available in your school through a multidisciplinary team approach to address complex needs YES/NO
2.5. Increasing the Flexibility and Permeability of Educational Pathways as Part of Cross-School and VET Cooperation	<ul style="list-style-type: none"> Students have the opportunity at an early stage to experience the world of work (e.g. through short-term traineeships, episodes of work experience) in order to understand job demands YES/NO Case management approach for VET learners at risk of early leaving in your VET institution YES/NO
3. WHOLE SCHOOL APPROACH TO INCLUSIVE SYSTEMS	
3.1. Promoting A Relational School and Classroom Climate	<ul style="list-style-type: none"> Whole school approach to developing a positive relational school and classroom climate exists in your school YES/NO Welcoming environment as perceived by the student is examined in your school through clear feedback processes from students YES/NO <p>Differentiated Relational Approach</p>

	<ul style="list-style-type: none"> Your school takes steps to ensure that your students are welcome in a positive atmosphere after a period of unexcused absenteeism YES/NO Cultural identities of minority students actively included in classroom lessons in your school (e.g., bringing something from home into class, national days of students of foreign origin acknowledged) YES/NO
3.2. Developing Structures such as School Coordination Committees for Inclusive Systems as Part of a Whole School Approach	<ul style="list-style-type: none"> A whole school coordination committee is established in your school to focus on developing inclusive systems YES/NO Students and parents are directly represented on a whole school coordination committee for inclusive systems in your school YES/NO <p>Recognition Processes</p> <ul style="list-style-type: none"> Cultural identities of sizeable minority groups clearly visible in physical environment of your school YES/NO Public ceremonies in school to recognise and celebrate achievement take place in your school YES/NO
3.3. Promoting Students' Voices and Active Participation, Including A Differentiated Approach to Ensure Marginalised Students' Voices and Participation are Included	<ul style="list-style-type: none"> Students' voices are encouraged and given priority in school development processes and policies in your school YES/NO Regular anonymous surveys of young people regarding their needs and experiences of school take place in your school YES/NO <p>Students' Participation, Including Marginalised Students</p> <ul style="list-style-type: none"> Dialogue processes with students take place in your school, through focus groups, including a focus on students at risk of nonattendance and early school leaving YES/NO Experiences and perspectives of school students are systematically identified in your school via qualitative surveys and regular one-to-one talks between students and a member of the professional staff YES/NYES/NO
3.4. Prioritising Social and Emotional Education	<ul style="list-style-type: none"> Clear strategic commitment in your school to substantial time allocated for social and emotional education YES/NO
3.5. Promoting Arts Education for Inclusive Systems – Benefits for Marginalized Students	<ul style="list-style-type: none"> Specific fund available in your school for targeting arts resources (e.g., musical instruments, visual arts materials, theatre visits, poetry books) at students experiencing poverty and social exclusion YES/NO Specific fund available in your school for targeting arts resources (e.g., musical instruments, visual arts materials, theatre visits, poetry books) for students with SEND YES/NO <p>Parental Involvement in the Arts in School</p> <ul style="list-style-type: none"> Integrated strategy for the arts and parental involvement in your school YES/NO
3.6. Supporting Extracurricular Activities	<p>Sports and Arts</p> <ul style="list-style-type: none"> Opportunity for all students in your school, including those from marginalised backgrounds, to engage in school related extracurricular sports activities YES/NO Opportunity for all students in your school, including those from marginalised backgrounds, to engage in school related extracurricular arts activities YES/NO <p>Community</p> <ul style="list-style-type: none"> Opportunity for all students in your school, including those from marginalised backgrounds, to engage in school related nature (e.g. community gardens) activities YES/NO Opportunity for all students in your school, including those from marginalised backgrounds, to engage in school related active citizenship (local environment, volunteer, service learning, school boards) activities YES/NO
3.7. Developing Alternative Education – Personalised Approaches	<ul style="list-style-type: none"> Personalised, small learning groups in your alternative education school YES/NO Common areas in your alternative education environment where teachers and students share facilities and space (e.g., common eating areas) to build relationships based on mutual respect and trust YES/NO

4. TEACHER AND SCHOOL LEADERSHIP QUALITY FOR INCLUSIVE SYSTEMS IN AND AROUND SCHOOLS	
4.1. Improving ITE and CPD for Teachers for Inclusive Education	<ul style="list-style-type: none"> Professional Development in class and school for conflict resolution skills, relationship building and bullying prevention approaches, including discriminatory bullying prevention YES/NO Professional Development in class and school to identify distress signals from students and support in a timely manner students at risk of early school leaving YES/NO
4.2. Establishing Professional Communities to Ensure Quality	<ul style="list-style-type: none"> Professional Learning Communities exist, which are based on teacher collaboration and the involvement of parents, students and organisations YES/NO Teacher Induction programmes at schools which provide new teachers with structured support they need on the personal, social and professional levels YES/NO
4.3. Developing Teachers' Expectations of Students	<ul style="list-style-type: none"> Processes are in place in your school for developing children's voices in class and school to ensure that all your teachers appreciate, respect and have high expectations of all their students regardless of background YES/NO Active learning (i.e., constructivist approaches) and activity-based learning consistently adopted in classes in your school YES/NO <p>Formative Assessment for Challenging Feedback Based on High Expectations</p> <ul style="list-style-type: none"> Formative assessment measures are consistently in place in your school YES/NO
4.4. Developing Teachers' Cultural and Language Diversity Competences for Working with Ethnic Minorities and Migrants	<ul style="list-style-type: none"> Supports in place in your school for teachers' to develop their cultural diversity competences for working with minorities and migrants to prevent stereotyping prejudice, labelling, other forms of discrimination and promoting high expectations in marginalised groups YES/NO Supports in place in your school for teachers' to develop their language diversity competences for working with minorities and migrants YES/NO
4.5. Developing Teachers' Competences on Career Guidance for Working with Marginalised Groups	<ul style="list-style-type: none"> Supports in place in your school for teachers' to develop their career guidance competences with a particular focus on working with marginalised groups to prevent stereotyping prejudice, labelling, other forms of discrimination and promoting high expectations in marginalised groups YES/NO
4.6. Promoting CPD for School Governance and Leadership	<ul style="list-style-type: none"> Supports in place for your school leader to develop skills in diversity management strategies, relationship building, conflict resolution, bullying prevention approaches, students and parents voices, distributed leadership YES/NO
5. A MULTIDISCIPLINARY FOCUS ON HEALTH AND WELFARE ISSUES IN EDUCATION	
5.1. Establishing Cross-Sectoral Cooperation Regarding Health and Welfare Issues in Education	<ul style="list-style-type: none"> Case management system in place involving different professionals for students most at risk i.e., at chronic need levels, in your school with a clear leader for any specific child to avoid diffusion of responsibility YES/NO Clear framework of shared goals at local level for cross-sectoral cooperation between local services and schools in your local area YES/NO
5.2. Developing Multidisciplinary Teams in and around Schools	<ul style="list-style-type: none"> Multi-professional teams work inside your school or in cooperation with several local schools including your school YES/NO Clear data protection and data sharing protocols (e.g., parental and student consent processes) in place for the multidisciplinary team for your school and communication of these to parents and students YES/NO <p>Clarity of Roles and Goals</p> <ul style="list-style-type: none"> Clarity on who is leading a multidisciplinary team or cross-agency response in your local area to avoid diffusion of responsibility for the multidisciplinary team engaging with your school YES/NO Shared framework for goals and outcomes of multidisciplinary teams in place for multidisciplinary teams working in and around your school YES/NO

5.3. Providing Emotional Supports in Relation to the School System for Early School Leaving Prevention	<ul style="list-style-type: none"> Universally available professional emotional counselling supports for students available in your school YES/NO More intensive targeted professional emotional counselling supports for students who need them available in your school or in structured links from your school to local health or social service YES/NO <p>Continuity of Emotional Supports</p> <ul style="list-style-type: none"> Medium to long-term availability of the same emotional counsellor (i.e., not high staff turnover) to foster trust available in your school YES/NO
5.4 Preventing Bullying, Including Discriminatory Bullying in School	<ul style="list-style-type: none"> Whole school anti-bullying policy is implemented in your school YES/NO Participation of all key stakeholders (including students and parents) in whole school approach to bullying prevention in your school. YES/NO <p>Preventing Discriminatory Bullying</p> <ul style="list-style-type: none"> Input from ethnically or culturally diverse students into bullying prevention and anti-prejudice materials, activities and goals is included in your school YES/NO Cultural identities of sizeable minority groups clearly visible in physical environment in your school YES/NO
5.5. Supporting Students with Substance Abuse Issues	<ul style="list-style-type: none"> Multidisciplinary teams available in and around school with a clear focus on supporting students with complex needs (e.g., substance abuse, trauma, mental health, family difficulties, high nonattendance) are available for your school YES/NO
5.6. Promoting Adequate Sleep for Students	<ul style="list-style-type: none"> Curricular education initiatives in your school for primary school pupils and their parents about the importance of sleep for general health and school performance YES/NO Awareness programmes (with school and/or municipality) for parents and students on issue of sleep needs in your school YES/NO
6. VULNERABLE INDIVIDUALS AND GROUPS	
6.1. Supporting Migrants and Roma	<ul style="list-style-type: none"> Roma and migrant children are placed within the same age group as their peers in your school YES/NO One lead agency who can guide migrant families to the overall picture of services available for them in your local area/municipality YES/NO <p>Social and Language Supports</p> <ul style="list-style-type: none"> Sociocultural mediators for/from minority groups (e.g., Roma, migrants) are available in your school YES/NO Provision of language supports in your school for students whose native language is not the language of instruction in schools YES/NO
6.2. Overcoming Poverty-Related Barriers to Education	<p>Child Hunger</p> <ul style="list-style-type: none"> Free school breakfasts available for those in need (whether targeted to them or available more generally) in your school YES/NO Free school lunches available for those in need (whether targeted to them or available more generally) in your school YES/NO <p>Financial Costs of Schooling</p> <ul style="list-style-type: none"> Financial support for textbooks and other learning resources for those in poverty in your school YES/NO Free transport to your school for those in need who live far away from your school YES/NO <p>Vulnerable Groups to Experiencing Poverty</p> <ul style="list-style-type: none"> Supports for teenage parents available in your school where this is needed, to attend school YES/NO Strategy at local level to address needs of homeless children or children living in temporary accommodation to assist their school attendance and engagement in school YES/NO
6.3. Supporting Students with Special Educational Needs	<ul style="list-style-type: none"> Structured transition plans are available for students with SEND and their parents, for transition from primary to secondary school in your school YES/NO Structured transition plans are available for students with SEND and their

	<p>parents, for transition from pre-primary/Early Childhood Care and Education settings to primary school in your school YES/NO</p> <p>Parental Focus</p> <ul style="list-style-type: none"> Structured dialogue between parents and your school on an ongoing basis to meet the needs of children with SEND YES/NO
7. PARENTAL INVOLVEMENT AND FAMILY SUPPORT	
7.1. Integrating A Holistic Multidisciplinary Approach to Parental Involvement with Family Support for Early School Leaving Prevention	<ul style="list-style-type: none"> An outreach approach to individual families in their home takes place for child-centred support for students in your school at high levels of need (mental health issues, family addiction issues, high nonattendance at school) YES/NO Specific key workers in school for parental involvement are part of a wider multidisciplinary team engaged with your school YES/NO
7.2. Developing Parent Meeting Spaces and Policy Input into Schools	<ul style="list-style-type: none"> Parents are involved as educators in formal settings in your school (e.g., minority parents offering language support, parents with special professional knowledge, involvement in sports, arts, etc.) YES/NO Specific space in school building for parents to meet (e.g., parents' room) in your school YES/NO <p>Policy</p> <ul style="list-style-type: none"> Parents are encouraged to be involved in decision-making processes in your school YES/NO Parental involvement is embedded in whole school planning in your school YES/NO
7.3. Establishing Community Lifelong Learning Centres	<ul style="list-style-type: none"> School site used as community lifelong learning centre (after school hours, at weekends, in summer) for parents in your school YES/NO Educational opportunities available in your school or local area for parents with low levels of educational attainment YES/NO
7.4. Developing Family Literacy Interventions	<ul style="list-style-type: none"> Family literacy interventions available in your school targeting marginalised parents YES/NO Majority language supports for migrant and minority parents available in your school YES/NO