

WE UNDERTOOK
SOME RESEARCH



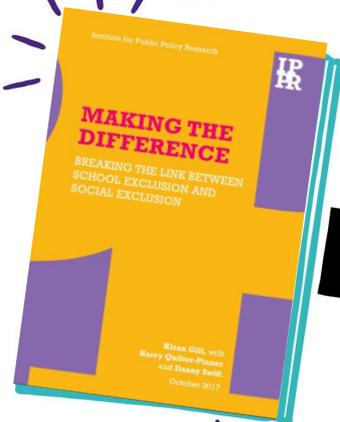
WE
ASKED...

- WHY ARE SCHOOL EXCLUSIONS RISING?
- WHO GETS EXCLUDED AND WHY?



OUR
REPORT

WE FOUND THAT..



THE EDUCATION
SYSTEM ISN'T
WORKING FOR THE
MOST VULNERABLE
CHILDREN!

...EXCLUDED CHILDREN ARE:

20x
MORE LIKELY
TO HAVE CONTACT
WITH SOCIAL SERVICES



4x MORE
LIKELY TO
LIVE IN
POVERTY



7x
TIMES MORE
LIKELY TO HAVE
SPECIAL
NEEDS



10x MORE
LIKELY TO
HAVE A MENTAL
HEALTH ISSUE



**BLACK
CARIBBEAN
AND CHILDREN FROM
OTHER MINORITY
GROUPS ARE
DISPROPORTIONATELY
AFFECTED**

OUTCOMES

50,000 PUPILS ARE EDUCATED IN ALTERNATIVE PROVISION
(SCHOOLS FOR EXCLUDED CHILDREN)

LESS THAN **2%**
GET A GOOD PASS IN
ENGLISH OR MATHS



1/2 ARE OUT OF
EDUCATION OR
EMPLOYMENT AT **16**

9/10 TEENAGERS
IN CUSTODY HAVE
BEEN EXCLUDED



WE TALKED TO HEADS AND TEACHERS

THERE'S NO TRAINING FOR MY DEPUTY HEAD TO WORK MULTI-AGENCY OR NAVIGATE SERVICES



OUR FRONT LINE TEACHERS CAN'T RECOGNISE BEHAVIOUR LINKED TO MENTAL HEALTH



CURRENT INCENTIVES DON'T RECOGNISE INCLUSION AS A PRIORITY



ALTERNATIVE PROVISION

MAINSTREAM
TEACHERS DON'T
THINK OF AP AS
A CAREER ROUTE

- UNDERSTAND MENTAL HEALTH
- WORK MULTI-AGENCY

BEST APs SUPPORT
GREAT OUTCOMES
FOR CHILDREN

I'LL NEVER
PROGRESS
IN AP

GOOD
LUCK

BARRIERS
MEAN BEST
PRACTICE ISN'T
BEING SHARED

ORCHARD
SCHOOL
AND
SIXTH FORM



PEOPLE



INSPIRE THE BEST TEACHERS
THROUGH THE DIFFERENCE
LEADERS PROGRAMME

PRACTICE



SHARE BEST PRACTICE ACROSS
MAINSTREAM AND AP
SENIOR LEADERS

POLICY



INFORM LOCAL AND NATIONAL
POLICY TO IMPROVE OUTCOMES
FOR VULNERABLE CHILDREN

The Difference

IMPROVING OUTCOMES FOR THE MOST
VULNERABLE BY RAISING THE STATUS AND
EXPERTISE OF THOSE WHO TEACH THEM

FOR MORE INFO:

WWW.THE-DIFFERENCE.COM
INFO@THE-DIFFERENCE.COM



The Difference **LEADERS PROGRAMME**



The Difference
INCLUSIVE LEADERSHIP COURSE

WHO IS THIS COURSE FOR ?

ALL MAINSTREAM SCHOOL LEADERS WHO WANT TO DEVELOP AND IMPROVE INCLUSIVE PRACTICES AND SYSTEMS IN THEIR SCHOOL

FORMAT



DELIVERY & LEARNING

6 FULL DAYS ACROSS THE YEAR

REFLECTION & DEVELOPMENT

6 PRACTICAL ASSIGNMENTS TO BE DONE WITH SLT



The Difference INCLUSIVE LEADERSHIP COURSE

DEVELOPING INCLUSIVE PRACTICE WITH ALL STAFF



TRAUMA-INFORMED PRACTICE



RESTORATIVE PRACTICE



IMPLEMENTING INCLUSIVE CHANGE

TAKING A RIGOROUS DATA-DIAGNOSTIC AND EVIDENCE-LED APPROACH TO WELLBEING SAFEGUARDING AND LEARNING



DIFFERENCE INCLUSION FRAMEWORK



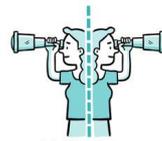
CONTEXTUAL SAFEGUARDING



BIAS-AWARE PRACTICE



DEVELOPING A COMPASSIONATE MIND FOR SCHOOLS



LOOK BACK LOOK FORWARD

PRACTICE & SYSTEMS FRAMEWORK



CONTENT

IMPACT

LEAD IMPROVED INCLUSION



BUILD INCLUSIVE SYSTEMS

LEARN WITH OTHER SCHOOL LEADERS



CORE PRINCIPLES



SCHOOL LEADERS ARE KEY TO WHOLE-SCHOOL INCLUSION



RELATIONSHIPS ARE INTEGRAL TO LEARNING



ALL CHILDREN HAVE LEARNING, WELLBEING AND SAFEGUARDING NEEDS

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The
Difference

Challenge. Lead. Learn.