Leading whole school inclusion: why relational practice is essential

What do we mean by practice, and relational practice?

Practice and systems

Practice and systems development→Interactions→Outcomes

The Difference

Programmes and PD

Leadership Programmes developing leaders in over 200 mainstream and AP schools

Practice Research

Researching, evaluating and sharing practice across our network of schools and school leaders

Policy Engagement

Engaging with government, LA and MAT policy to improve outcomes for vulnerable children

The Difference

Programmes and PD

Leadership Programmes
Developing 500 leaders in over 250 mainstream and AP schools

The Difference
INCLUSIVE LEADERSHIP COURSE

The Difference

Improving outcomes for vulnerable children by raising the status and expertise of those who teach them

Core Principles of Whole-School Inclusion

2. Relationships are integral to learning

List everything that happens in your school when a student truants

- Teacher alerts behaviour team/'on call'
- Behaviour team/'on call' looks for child
- Child is located and escorted to 'reflection room'/IAP/shadow classroom
- Parent is notified
- Child is given detention/sanction
- Restorative conversation is scheduled between teacher/child

What do we mean by "Practice"?

Takes place 'live' in the moment

Requires a physical and/or intellectual skill or craft

It can take time [and practice] to learn this craft

Successful practice is creative. Something new is created from that moment

Activity:

Share with the person next to you an example of a Practice which you really enjoy

- Maybe you're really good at it - maybe you're just learning
- How many of these Practice features, are true for the practice you are sharing?

Are these examples of practice?

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If not, what would practice in this situation look like?

Systems AND Practice

Teacher alerts behaviour team/'on call'	Via email? Template? When?
Behaviour team/'on call' looks for child	Who? Where?
Child is located/escorted to classroom	How? Conversation?
Parent is notified	Who? How?
Child is given sanction	How is this delivered? By who?
Restorative conversation held	What does this conversation look like?

What about Systems?

Systems

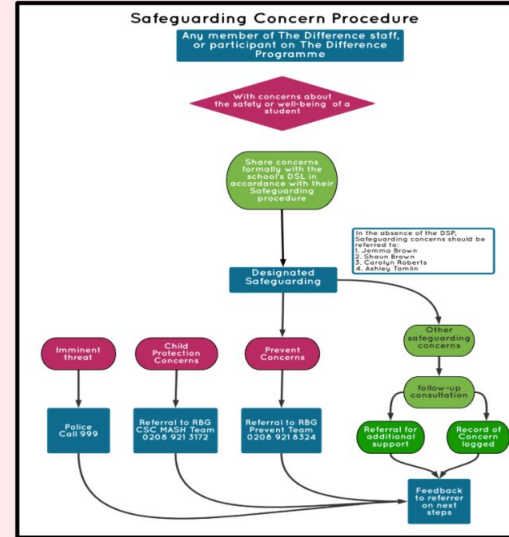*The **deliberate steps** which give our practice structure*
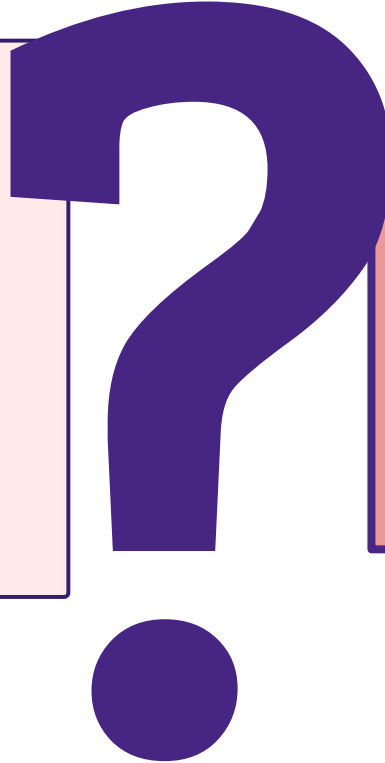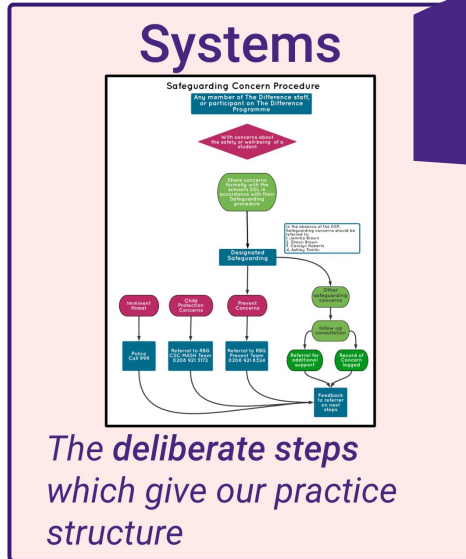
Key School Outcomes
- Exclusions
- Exam Results
- Attendance
- Wellbeing and Safety

Practice

The **craft** of our **live interactions** with children and adults

Systems

The **deliberate steps** which give our practice structure

What do we mean by **Relational Practice?**

Live and deliberate interaction between people

An intellectual craft coming from the words we choose - how we say them and what we do while we say them

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What do we mean by "Practice"?

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Successful practice is creative - something new from that moment is created

We can use scaffolds, scripts and rehearsal to develop our Relational Practice

Successful Relational Practice creates feelings of safety and productive collaboration

Key Relational Practices

- Improving feelings of safety and productive collaboration
- Integral to learning, de-escalation and reintegration
- For EVERY child with ALL staff in EVERY interaction

Bias Informed Practice

- Bias informs all our decision making - We are all biased
- Lived experience shapes my identify and informs my bias
- Bias can cause harmful and unequal outcomes
- Active allyship provides the counterweight to bias

Contextual Safeguarding

- All children are at risk of harm. This is a universal part of their life journey from child to adult.
- Spaces and relationships which present risk are multi-layered and inter-connected
- Perception of harm and risk is biased by individual experiences and thresholds
- Feelings of shame present a significant barrier to recognising

Asset-Based Practice

- Our Assets are a reflection of our life journeys
- Assets [not deficits] help us navigate through challenge
- Assets are contextual, so recognising assets requires a constructed effort - it doesn't just happen
- Engaging with assets builds and strengthens relationships

Community Voice

- Initiating impactful community voice requires secure relationships and positive connections
- Community voice provides opportunities to engage and amplify the experiences of children, families and staff who are furthest from us
- Validates the contributions of children, family and staff through the development of staff practice and school systems

Restorative Practice

- We need to feel safe before we can fully articulate our experiences
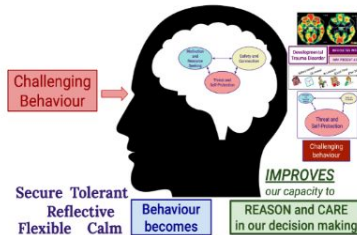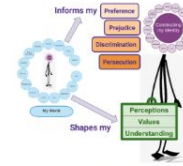- Decisions and actions can cause harm, Restorative Practice can address and redress the harm experienced
- We can repair and sustain our relationships through Restorative Practice skills and qualities

Trauma Informed Practice

- Trauma experiences are personal and very often unseen or unknown
- Historic and current trauma experiences can impact on our ability to regulate our emotions
- Emotional literacy is an essential part of Trauma Informed interactions
- Behaviour is a 2-way language of communication - Reading the behaviour of others and moderating our own improves regulation

Compassionate Minds

- All our decisions are driven by the three emotion systems: Reward - Safety - Threat
- Interaction between our old brain and new brain creates unhelpful loops in challenging situations
- Our Angry, Sad and Anxious selves have valid voices which need to be heard to reduce the Threat emotion system
- Our Compassionate self can promotes the feelings of safety needed for productive outcomes in challenging situations

TASK:

Do you use any of these Relational Practices in your school?

When are they successful?

When are unsuccessful?

Are there any that you'd like to know more about?

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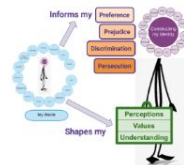
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How can Relational Practice improve outcomes?

Live and deliberate interaction between people

Identify the key interactions

The intellectual craft comes from the words we choose - how we say them and what we do while we say them

We can use scaffolds, scripts and rehearsal to develop our relational practice

CPD to improve practice and reshape what we do in those interactions

Successful relational practices creates feelings of safety and productive collaboration

Improved outcomes are driven by changes to key interactions which create safe opportunities for collaboration

Framework for Implementing Inclusive Change

PROFESSIONAL DEVELOPMENT

Practice Development
CPD for staff to improve the quality and consistency of practice in their interactions

System Development
Constructing compatible systems which promote and facilitate improved practice in priority interactions

INTERACTIONS

Individual Interactions
Real, daily interactions between staff and students drive whole-school outcomes

Practice

The **craft** of our **live interactions** with children and adults

Systems

The **deliberate steps** which give our practice structure

OUTCOMES

Key Inclusion Outcomes
- Exclusions
- Attendance
- Wellbeing and Safety
- Exam Results

Continuum of Exclusion	Continuum of Self-Exclusion	Continuum of Community Exclusion
Permanent Exclusion	Elective Home Ed	Perpetrate Harm
Managed Moves	Severe Absence	Experience Harm
Alternative Provision	Persistent Absence	Do not experience success
Suspensions	Truanting Lessons	Rejected by peers
Internal Exclusion	Toilet Trips	Isolated from peers
Detention	Timeout cards	Struggle to make and sustain friendships
Stand Outside Room	Lateness to Lessons	Reluctant to contribute in class
Sanctions	Absence	Marginalisation

EXAMPLE FRAMEWORK

PROFESSIONAL DEVELOPMENT

INTERACTIONS

OUTCOMES

Practice Development

System Development

Individual Interactions

- First interaction with staff arriving late in school
- First interaction with teacher arriving late in classroom
- Conversation with

Key Inclusion Outcomes

- Improving punctuality and attendance in Year 9

What would the practice development and system development look like to improve these interactions and achieve this outcome?

CASE STUDIES: Improving Inclusion Outcomes

Invicta Primary School
Greenwich

Jodie Cawte
Executive Headteacher

Headline Outcome: Attendance
Feeder Outcome: Persistent Absence,
Focus Cohort: Students approaching PA

Focus Interaction: First contact with any adult in school when returning from absence

Starting Practice: Deficit based - focused on failings

Practice Development: Asset-Based and Compassionate conversations with child and family

Impacts: 2022 to 2023, Invicta [National]
- Persistent Absence: 20 [19.5] to 13.6 [24.2]
- Attendance: 94.3 [94.3] to 94.6 [92.5]

Aylward Academy [AET]
Enfield

Habib Hussain
Deputy Headteacher

Headline Outcome: Suspensions
Feeder Outcome: Internal Exclusion and Detention
Focus Cohort: Students receiving repeat Suspension and Internal Exclusion

Focus Interaction: First student-staff contact following repeat exclusion

Starting Practice: Reset but no repair or regulation

Practice Development: Restorative Practice and Zones of Regulation [Trauma Informed Practice]

Impacts: 2022 to 2023,
- Suspensions: 151 to 23
- Internal Exclusion: 280 to 197

Evaluating Relational Practices - Current or Future

Live and deliberate interaction between people

An intellectual craft coming from the words we choose - how we say them and what we do while we say them

When and where will we actually use this practice? Can we use it in ……. staff/student interactions?

What does it look like when someone is using it? What do they actually do and say? [NOT theory]

Show me a real example of a scaffold or a script which uses this practice.

What will this Relational Practice change? What will improve - Can I measure this?

We can use scaffolds, scripts and rehearsal to develop our Relational Practice

Successful Relational Practice creates feelings of safety and productive collaboration

Framework for Improving Outcomes
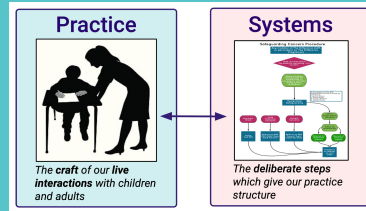
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Core Principles of Whole-School Inclusion

ALL CHILDREN HAVE LEARNING, WELLBEING AND SAFEGUARDING NEEDS

RELATIONSHIPS ARE INTEGRAL TO LEARNING

LEADING PRACTICE AND SYSTEM DEVELOPMENT IS KEY TO WHOLE-SCHOOL INCLUSION

The Difference INCLUSIVE LEADERSHIP COURSE

* Professional Development for Senior Leaders

* Supporting ALL staff

* Improving whole-school inclusion

The Difference
INCLUSIVE LEADERSHIP COURSE
Improving outcomes for ALL students

Contact: ILCpartnerships@the-difference.com

FOR SENIOR LEADERS...

Develop essential practice expertise and powerful strategic leadership tools to evaluate and improve the inclusion priorities of your school

Join a national network of over 350 school leaders: providing a platform to share and showcase the impacts you make

Grow leadership expertise across the SLT: connecting school priorities and improving your school's capacity to implement effective change

- 61% of leaders have been able to take on increased pastoral and inclusion responsibility after completing the ILC
- Access to a national network of MATs and LA partners across the country, sharing what works in real time
- 71% of leaders said the ILC assignments identified key areas for improvement and increased their ability to deliver change in school

Scan the QR code to learn more about the ILC and the impacts of our school leaders

FOR THE WHOLE SCHOOL...

Reduce exclusion and improve attendance through earlier recognition of emerging needs and the development of effective practice to support secure behaviour systems

Engage with your school community: understand lived experiences of children and families to effectively challenge prejudice and discrimination

Focus on the realities of your school now and your priorities for the future: the ILC is contextual and developmental - it is not didactic or prescriptive

- 53% of schools reported reduced internal and external exclusion linked to ILC implementation
- 87% of schools reported improved de-escalation of behavioural incident
- 82% felt learning from ILC improved outcomes for vulnerable students
- Helped identify opportunities for wider and more productive parental engagement

FOR ALL STAFF...

The professional development journey of all staff is central to the Inclusive Leadership Course

Course content is focused on improving the impacts all staff have, with all students, in every classroom, as well as outside

Improving staff wellbeing is integral to the ILC: developing a shared 'wellbeing' language for all staff and a recognised practice to support each other

- 100% of resources from the ILC are accessible and adaptable for leaders to use in their school
- 83% of ILC participants delivered whole-school CPD directly developed from the ILC
- Provides a framework and resources for SLT and all staff, group reflection and supervision

Principles of Whole-School Inclusion

1. All children have learning, wellbeing and safeguarding need
2. Relationships are integral to learning
3. Leading Practice and System development is key to whole-school inclusion

The Difference Inclusive Leadership Course

- One year, specialist programme for mainstream primary and secondary leaders
- 6 full days of in-person delivery for senior leaders
- 5 practical assignments to evaluate whole-school inclusive practice and systems
- Developing personal practice expertise alongside strategic leadership tools and frameworks
- Data-driven approach to improving inclusion outcomes
- Places from £1650

For more information email ilcpartnerships@the-difference.com

ILC impacts reported by 300+ leaders

100% Leading school improvement based on new learning

87% Improved outcomes for vulnerable learners

82% Improved staff de-escalation of incidents

Scan to find out more and APPLY

ILC 1: Principles and Frameworks of Whole-School Inclusion

- Introduction to The Difference and the Inclusive Leadership Course

- Principles of Whole-School Inclusion
- Limitations of traditional inclusion model
- A framework for Whole-School Inclusion

- Recognising the challenge of becoming more inclusive
- The Practice and Systems Framework for leading inclusive change

Assignment #1
- Review your school's inclusion offer using the Inclusion Framework and illustrated examples

ILC 2: Trauma-Informed Practice

- Sharing learning from Assignment #1
- Sharing implementation and impacts from ILC 1

- Understanding the roots and impacts of trauma
- Key Principles of Trauma-Informed Practice
- Whole-school Trauma-Informed Practice

- Putting Trauma-Informed principles into practice
- Zones of regulation: a model for Trauma-Informed Practice
- Leading the implementation of Trauma-Informed Practice

Assignment #2
- A reflective journal to support the development of Trauma-Informed Practice with all staff

ILC 3: Bias-Informed and Asset-Based Practice

- Sharing learning from Assignment #2
- Sharing implementation and impacts from ILC 2

- Creating a safe space for staff to acknowledge and understand bias
- Establishing a practice of allyship which can challenge bias

- Asset-based practice for students, staff and families
- Identifying strengths as a foundation for growth
- Creating an asset-based practice for your school

Assignment #3
- Improving parental engagement through the Connect - Communicate - Collaborate framework

ILC 4: Contextual Safeguarding and Community Voice

- Sharing learning from Assignment #3
- Sharing implementation and impacts from ILC 3

- Contextual Safeguarding practice for all staff and every student
- Recognising and responding to harmful and abusive behaviours in school

- What does impactful student voice look like?
- Developing effective voice practice for students, parents and staff

Assignment #4
- Evaluating opportunities in your school to improve the reach and impactof student voice

ILC 5: Compassionate Minds and Restorative Practice

- Sharing learning from Assignment #4
- Sharing implementation and impacts from ILC 4

- The neuroscience of Compassionate Minds practice
- Exploring the challenges and assets of a compassionate approach

- Establishing the value of repair in reducing escalation and repeat exclusion
- Exploring scaffolded approaches to restorative practice

Assignment #5
- Evaluating a universal approach to restorative practice

ILC 6: Developing effective whole-school Internal AP

- Reflecting on your 'becoming more inclusive' leadership journey
- Connecting priority whole-school outcomes to the interactions which drive them
- Planning professional development to deliver improved outcomes

- Internal AP and a Whole-School approach to Inclusion
- Reviewing your Internal AP: Purpose, Provision and Pathways.
- Identifying key measures of success for Internal AP
- Mapping Purpose, Provision and Pathways to deliver successful outcomes from your Internal AP

DO IT YOURSELVES

PROFESSIONAL DEVELOPMENT

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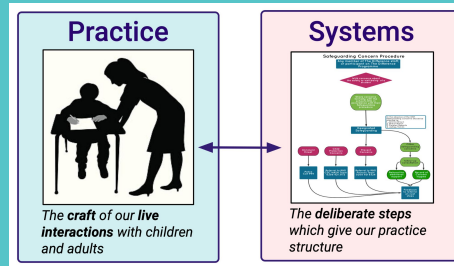CPD for staff to improve the quality and consistency of practice in their interactions

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