



# includedEd

## Conference

Saturday 9th November 2019  
- Sheffield Park Academy -  
10:00 - 16:00

# The Difference

The Difference exists to improve the life outcomes of vulnerable children by raising the status and expertise of those who educate them.



## Welcome to the IncludEd North conference!

#IncludEd2019

When I was teaching, it didn't feel as though there was a place where teachers could discuss some of the most important questions in our profession. It was easy to find professional development on new exam specifications; on how to get a great Ofsted; or maybe on what the evidence said about the best way to teach my particular subject.

But there was no conference, no course and no community which I felt was puzzling through some of the toughest questions in teaching.

Questions like: What do you teach a learner who is unlikely to pass the exam? How do you improve the things which Ofsted doesn't routinely measure: whether pupils drop out of college, or end up unemployed; how your school links up with other services to keep students safe? And what does the evidence say - not about the average pupil in a randomised controlled trial - but about the most marginalised and vulnerable learners? What is known about that important and growing group of children for whom education can matter the most, but who currently gain the least from school?

I am so proud to be with you today, as that community. We are hundreds strong - teachers, school leaders, young people, parents, researchers and policymakers - all asking these questions. We aren't naive; we don't believe in easy answers. But we also know that nothing worth doing is ever easy.

And despite the adversity, we're gaining ground. Since last year's conference, The Timpson Review attracted national attention on exclusions, while Ofsted placed greater focus on off-rolling. Headteachers union ASCL brought together large education organisations to champion ethical leadership in schools, as researchers like Education Policy Institute revealed pupils making "unexplained exits" from schools and the press identified behaviour policies which were having a disproportionate effect on certain groups of children.

Meanwhile, The Difference's work as a charity is beginning in earnest, raising the status and expertise of working with vulnerable learners. 200 expressions of interest were made for our first ten places on the Difference Leaders programme, working in schools for excluded pupils. Those ten Leaders began Inclusive Leadership Training, working alongside mainstream school leaders. Today we are launching applications for our second cohort, including places in the North of England. If you are interested in finding out more, we'd love to hear from you at The Difference stand.

We know that in terms of school exclusions, the surface is only just being scratched. Both unofficial and official exclusions have risen year on year, and all research tells us that these pupils are the most vulnerable. In a system where your outcomes are so determined by risk and vulnerability, it's clear there is a lot still to do. But together, there is a way ahead to make this story different.

**Kiran Gill, CEO & Founder of The Difference**

# Become a Difference Leader

## The Challenge

### Did you know?

- Last year, only 4.3% of excluded children passed English & Maths
- 1 in 2 did not go on to a college course or work after KS4
- 200 pupils a week are permanently excluded
- These students are more likely to be from low income families, interacting with social services and impacted by mental health issues

## Our Solution

### The Difference Leaders Programme:

- Selects excellent teachers to lead in schools serving excluded children
- Develops new expertise through our two-year training programme
- Supports onward promotion to mainstream; Alumni will go on to leadership positions, spreading preventative practice to reduce exclusions

### Do you have:

- The drive for a **challenge**
- A commitment to **social justice**
- The skill to **lead**
- And the hunger to **learn?**

**Then apply to The Difference Leaders Programme**



**The Difference Leaders Programme** is a fantastic opportunity to

- gain two years of specialist professional development;
- receive personalised leadership coaching, alongside a leadership placement in an Alternative Provision school;
- join a network of practitioners committed to inclusion;
- develop an understanding of the agencies who support children and their families;
- pioneer pedagogy and build formative relationships which will change the lives of the most vulnerable children.



**Welcome**  
 10.00 - 11.15  
 Main Hall

**Student Stories**  
 Pupils share their perspectives on exclusion and the teachers who've given them a second chance

**Baroness Estelle Morris of Yardley**  
 Former teacher, Education Secretary & current chair of the APPG on social mobility asks  
**Is school exclusion the biggest challenge for social mobility?**

**Kiran Gill - Founder of The Difference**  
 Shifting the story on school exclusion through People, Practice and Policy

**Morning Workshops**  
**Session 1**  
 11.15 - 12.05

**School leader journeys - career conversations inspired by Iesha Small's book "The Unexpected Leader"**  
 with Difference Leaders Irene Ogunseitun and Terry Grego, Astrid Schon, Lucie Lakin - facilitated by Cath Murray, SchoolsWeek  
**Room 1B1**

**Regulate, Relate, Rethink**  
 Zoe Brownlie  
 Healthy Minds  
 Sheffield CAMHS  
**Room 1B2**

**Finding our Why? Lessons from Canada on alternative provision**  
 Stephen Steinhaus  
 Principal, Solihull Academy  
 Chaired by Difference Leader Ellie Doyle  
**Room 1B3**

**Taking trauma-aware practice into the classroom**  
 Shaun Brown  
 The Difference  
**Room 1B4**

**Session 2**  
 12.10 - 1.00

**What does research-based inclusion look like in practice?**  
 Belinda Logan and Ali Bellaby,  
 Right to Succeed  
**Room 1B2**

**Reframing blame: enabling teachers to recognise and respond to exploitation**  
 Lucy Belcher & Craig Grady  
 The Children's Society  
**Room 1B3**

**Slipping out of the system: where do our vulnerable pupils go?**  
 Philip Nye, EduDataLab  
 Jo Hutchinson, EPI  
 Cath Murray, CSJ  
 in conversation with Kiran Gill,  
 Think tank IPPR  
**Main Hall**

**Taking trauma-aware practice into the classroom**  
 Shaun Brown  
 The Difference  
**Room 1B4**

<p>Lunchtime Panel 1.25- 2.15 Main Hall</p>	<p>A panel of pioneering education leaders from across mainstream and alternative provision schools consider:</p> <p><b>What can leaders do to change the story for the most vulnerable learners?</b></p> <p>Professor Sam Twiselton OBE (Sheffield Hallam University), Alison Kriel (WomenEd), Leane Camaish (Aspire, Rotherham), Lucie Lakin (Wetherby High School), chaired by Kiran Gill (The Difference)</p>			
<p>Afternoon Workshops Session 1 2.20 - 2.55</p>	<p>AP Schools working with The Difference Headteachers Astrid Schon, London East AP &amp; Cathy Stygal, Mayesbrook Park School Room 1B1</p>	<p>Innovative approaches to keeping children safe Marcus Isman-Egal &amp; Joanna Barnett, EPIC Doncaster, and PC Emma Bloodworth, South Yorkshire Police with Difference Leader Ada Gokay Room 1B2</p>	<p>High staff morale &amp; low exclusions - a different approach to whole-school wellbeing Tom Shaw, Carr Manor, Leeds with Shaun Brown The Difference Room 1B3</p>	<p>Using literacy &amp; storytelling to improve empathy Abigail Maw &amp; Chris Rowbotham, Springwell Learning Community, Barnsley with Difference Leader Elixabeth Denton Room 1B4</p>
<p>Session 2 3.00 -3.35</p>	<p>A quality education for all: challenges and successes in AP school turnaround Mark Vickers, Olive Academies Dave Whitaker, Wellspring Trust Room 1B1</p>	<p>Developing whole-school inclusion through the culture of a crew XP Doncaster Room 1B2</p>	<p>High staff morale &amp; low exclusions A different approach to whole-school wellbeing Tom Shaw Carr Manor, Leeds with Shaun Brown, The Difference Room 1B3</p>	<p>AP innovation funding: what we do and how it works AP Innovation Fund winners The Tutor Trust &amp; TLC discuss The Right Angle Project Room 1B4</p>
<p>Close 3.40pm Auditorium</p>	<p>Kiran Gill - Closing Remarks</p>			

**Morning Keynote (10.00-11.15am)**

**Student Stories**

We open with the reason we are all here: the young people we work with. How have they experienced the system and structures that we put in place for them? And how well have these met their needs? We think about the power of ‘quality’ work that can be done when it is most needed and in the best interests of the child.

**Kiran Gill, CEO & Founder, The Difference, @dkgill**

***Shifting the story on school exclusion through People, Practice and Policy***

Kiran will open the day with a brief talk sharing what The Difference is doing to change the story on school exclusion, what motivates us and brings us here, and what we hope delegates will get from the day ahead.

Kiran is a former English teacher, fellow of the think tank IPPR, CEO and founder of The Difference charity. Kiran began her career as an English teacher, working in various inner London schools. After five years on the frontline, Kiran left to work in education policy, searching for solutions to the rising number of vulnerable children who fall through the gaps. Kiran was working at the Social Mobility Commission when she conceived the idea for The Difference. She has led its work full-time since January 2017. Kiran is driven by her own family experiences. Growing up with two adopted sisters, Kiran witnessed the long-term effects of childhood trauma and the lack of support for young people with complex needs. This insight is what keeps Kiran striving for the most vulnerable children to get the education they deserve.

**Baroness Estelle Morris of Yardley, Former teacher, Education Secretary & Vice Chair of the APPG on social mobility.**



Estelle Morris, Baroness Morris of Yardley, was the Labour Member of Parliament (MP) for Birmingham Yardley from 1992 to 2005, and served in the Cabinet as Education Secretary. To date, she is the only trained teacher to have held this post.

As well as chairing the All-Party Parliamentary Group (APPG) on Social Mobility, Estelle is also a member of the Democracy and Digital Technologies Committee in the House of Lords and is a trustee of several organisations. She is a tireless campaigner for improved outcomes for young people and believes passionately in the power of

education.

**Main Hall**

Estelle will explore the question: 'Is school exclusion the biggest challenge for social mobility?', reflecting on her own work and values; and the work of The Difference.

### Morning Session 1 (11.15 - 12.05)

**Room  
1B1**

#### **School Leader Journeys: Career conversations inspired by Iesha's Small's book 'The Unexpected Leader' (11.15 - 12.05)**

Cath Murray (Schools Week), Irene Ogunseitan (Difference Leader), Terry Grego (Difference Leader), Astrid Schon (London East Alternative Provision), Lucie Lakin (Wetherby High School)

Hear from four inspirational leaders about the peaks, the pits and the pivots of their careers. Suitable for all, especially those with an interest in school leadership.

We know great leadership is key to achieving a fairer education system. But what does it mean to swim against the tide in pursuit of inclusive leadership? In 2019 educator and writer Iesha Small published *The Unexpected Leader*, featuring interviews with school leaders. These stories are striking in the different approaches these teachers took, defying the stereotypes usually associated with the term 'leadership' and using authenticity to achievement impact at a scale beyond the classroom. In this spirit, the session asks four practising leaders to share stories about their own careers, key turning points, the ways in which they gained promotion to have larger impact on a school community, and the challenges that leading inclusively has presented...

#### **Cath Murray, Centre for Social Justice/Schools Week) @CathMurray (Chair)**

As a journalist and commissioning editor with Schools Week, Cath Murray interviewed amazing educationalists across the country. Now she leads the alternative provision policy and research work at the think tank Centre for Social Justice (CSJ), looking at how to improve education for young people not in mainstream school or at risk of exclusion.

#### **Terry Grego, Difference Leader/Assistant Head @eyeam1**

Terry is Assistant Head at Tunmarsh PRU in Newham, a drama teacher and a Difference Leader. He leads on curriculum and teaching practice, bringing with him his extensive leadership experience as a Head of Drama in his previous role in Leicester. Terry is motivated by engaging the most hard to reach young people through practical and creative interventions. He is particularly interested in using coaching to develop the practice of other teachers.

**Lucie Lakin, Wetherby High School, @lucielakin**

Lucie is an inspirational school leader with a track record of school turnaround without the need for high exclusions. Having successfully led Carr Manor Community School in Leeds, Lucie has been taking Wetherby High School on a journey from requiring improvement to currently 'Good'.

**Irene Ogunseitán, Difference Leader/Assistant Principal**

After fifteen years working in MfL departments in large comprehensive schools, Irene decided she wanted a change. She began the Difference Leaders programme in July 2019 and is now Assistant Principal at Harris Aspire Academy. The story of Irene's first term on the Difference Leaders programme is at the back of the programme.

**Astrid Schon, Acting Head, London East Alternative Provision**

After working in publishing for a number of years, Astrid completed her PGCE in MFL in 2000 and became an AST in 2003. She became Head of MFL and Associate Assistant Principal at Haberdashers' Aske's Hatcham College in New Cross and became Assistant Principal at Bolingbroke Ark Academy in 2012. Looking for a new direction, in 2014 she moved into alternative provision, becoming Deputy Headteacher at London East AP, the Tower Hamlets pupil referral unit, where she is now Acting Headteacher.

**Regulate, Relate, Think: A whole school approach to emotional well-being (11.15 - 12.05)**

Dr Zoe Brownlie (Healthy Minds, Sheffield CAMHS)

**Room  
1B2**

For teachers and leaders who want to develop their understanding of how schools can better support wellbeing, this session will showcase Sheffield CAMHS' Healthy Minds work and give you a better insight into the power of whole-school approaches to emotional wellbeing.

Zoe will discuss Healthy Minds, a jointly commissioned initiative through Sheffield CCG and LA, currently working with 115 schools, from nursery to sixth form, across Sheffield. She will share the thinking behind the approach, where it comes from and how it works. The session will cover some examples of where it's particularly working well, and attendees will get a chance to reflect on how their own practice supports emotional wellbeing, and how this relates to the systems they work in.

**Dr Zoe Brownlie, Healthy Minds, Sheffield CAMHS**

Dr Zoe Brownlie is a Clinical Psychologist and works for Sheffield CAMHS, leading the Sheffield Healthy Minds schools project. Healthy Minds puts emotional resilience at the heart of children's health and wellbeing and recognises its impact on children's readiness to learn, attainment, behaviour and future employability. It has been developed in collaboration with Sheffield CAMHS and local schools.

<b>Room IB3</b>	<p><b><i>Finding our Why? Lessons from Canada on alternative provision (11.15 - 12.05)</i></b>  Stephen Steinhaus (Principal, Solihull Academy) in conversation with Ellie Doyle (Difference Leader)</p>
	<p>Of particular interest to teachers and school leaders, Stephen discusses the pedagogy behind Solihull Academy, the school he has designed and leads.</p> <p>Solihull Academy is an alternative solution for a number of students for whom mainstream education is simply not working. Hear about why Stephen thinks this is, and how this has informed the principles he and his team have used to design their new school. Stephen will talk us through the evidence base in Canada which inspired the school’s model, approach to staffing and interventions and the impact these are already having on students’ lives and life-chances.</p>
	<p><b>Stephen Steinhaus, Solihull Academy</b>  After completing his degree and career as an American Football player at The University of Illinois, Steinhaus originally turned down a professional wrestling contract to come to the UK from Chicago as a Fulbright Scholar, studying Shakespeare at the University of Birmingham. Steinhaus has now lived in England for 18 years. In April 2018 Stephen opened Solihull Academy (an AP Free School for students at risk of permanent exclusion). In his spare time he is music director and presenter of The Upton Blues Festival , is a founding trustee director of The Institute for Recovery from Childhood Trauma, has managed Trauma/Attachment and Arts projects for The RSA and PETT, and has written for The SSAT on a variety of educational topics.</p> <p><b>Chaired by Ellie Doyle, The Difference/Associate Senior Leader</b>  Ellie is a former Head of Year at one of the most successful schools in the country. This year she has become a Difference Leader as a Senior Leader at Mayesbrook Park School, a local authority alternative provision school in Barking &amp; Dagenham. Ellie is a Maths teacher and is passionate about raising outcomes for vulnerable young people.</p>

<p><b>Room IB4</b></p>	<p><b><i>Taking trauma-aware practice into the classroom (11.15-12.05 &amp; 12.10 - 1.00)</i></b>  Shaun Brown (The Difference)</p>
	<p>For teachers of all stages who want to learn more about working trauma-aware.</p> <p>This session will consider:</p> <ul style="list-style-type: none"> <li>● What is trauma and how does it affect psychological and physiological development?</li> <li>● How do school routines and expectations challenge children who have experienced trauma?</li> <li>● How can we work more effectively with children who have experienced trauma?</li> </ul> <p>Attendees will be given the chance to reflect on their own approach to dealing with the challenges that result from trauma ,and opportunities to develop their practice. Please note: some of the content may be distressing.</p>
	<p><b>Shaun Brown, @TheDifferenceEd</b></p> <p>Shaun is a specialist in whole-school inclusion, trauma-aware practice, multi-agency working and contextual safeguarding. After working as a Head of Geography for several years, Shaun became more interested in the pupils who were falling through the gaps. This inspired Shaun to spend a decade teaching and leading in pupil referral units, before returning to Thomas Tallis – a large mainstream secondary school - where he applied this expertise in his role as Deputy Head for Inclusion, to reduce exclusion and improve attendance. Shaun’s innovative safeguarding work has achieved national recognition from Ofsted. He is now Programme Director for The Difference.</p>

## Morning Session 2 (12.10 - 1.00)

### ***What does research-based inclusion look like in practice (12.10 - 1.00)***

Belinda Logan & Ali Bellaby (Right to Succeed)

Right to Succeed work with schools to reduce vulnerability to exclusion. Suitable for school leaders, particularly those who commission interventions.

Right to Succeed works with schools in areas of high deprivation, supporting improved outcomes by convening interventions and services locally. Their multi-agency, systemic approach builds on what they have learned from research, and bridges the gap between theory and practice. Learn about how they draw together a range of services and interventions to give the young people they work with the right to succeed.

**Room  
1B2**

#### **Belinda Logan, @Right2Succeed**

Belinda leads Right to Succeed's Reach Programme. Her experience has been gained from over 30 years in education. Belinda has worked in a variety of roles in a number of local authorities, including education officer and Ofsted inspector, though the majority of her time has been as a senior leader. Belinda has taught and led at primary and secondary schools and has been a headteacher and executive headteacher in special and alternative provision schools. As part of her role more recently she has contributed to the successful opening of a number of free, special and alternative provision schools.

#### **Ali Bellaby, @Right2Succeed**

Ali is Assistant Headteacher for Inclusion within the Pupil Referral Unit (PRU) in Blackpool. She has taught for 19 years across both primary and secondary phases, including 10 years within the specialist PRU sector, which has given her a wealth of experience and understanding of how to support some of the most vulnerable students. She has worked within multi-agency teams alongside social workers, CAMHS, clinical and educational psychologists, parenting, youth, and pupil welfare services. Ali has led several initiatives across Blackpool to collaboratively support mainstream schools in improving outcomes for children and young people. Ali is interested in developing research and evidence-based practices within schools to help ensure support for young people is well-considered and relevant.

<b>Room 1B3</b>	<b><i>Reframing blame: enabling teachers to recognise and respond to exploitation (12.10 - 1.00)</i></b> Lucy Belcher & Craig Grady (The Children's Society)
	<p>The Children's Society work multi-agency with the most vulnerable young people. This session is suitable for all, especially form tutors, middle and senior leaders with an interest in developing more effective safeguarding practices.</p> <p>The session will explore various risk-factors young people are exposed to, and how schools do, could and should respond. A theme to be unpacked will be the role of blame, and how we can develop different responses to discovering concerning behaviours from adolescents. Please note: some of the content may be distressing.</p>
	<p><b>The Children's Society @ChildrenSociety</b> The Children's Society are a national charity that works with the country's most vulnerable children and young people. They provide a range of services including working with victims of exploitation, supporting young carers, working with those missing from home and with substance misuse. They often work with a range of professionals on the frontline to help keep children and young people safe.</p>
<b>Main Hall</b>	<b><i>Slipping out of the system: how can schools stop vulnerable learners being educated in unsafe settings? (12.10-1.00)</i></b> Philip Nye (EduDataLab), Jo Hutchinson (Education Policy Institute), Cath Murray (Centre for Social Justice), Kiran Gill (The Difference)
	<p>This panel will discuss the growing numbers of young people not finishing school in that which they started. Whilst some level of student movement in the system is to be expected, these education researchers will shine a light on who's moving, where, why and what this means students and teachers. Suitable for all interested in education policy and its implications for school leadership.</p> <p>This discussion will discuss recent trends in data as well as actual and possible policy responses to off-rolling and pupil moves, at a national and local level.</p>
	<p><b>Philip Nye, EduDataLab @PhilipNye</b> Philip Nye is a researcher with FFT Education Datalab, where he has led <i>on Who's Left</i> – an in-depth investigation into what happens to those pupils who leave the roll of a mainstream school, which helped bring the issue of off-rolling to national attention. He has also carried out research into independent alternative provision with The Difference, and unregistered alternative provision.</p> <p><b>Jo Hutchinson, Education Policy Institute, @Johutchinson</b></p>

Jo Hutchinson has worked as a statistician at the Department for Education, and now Director of Social Mobility at the Education Policy Institute, an independent, impartial and evidence-based research institute that aims to promote high quality education outcomes for all children and young people, regardless of social background.

**Cath Murray, Centre for Social Justice, @CathMurray / @CSJthinktank (Chair)**  
 Cath leads the alternative provision policy and research work at the Centre for Social Justice (CSJ), looking at how to improve education for young people not in mainstream school or at risk of exclusion. The CSJ is the hub organisation for the IntegratED project involving twelve partner organisations (including The Difference, Ambition Institute, Teach First, Inspiration Trust, Right to Succeed and Education Policy Institute), which feed into the CSJ's advocacy work. She was previously commissioning editor for Schools Week and FE Week.

**Kiran Gill, The Difference @dkgill**  
 Kiran began her career as an English teacher, working in various inner London schools. After five years on the frontline, Kiran left to work in education policy, searching for solutions to the rising number of vulnerable children who fall through the gaps. Kiran was working at Social Mobility Commission when she conceived the idea for The Difference. She has led its work full-time since January 2017. Kiran is driven by her own family experiences. Growing up with two adopted sisters, Kiran witnessed the long-term effects of childhood trauma and the lack of support for young people with complex needs. This insight is what keeps Kiran striving for the most vulnerable children to get the education they deserve.

***Taking trauma-aware practice into the classroom (11.15-12.05 & 12.10 - 1.00)***  
 Shaun Brown (The Difference)

**Room  
1B4**

For teachers of all stages who want to learn more about working trauma-aware.

This session will consider;

- What is trauma and how does it affect psychological and physiological development?
- How do school routines and expectations challenge children who have experienced trauma?
- How can we work more effectively with children who have experienced trauma?

Attendees will be given the chance to reflect on their own approach to dealing with the challenges that result from trauma and opportunities to develop their practice. Please note, some of the content may be distressing.

**Shaun Brown, The Difference @TheDifferenceEd**

Shaun is a specialist in whole-school inclusion, trauma-aware practice, multi-agency working and contextual safeguarding. After working as a Head of Geography for several years, Shaun became more interested in the pupils who were falling through the gaps. This inspired Shaun to spend a decade teaching and leading in pupil referral units, before returning to Thomas Tallis – a large mainstream secondary school - where he applied this expertise in his role as Deputy Head for Inclusion, to reduce exclusion and improve attendance. Shaun’s innovative safeguarding work has achieved national recognition from Ofsted. He is now Programme Director for The Difference

**Lunchtime Panel: What can leaders do to change the story for the most vulnerable learners? (13.25 – 14.15)**

**Main Hall**

***A panel of pioneering education leaders from across mainstream and alternative provision schools consider: What can leaders do to change the story for the most vulnerable learners?***

Professor Sam Twiselton OBE (Sheffield Hallam University), Alison Kriel (Strategic leader of WomenEd), Leanne Camaish (Aspire, Rotherham) and Lucie Lakin (Wetherby High School)- chaired by Kiran Gill (The Difference)

Grab some lunch from the canteen and bring it into the Main Hall to hear four inspiring leaders discuss the priorities in ethical leadership today. The panel will share their own career journeys; opportunities and optimism for creating more ethical schools; and their first-hand accounts of school leaders who are doing things differently.

**Professor Sam Twiselton OBE, Sheffield Hallam University**

Professor Samantha Twiselton, OBE, is the Director of Sheffield Institute of Education at Sheffield Hallam University - a national centre of education research and practice, recognised for its excellence and innovation in teaching and learning. In this role she uses her research to develop a range of innovative workplace-embedded approaches to Initial and Continuing Teacher education.

**Alison Kriel, WomenEd, @AlisonKriel**

Alison is an experienced primary Headteacher working in schools across London's most deprived boroughs. Her schools have won awards including Gold School Status, SSAT Award winner for Attainment and Pupil Progress, National Pupil Premium Award winner; whilst also remaining inclusive. Alison has spoken on Courageous Leadership, Turnaround Schools, Wellbeing, Staff Retention, Breaking Through The Glass Ceiling and Diversity.

**Leanne Camaish, Rotherham Aspire Pupil Referral Unit**

Leanne is Headteacher at Rotherham Aspire, an alternative provision school recognised for impressive outcomes. Aspire hold the principle of "endless positive regard" at the heart of their work. Leanne worked in mainstream before moving into Alternative Provision and is a passionate advocate for bringing local schools together to improve outcomes for the most vulnerable.

**Lucie Lakin, Wetherby High School, @lucielakin**

Lucie is an inspirational school leader with a track record of school turnaround without the need for high exclusions. Having successfully led Carr Manor Community School in Leeds, Lucie has been taking Wetherby High School on a journey out of requires improvement to Good and beyond.

**Chaired by Kiran Gill, The Difference @dkgill**

***AP schools: working with The Difference***

Astrid Schon (London East AP), Cathy Stygal (Mayesbrook Park School)

**Room  
1B1**

Two alternative provision schools share their approaches to working with vulnerable students; and why they have partnered with The Difference to host the pioneer cohort of Difference Leaders. This session is suitable for anyone who wants to learn more about the Difference Leaders programme.

What does great alternative provision look like? Two leaders of large pupil referral units share their schools' approach; and why they have chosen to become part of The Difference movement, hiring Difference Leaders onto their staff teams. Attendees will get a chance to reflect on what mainstream and alternative provision schools can learn from one another.

**Astrid Schon, London East AP**

After working in publishing for a number of years, Astrid completed her PGCE in MFL in 2000 and became an Advanced Skills Teacher in 2003. From there, Astrid became Head of MFL and Associate Assistant Principal at Haberdashers' Aske's Hatcham College in New Cross and later Assistant Principal at Bolingbroke Ark Academy. After this career in high-performing mainstream schools, Astrid began looking for a new direction which could really stretch her practice. In 2014, Astrid took her skills to a pupil referral unit, becoming Deputy Head at London East AP, the Tower Hamlets pupil referral unit. Astrid shares how she's been de-skilled, re-skilled and up-skilled by the move; the journey to incredible outcomes her school has been on (achieving similar GCSEs to local mainstream schools in certain subjects); and reflects on the pedagogy at LEAP.

**Cathy Stygal, Mayesbrook Park**

Cathy is the headteacher of the Pupil Referral Unit, Mayesbrook Park, in Barking and Dagenham. After spending over twenty years in inner-London mainstream schools Cathy "fell into" the Alternative Provision sector eight years ago. Though her move may have been unexpected, Cathy feels dedicated to this part of the sector. She says that working in AP has been the perfect opportunity for her to help hundreds of young people change their future to a more positive one than they thought possible when they left mainstream.

**Room  
1B2**

***Innovative approaches to keeping children safe (14:00 - 14:35 and 14:40 - 15:15)***

Marcus Isman-Egal and Joanna Barnett (EPIC Doncaster), PC Emma Bloodworth (South Yorkshire Police) - chaired by Ada Gokay, Difference Leader

This session explores possibilities for multi-agency working by sharing insights into the innovative crime prevention work that EPIC Doncaster do with young people and their schools.

EPIC is a creative youth crime prevention team based in the heart of Doncaster. Hear from Marcus Isman-Egal, PC Emma Bloodworth and Joanna Barnett, an EPIC practitioner working with young people in their community and in schools. They explain what EPIC does and how it's been successful in dramatically cutting the number of children going into youth custody. This session gives insight into best practice in multi-agency working and an insight into the challenges of combating criminal exploitation.

**Marcus Isman-Egal, EPIC Doncaster, @RedEverywhereUK**

An MSc Graduate from the University of Hull, Marcus is an experienced & professional programme manager and qualified Youth Worker. Marcus is committed to social change through social enterprise initiatives and believes in the power of young people whatever their circumstances. Marcus is the programme manager for Doncaster Children's Services Trust crime prevention project EPIC.

**PC Emma Bloodworth, South Yorkshire Police**

Emma is the South Yorkshire lead on child criminal exploitation (CCE) and has been seconded to EPIC to work from their team.

**Joanna Barnett, EPIC Doncaster**

Joanna is the Positive Activities Youth Worker of a tri-borough initiative working across Barnsley, Doncaster and Rotherham.

**Chaired by Ada Gokay, Difference Leader**

Ada is a maths teacher, Difference Leader, and Associate Senior Leader at Wac Arts College in North London. Ada has worked in inner-city London schools and as a teacher-trainer for Teach For Bangladesh. She brings expertise in high-quality teaching and staff development to Wac Arts, an alternative provision 14-19 school.

Room  
0-314

***High staff morale & low exclusions: A different approach to whole-school wellbeing (14:20 - 14:55 and 15:00 - 15:35)***

Tom Shaw (Carr Manor, Leeds), Shaun Brown (The Difference)

Hear from experienced leaders on how they have driven culture change within schools, leading to reduced exclusion and boosted wellbeing.

In conversation with Shaun, Tom will outline how their schools have developed inclusive systems and cultures. With examples they will consider:

- How do you recognise all children's Learning, Wellbeing and Safeguarding needs?
- What do you do to support these needs?
- How does this positively impact on outcomes for the most vulnerable?
- How does this support staff in your school to respond more effectively and maintain positive morale?

**Tom Shaw, Carr Manor Community School, Leeds**

Tom is Head of Character at Carr Manor school, where he is responsible for the pastoral approach within the school - including the use of mixed-age "coaching circles" in place of traditional form tutors and classes. In his post, Tom has worked with Lancaster university on their research into restorative practice and nurture groups; with Hilary Cremin at the University of Cambridge in her study of teachers' roles in mediating peer conflict. Carr Manor was recently profiled in the Department for Education's Children in Need Review, and praised for its positive outcomes for pupils interacting with the care system.

**Shaun Brown, @TheDifferenceEd**

Shaun is a specialist in whole-school inclusion, trauma-aware practice, multi-agency working and contextual safeguarding. After working as a Head of Geography for several years, Shaun became more interested in the pupils who were falling through the gaps. This inspired Shaun to spend a decade teaching and leading in pupil referral units, before returning to Thomas Tallis - a large mainstream secondary school - where he applied this expertise in his role as Deputy Head for Inclusion, to reduce exclusion and improve attendance. Shaun's innovative safeguarding work has achieved national recognition from Ofsted. He is now Programme Director for The Difference.

<p><b>Room 1B4</b></p>	<p><b><i>Using literacy &amp; storytelling to improve empathy (14:00 - 14:35 and 14:40 - 15:15)</i></b>  Abigail Maw &amp; Chris Rowbotham (Springwell Learning Community, Barnsley) chaired by Difference Leader, Elizabeth Denton</p>
	<p>This session is particularly relevant for classroom teachers; teaching, learning and curriculum leads; and teachers with pastoral responsibilities.</p> <p>Springwell Learning Community is a partnership providing special and alternative education for the community of Barnsley. In this session, hear about how they use the curriculum to do amazing work with young people who experience social, emotional and mental health challenges. Across the Springwell Learning Community the curriculum has been constructed in such a way that there is flexibility and personalisation in order to respond to the individual needs of each child, rather than the child struggling to fit into a one size fits all curriculum. In their holistic curriculum, consideration is given to the development of the whole child: their intellectual, spiritual, emotional, social and physical development. Before any child can begin to learn they need to feel safe, secure and understood, and so emphasis is placed on developing positive relationships with the children.</p>
	<p><b>Abigail Maw, Springwell Learning Community</b>  Abigail has worked at Springwell for the past 7 years. She started working at Springwell Special and Alternative Academy as a volunteer in 2012 after finishing her degree. Following this, she worked as a teaching assistant in the special and PRU setting while completing her PGCE in English. Abigail is now joint literacy lead across KS3 and KS4. Abigail is a strong advocate for unconditional positive regard, the power of relationships and trauma informed practice.</p> <p><b>Chris Rowbotham, Springwell Learning Community</b>  Chris has extensive experience holding both teaching and leadership roles in secondary teaching in Sheffield. Most recently, he has become Lead in Literacy at Springwell Learning Community (special education and PRU). He is a firm believer in the power of lifelong learning and second chances.</p> <p><b>Elizabeth Denton, Difference Leader</b>  Elizabeth is a Senior Leader and Difference Leader at Mayesbrook Park School in East London. Elizabeth is particularly passionate about mental health and how schools can develop their responses to students' social and emotional needs.</p>

Afternoon Session 2: 3:00 - 3.35

Room  
1B1

***A quality education for all: challenges and successes in AP school turnaround (15.00 - 15.35)***

Mark Vickers (Olive Academies) and Dave Whitaker (Wellspring Trust)

School turnaround is a tough challenge in any context. How do you go about improving the quality of a failing PRU? Of particular interest to school leaders and those working in alternative provision, this session will explore school turnaround case studies amongst schools serving excluded learners - with implications for all leaders on how to create aspirational and sustainable organisations.

To say that the most vulnerable young people need the best education is one thing. Leading schools that are able to meet the scale of this need can be another. Throughout their careers both Dave and Mark have worked hard to ensure that their schools provide the highest quality education to the young people who need it the most. They will discuss how they have done it, what difficulties they have faced along the way, and how they have demonstrated compassion to everyone they work with.

**Mark Vickers, CEO Olive Academies, @OAMarkVickers**

Mark leads Olive Academies, a trust of three alternative provision schools in the South East of England. Prior to this, Mark led Manhood Community College, helping transform it from a school placed in special measures to a thriving, over-subscribed school with high recognition from Ofsted. Mark's work with PRUs and alternative providers across the South-East has ensured that improvements have been secured in a range of challenging and complex contexts. Mark has also worked as a school inspector and was a founding trustee of the PSHE Association. Mark has a Masters in Education from the University of Brighton, an NPQH, and the Professional Qualification for School Inspectors.

**Dave Whitaker, Director of Learning, Wellspring Trust, @davewhitaker246**

Dave is Director of Learning for the Wellspring Academy Trust. As a former Executive Principal of SEMH Special and Alternative Provision academies, he now has responsibility for 11 such academies across Lincolnshire and Yorkshire. Dave is a National Leader of Education and leads the Positive Regard Teaching School Alliance. Positive Regard works nationally supporting schools with behaviour training which draws on years of experience working with the most complex and vulnerable of children. Based on an ethos of 'unconditional positive regard' Dave's schools use relational, trauma-informed practice to make them safe and caring places to learn. Dave has recently been a member of the DFE's Timpson Exclusions Review expert reference group, he is a founder member of the Headteachers' Roundtable think tank, and is chair of The Difference Programme Board. He is a regular speaker at conferences and an active campaigner for educational

	change.
<b>Room 1B2</b>	<b><i>Developing whole-school inclusion through the culture of a crew (3.00 - 3.35)</i></b> XP Doncaster
	This session will particularly appeal to teachers and leaders interested in taking an innovative approach to education, led by creating citizens with careers in the modern world.  XP School are doing something new. As a community school with a random admissions process, you might not expect to see lessons replaced with expeditions, or classes arranged as “crews”. But the strong sense of community purpose and emphasis on high academic outcomes mean that how we ‘do’ inclusion in 2019 doesn’t have to follow the same old script. Come to learn how XP are writing a new one.
	XP is an 11-19 mainstream secondary school in Doncaster, UK and is part of the XP Multi-Academy Trust. XP opened in September 2014 and is heavily influenced by the practices of High Tech High and EL Education (Expeditionary Learning) schools, USA. Deliberately small and personalised, the curriculum is delivered through cross-subject learning expeditions. They focus on high academic standards, character development, and students producing ‘beautiful work’.
<b>Room 1B3</b>	<b><i>High staff morale &amp; low exclusions: A different approach to whole-school wellbeing 2.20 - 2.55 and 3.00 - 3.35)</i></b> Tom Shaw (Carr Manor, Leeds), Shaun Brown (The Difference)
	Hear from experienced leaders on how they have driven culture change within schools, leading to reduced exclusion and boosted wellbeing.  In conversation with Shaun, Tom will outline how their schools have developed inclusive systems and culture. With examples they will consider: <ul style="list-style-type: none"> <li>• How do you recognise all children’s Learning, Wellbeing and Safeguarding needs?</li> <li>• What do you do to support these needs?</li> <li>• How does this positively impact on outcomes for the most vulnerable?</li> <li>• How does this support staff in your school to respond more effectively and maintain positive morale?</li> </ul>
	<b>Tom Shaw, Carr Manor Leeds</b> Tom is Head of Character at Carr Manor school, where he is responsible for the pastoral approach within the school - including the use of mixed-age “coaching circles” in replacement of traditional form tutors and classes. In his post, Tom has worked with Lancaster university on their research into restorative practice and nurture groups; with Hilary Cremin at the University of Cambridge in her study of teachers’ roles in mediating peer conflict. Carr Manor was recently profiled in the

	<p>Department for Education's Children in Need Review, for its positive outcomes with pupils interacting with the care system.</p> <p><b>Shaun Brown, @TheDifferenceEd</b>  Shaun is a specialist in whole-school inclusion, trauma-aware practice, multi-agency working and contextual safeguarding. After working as a Head of Geography for several years, Shaun became more interested in the pupils who were falling through the gaps. This inspired Shaun to spend a decade teaching and leading in pupil referral units, before returning to Thomas Tallis – a large mainstream secondary school - where he applied this expertise in his role as Deputy Head for Inclusion, to reduce exclusion and improve attendance. Shaun's innovative safeguarding work has achieved national recognition from Ofsted. He is now Programme Director for The Difference</p>
<p><b>Room 1B4</b></p>	<p><b><i>AP innovation funding: what we do and how it works (3.00 - 3.35)</i></b>  Joanne Meredith, The Tutor Trust and Emma Jones-Holding, Talk, Listen, Change</p>
	<p>The session will explain the intervention package being piloted in alternative provision schools by The Tutor Trust and Talk, Listen, Change. Suitable for all teachers and school leaders.</p> <p>Young people in alternative provision often face multiple barriers. The Tutor Trust will discuss their project The Right Angle, in collaboration with TLC: Talk, Listen, Change, designed to support children in alternative provision and their families. The aim of The Right Angle is to combine academic and therapeutic interventions to support young people to reach their full potential. The project, part of The Alternative Provision Innovation Fund, pilots new ways of supporting young people who are not in mainstream schooling.</p>
	<p><b>Joanne Meredith, The Tutor Trust</b>  Jo joined Tutor Trust in January 2019 as Quality Manager, responsible for their work in Alternative Provision. After graduating from Bangor University Jo began her career as a teacher of Chemistry. Jo has over 20 years' experience in senior leadership including Headship, with wide-ranging involvement in both mainstream and Alternative Provision settings.</p> <p><b>Emma Jones-Holding, Talk, Listen, Change</b>  Emma is the Head of Counselling at Talk, Listen, Change (TLC). The charity provides counselling to support young people to help them to develop improved emotional wellbeing, increased resilience and improved relationships.</p>

**Closing Keynote: Kiran Gill, The Difference (3.40 - 4.00)**

**Main Hall**

*The conference will close with a short talk from Kiran Gill, CEO of The Difference. Kiran will pull out some of the key threads from the day; the work ahead for The Difference movement; and the role you can play!*

## Half term 1: Growing

By Irene Ogunseitan, October 2019

### Shit-and-sugar!

‘That’s the nickname you’ve given yourself? You shouldn’t call yourself that. I’m not calling you that. Just Sugar, right?’

I am sitting on the stairs with Audrey, who has walked out of her lesson. We are writing a list of things that she likes about herself and she isn’t finding or making this easy. Nothing comes quickly to mind so I have to prompt her with the things that I have noticed.

‘You’re kind.’

‘You’re friendly.’

I don’t teach her year group, but that is one of the things that I have noticed about my new setting, it really doesn’t take long to get to know the entire school. This is, of course, to do with the numbers and the size of the building. It’s so much smaller than any school I have worked in before that sometimes I even bump into myself.

It’s also the nature of the children and the staff.

Communication is essential here. Emails fly thick and fast, but corridor life here is a big part of our school culture and I easily get my 10,000 steps escorting students back into lessons and resolving incidents.

It has not been easy. It seriously has...not...been...easy. My first week was spent ducking from a barrage of insults, rejection and the occasional pen.



‘Who does this woman think she is?’

‘Why are you here?’

‘Don’t talk to me!’

‘Don’t f\*\*\*king look at me!’

I crawled into bed one day that week absolutely exhausted only to look at my phone and see it was only 8.30pm.

I questioned my choices that first weekend. What had I done? Text messages telling me that I was missed at my previous school did not help. But something clicked on the Sunday night. I didn’t feel anxious about work on Monday. I didn’t feel the same mental exhaustion I had often felt in mainstream. I was tired, yes, but the emotions drained away readily.

Initially, I found this confusing. I can only think that it is because it was never been the students’ behaviour that caused my stress but rather workload, other adults and workplace practices which hampered my ability to support students appropriately.

Almost like that house plant you thought was doomed but you wake up to find is suddenly budding, I have found that each day has started to bring with it little joys and tiny successes. Whole days have passed where I haven’t heard a single insult – except for Aaron’s fixation with wanting to

comb my 'picky' afro, and Emily's absolute disapproval of my outfits. Students and parents are starting to share with me their dreams, their pain, and their interests.

Later in the day when Audrey was making mischief in her Art lesson, I looked at her with raised eyebrows and said 'Sugar?', she smiled and sat down to get back on with her work.

I am becoming, if not part of the furniture, at least a fairly healthy house plant.

I'm still an object of curiosity and as a member of SLT a target of students' anger and issues with authority.

One thing that really helped me in those first weeks was the supervision session with my passionate coaching group with other Difference leaders. I shared my concerns about the aggression that had been directed at me and the number of lessons where nothing had been achieved except students revelling in the opportunity to ridicule me. It was really helpful just to hear people who were sharing a similar experience express empathy.

What really made things click for me was the suggestion to accept this part of the journey was about relationship building and it didn't matter at this point that evidence of progress was absent from their books.

I wasn't going to get that without some trust being gained. Colleagues have also been kind and offer advice and encouragement on those days when things aren't going so well.

It truly is so very much about making those connections and being prepared to be vulnerable. These students don't just want to know that you care, they want to know

why. I have had to climb out of my teacher box and back into my human box.

I know that many aspects of my own childhood should have made me a statistic. Sharing some of these personal experiences, has helped the children trust me just that little bit more than they did before that supervision session.

I know that for many people our students are already statistics. There is a stereotype of these children that will come to mind for many.

Honestly, our students do not conform to a typical profile. They are from racially and socio-economically diverse backgrounds. There are school refusers, students with diagnosed learning difficulties, students with undiagnosed learning difficulties, students in gangs, students with anxiety and depression, children in care and children who are carers.

One thing that I can see clearly is that underneath the eruptions of anger is a lot of sadness, and under all the bravado are young children who really need boundaries wrapped up in a package of love and kindness.

Audrey and I are completing her list as the bell goes. I've written most of it but then she says 'I never give up' which makes me smile from ear to ear as I write it down.

**That's exactly why we're here.**

*Irene Ogunseitan is one of the first ten Difference Leaders, working across London. If you want to apply for Cohort 2 in Yorkshire & the Humber, the North West or London and the South of England, [express your interest today](#)*

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# First Floor

