

Reducing Inappropriate Exclusions at Secondary

A school-led enquiry project for equity and quality

What is the problem?

Too many learners in mainstream school provision are at risk of being inappropriately excluded: every day, 35 pupils are permanently excluded from schools in England (IPPR, 2017). Some learners are more at risk than others; pupils with SEND, adverse childhood experiences, and from certain ethnic groups are at least twice as likely to be excluded than their peers.

A 2018 Commons select committee has called the rise in inappropriate exclusions a scandal and ‘an obstacle to social justice and the educational ladder of opportunity’.

What can we do?

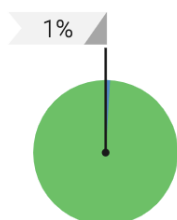
Whole Education will be piloting the use of British Columbia’s Spirals of Enquiry model in secondary schools as a framework for reducing inappropriate exclusions.

The model supports small school teams to take an enquiry-led, evidence based approach to teaching & learning; one that focuses on making the education system more equitable for those in severe adversity or disadvantage.

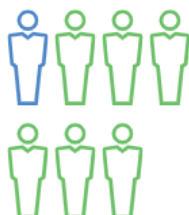
Whole Education has supported over 100 schools to transform outcomes for their learners through Spirals of Enquiry. This project will support secondary schools to use the Spiral over two years from September 2019 focusing on KS3 pupils at risk of exclusion.

“Excluded pupils are being failed by the education system”

Commons Select Committee, 2018



Just 1% of excluded pupils achieve 5 or more GCSEs



Pupils with SEND status are 6 times more likely to be excluded

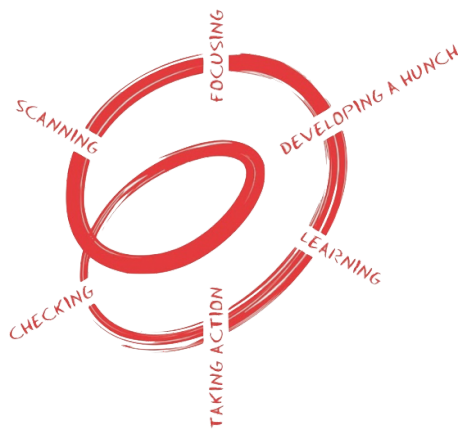
£2.1B

Future cost of excluded pupils in education, health, benefits and criminal justice

Spirals of Enquiry

Designed by Drs Judy Halbert & Linda Kaser, Spirals of Enquiry is tried and tested in over 70% of British Columbia schools.

Working through the spiral, school teams gain a deep understanding of the learners' experiences and use these insights as the basis for evidence-informed action.



It is underpinned by high quality research on effective professional learning and the OECD 7 principles of student learning. Extensive evidence shows that there is a significant positive professional impact for teachers who participate in the project as well as for the students who are the focus of the enquiry.



I found the framework transformative, as it allowed me to build more positive relationships with disengaged students.

I wasn't focusing on the negatives with them, instead I really listened to them and was able to adapt the curriculum to ensure their learning styles were fully met and there were opportunities for them to shine, instead of fail.

Secondary Assistant Head
2018



Big enquiry questions

01

What is going on for our learners?

02

How do we know?

03

Why does it matter?

...and what are we going to do about it?

The project



School teams collaborate together



Teams learn & use the Spirals framework



Training days and regular touchpoints



One to one coaching support throughout



Full evaluation of impact on students

*Funding available for 12 schools to take part in the full evaluation project. Additional schools may take part without the full evaluation.

Get in touch

To find out more or to register your interest please get in touch:

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Or visit wholeeducation.org to find out more about Spirals of Enquiry