

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 300 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

- 53% of leaders have been able to take on increased pastoral and inclusion responsibility after completing the ILC
- A national reaching network, working with 43 MATs and 13 LA partners across the country to find out 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

Whole-School Inclusion Principles

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

Want to learn more?
Scan the QR code to be kept up to date with the latest course info



The Difference INCLUSIVE LEADERSHIP COURSE From Exclusion to Inclusion

FOR THE WHOLE SCHOOL...

Reduce exclusion and improve attendance through improved 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

- 80% of schools engaged with the ILC have reduced both internal and external exclusions
- 82% of schools reported improved de-escalation of behavioural incidents
- Improved recognition and response to the harmful behaviours of students
- Identified opportunities for wider and more productive parental engagement

Professional Development
for senior leaders

Supporting all staff

Improving whole-school outcomes

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 schools
- 100% of ILC participants have cascaded CPD from the ILC across their staff team
- Framework and resources for school leader and all staff group reflection and supervision



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
- Individual school cost = £3450 per leader
- MAT and LA school group cost = £2650 per leader

ILC impacts reported by 250+ leaders

100% leading school improvement based on new learning

80% reduced internal and external exclusions numbers

82% improved staff de-escalation of incidents

To hear from our school Leaders scan the QR code



APPLY NOW

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 models
- 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#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 & 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#5: Restorative Practice and Compassionate Minds

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

- Establishing the value of repair in reducing escalation and repeat exclusion
- Exploring scaffolded and scripted approaches to restorative practice
- Developing a universal approach to restorative practice

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

Assignment #5:

- Identifying a priority focus and outcome measures for the new year
- Data collection for the Leading Inclusive Change project

ILC#2: Trauma-Informed Practice

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

- Understanding the roots and impacts of trauma
- What are the key principles of Trauma-Informed Practice?
- Who is Trauma-Informed Practice for?

- 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 that supports the development of TIP

ILC#4: Contextual Safeguarding and Community Voice

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

- Who is Contextual Safeguarding practice for? All staff and every student
- Recognising and responding to harmful and abusive behaviours in school

- Why is student voice important?
- What does it look like when it is valued and impactful?
- How can we support effective practice in student, parent and staff voice?

Assignment #4:

- Evaluating Student Voice opportunities in your school to improve reach and impact

ILC#6: Framework for Leading Inclusive Change

- Sharing learning from Assignment #5
- Sharing implementation and impacts from ILC#5

- Looking back across the year and moving forward from the ILC
- Exploring the connections between different Relational Practices

- Introducing the Leading Inclusive Change Framework
- Sharing strategic priorities and their outcome measures
- Identifying key interactions and the relational practice which will improve them
- Planning and presenting professional development plans for the new year