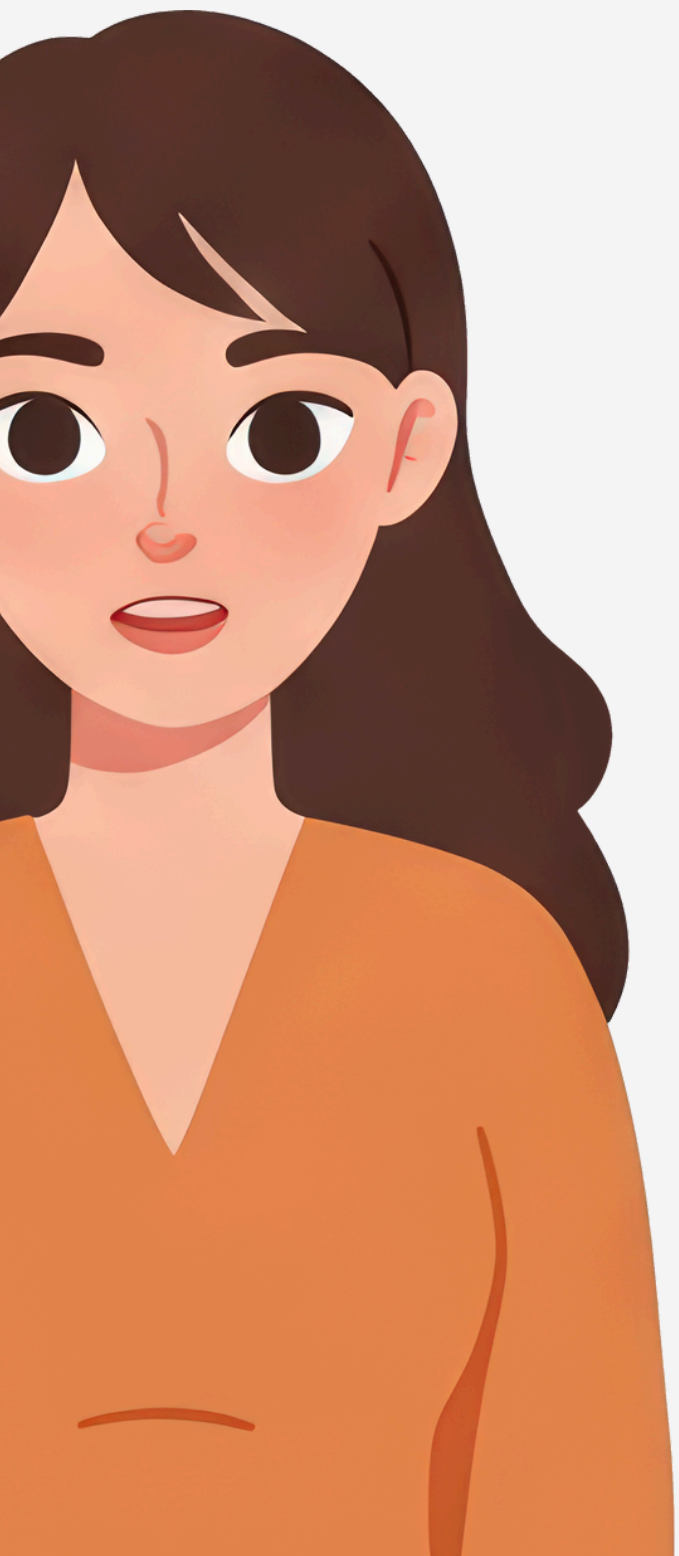


Surviving the School System... from very different angles



This isn't just a workshop – it's a window into the lives of families like ours, whose children are being broken by a system that was never built for them.



This is the story of a boy, a girl,
a parent and a head!



We want you to feel what it's like.

Not just know the facts

*We want you to see two very real children
not case studies, but humans
being shaped in opposite directions by the
environments around them.*



Meet Charlie

14 x fixed
term exclusions

Detentions

Defiant, disruptive
and dangerous to the
learning of others.

We have to
contact the
police



Charlie is
in isolation

Charlie is out
of circulation

Failed
Managed Move

We will need to
look at permanent
exclusion

Also Charlie - Same age

Self taught
guitarist

Predicted
Grade 8s

Lead guitarist in a
youth talent show



Self taught
pianist

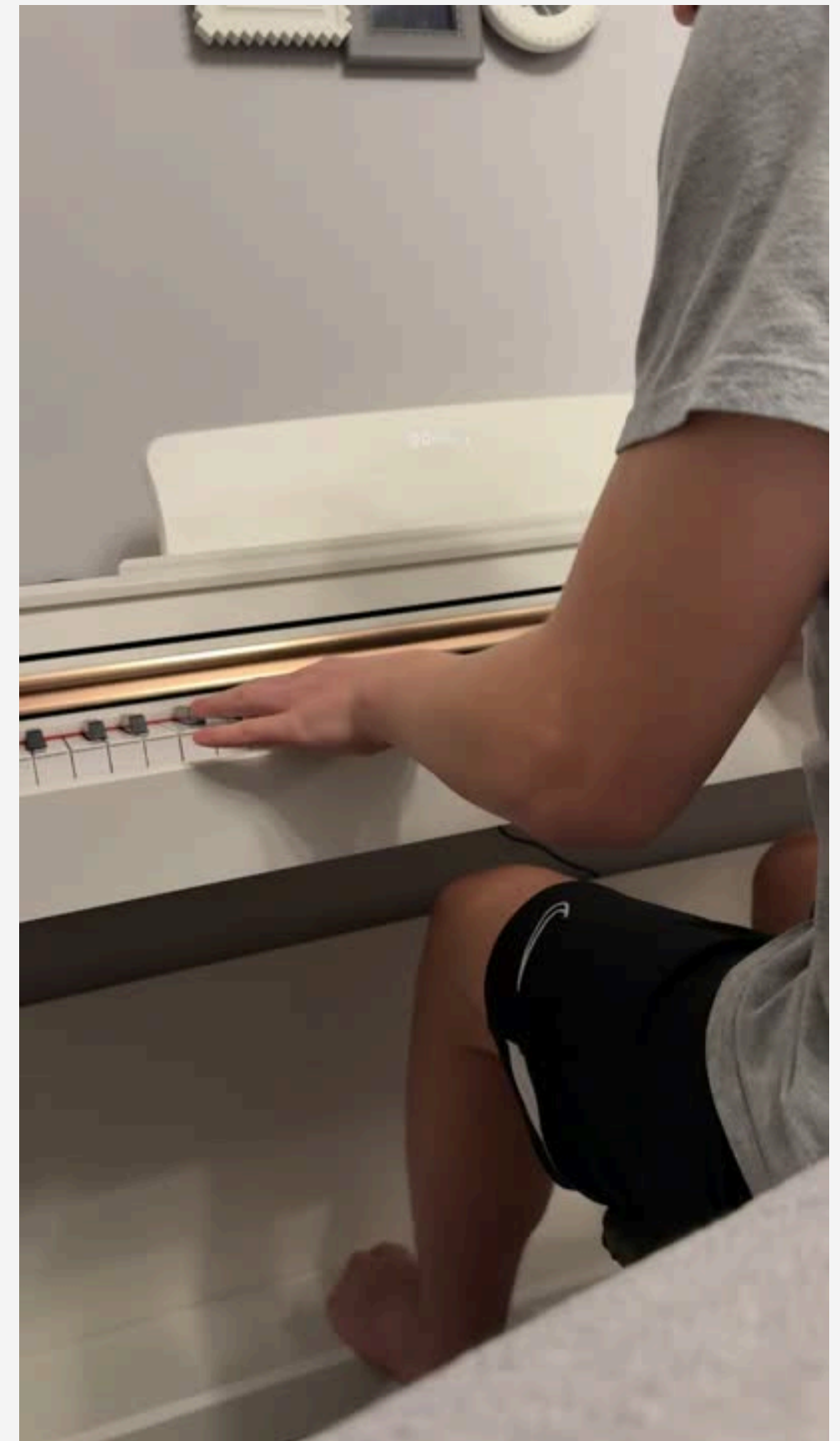
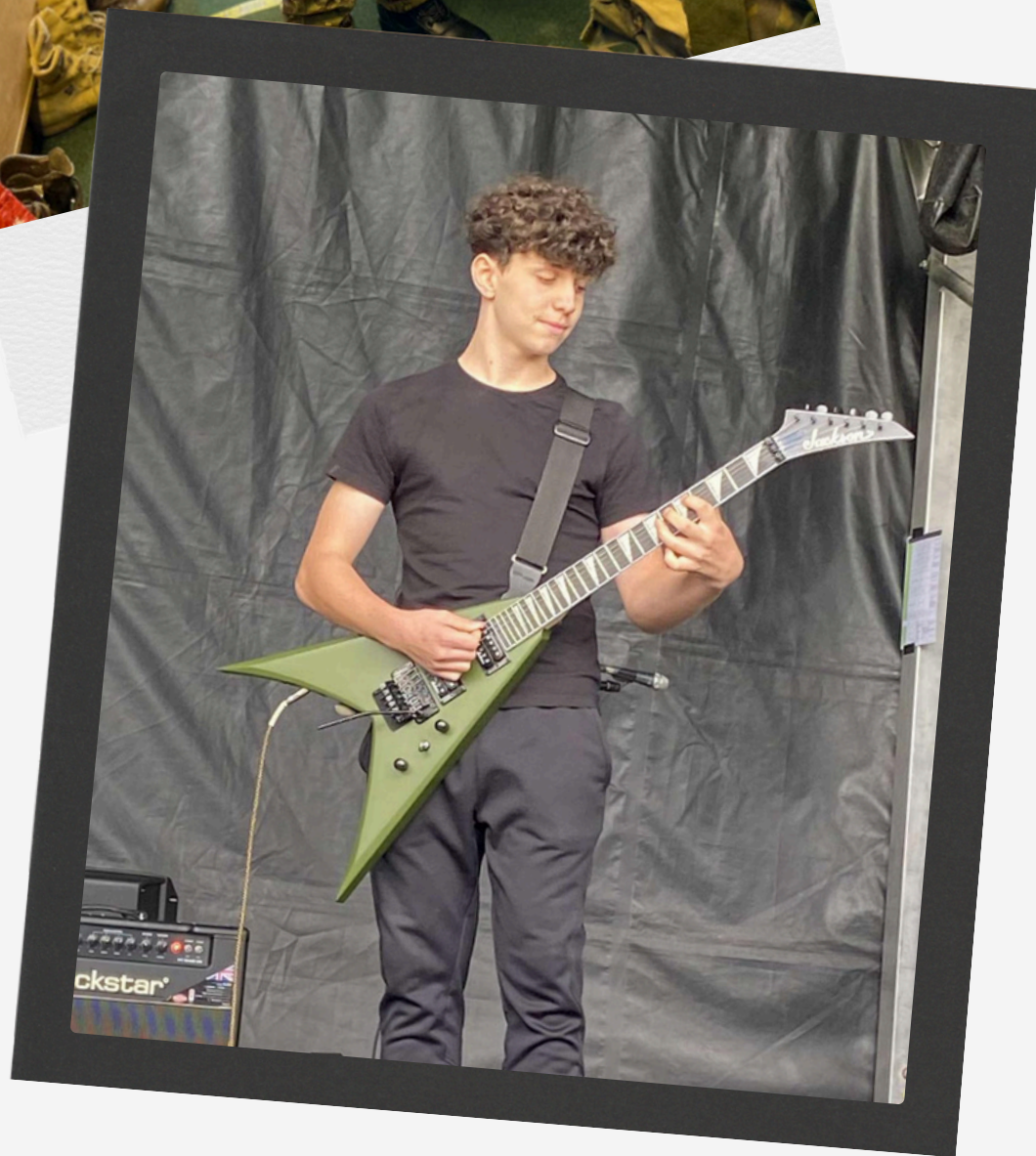
Marching in
uniform as
an RAF
cadet

Duke of
Edinburgh Award
Exemplary

Outstanding
performance in
simulated PE lesson



This is the same boy, at
the same age - in two
different environments.
One that punished his
difference.
And one that recognised
his strengths.



Meet Sara

A parent and a Headteacher



Meet Ava

Masking

*Suicidal at
9 years old*

*Drawing images
expressing
her desire to die*

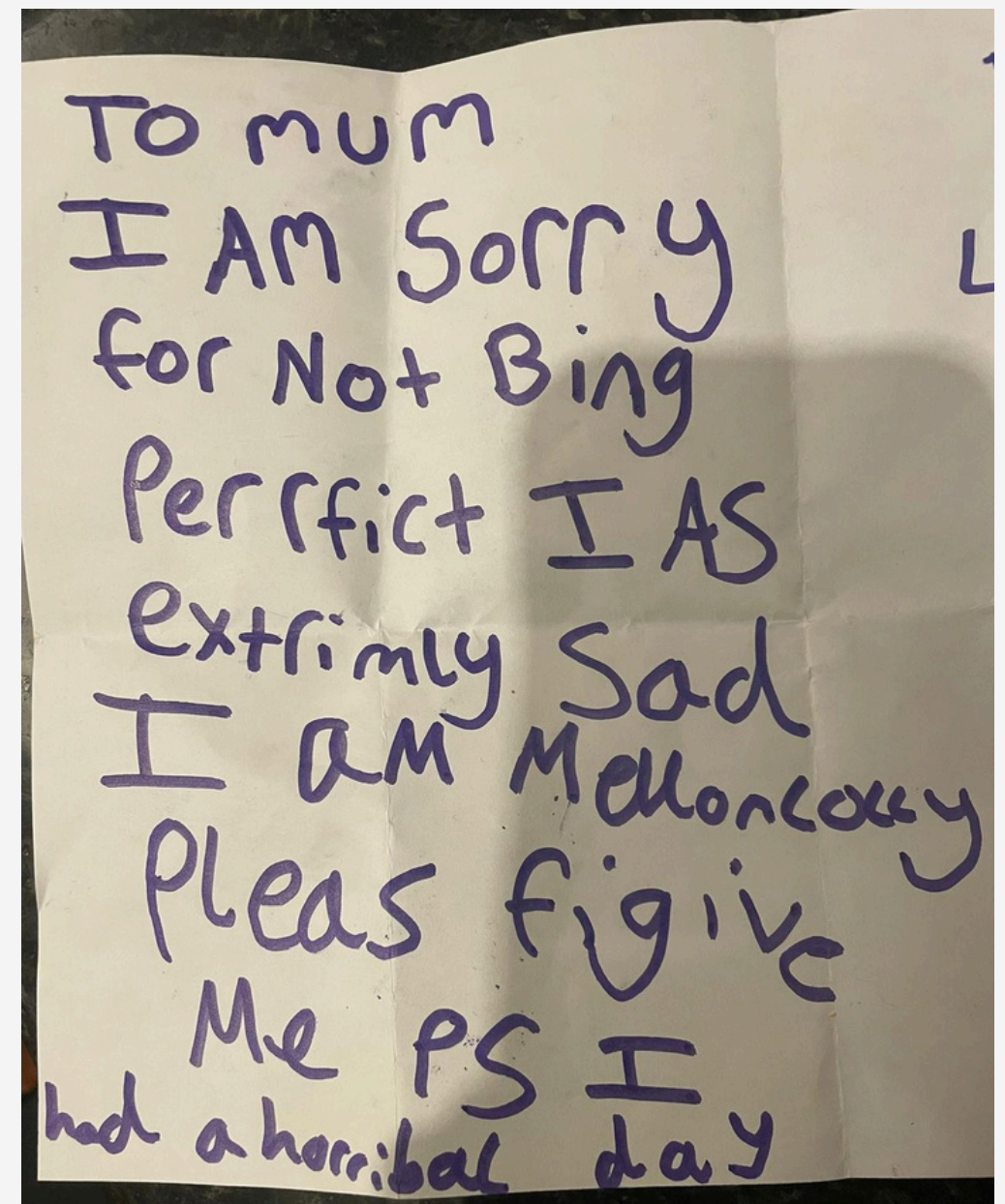
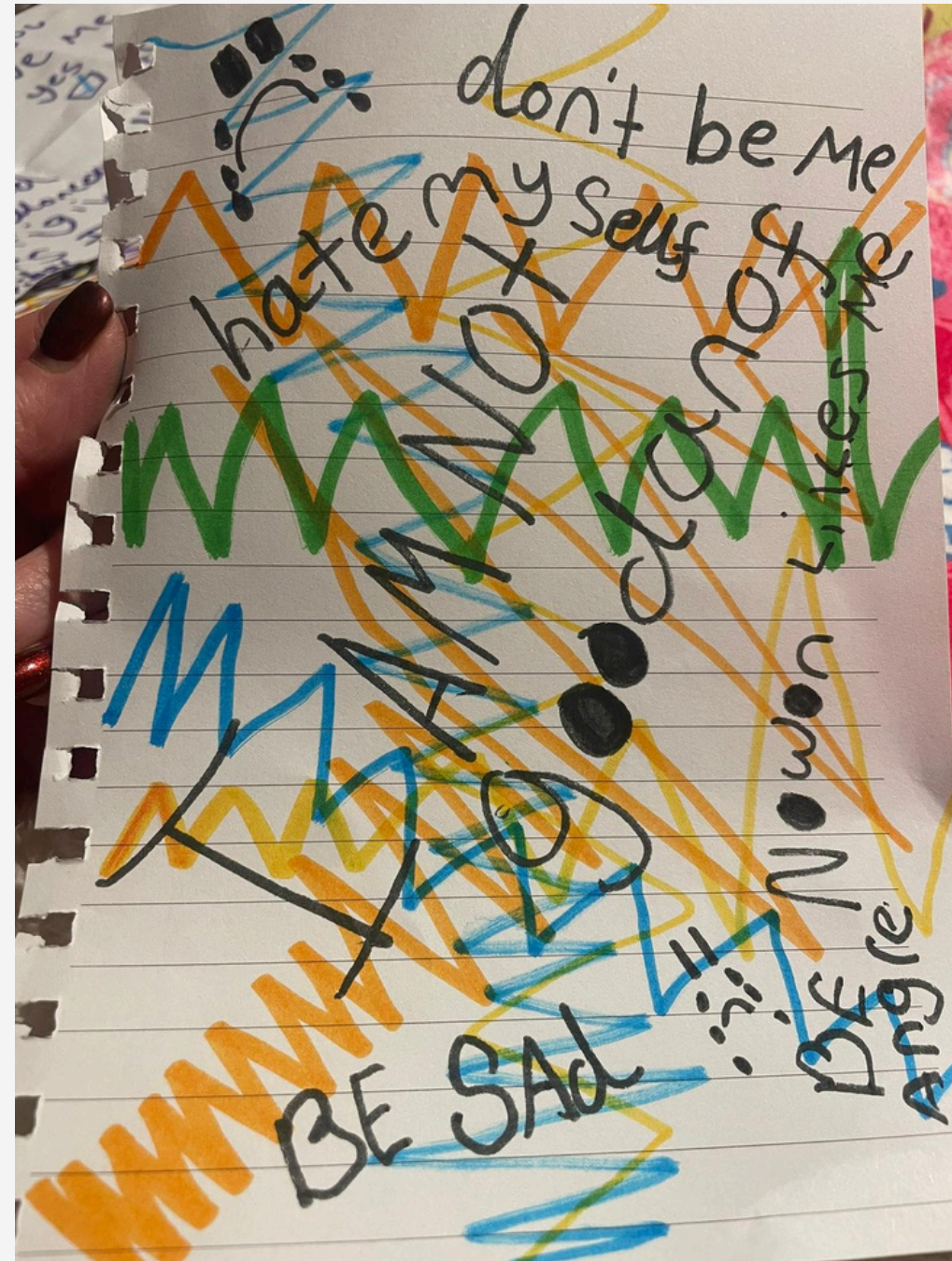
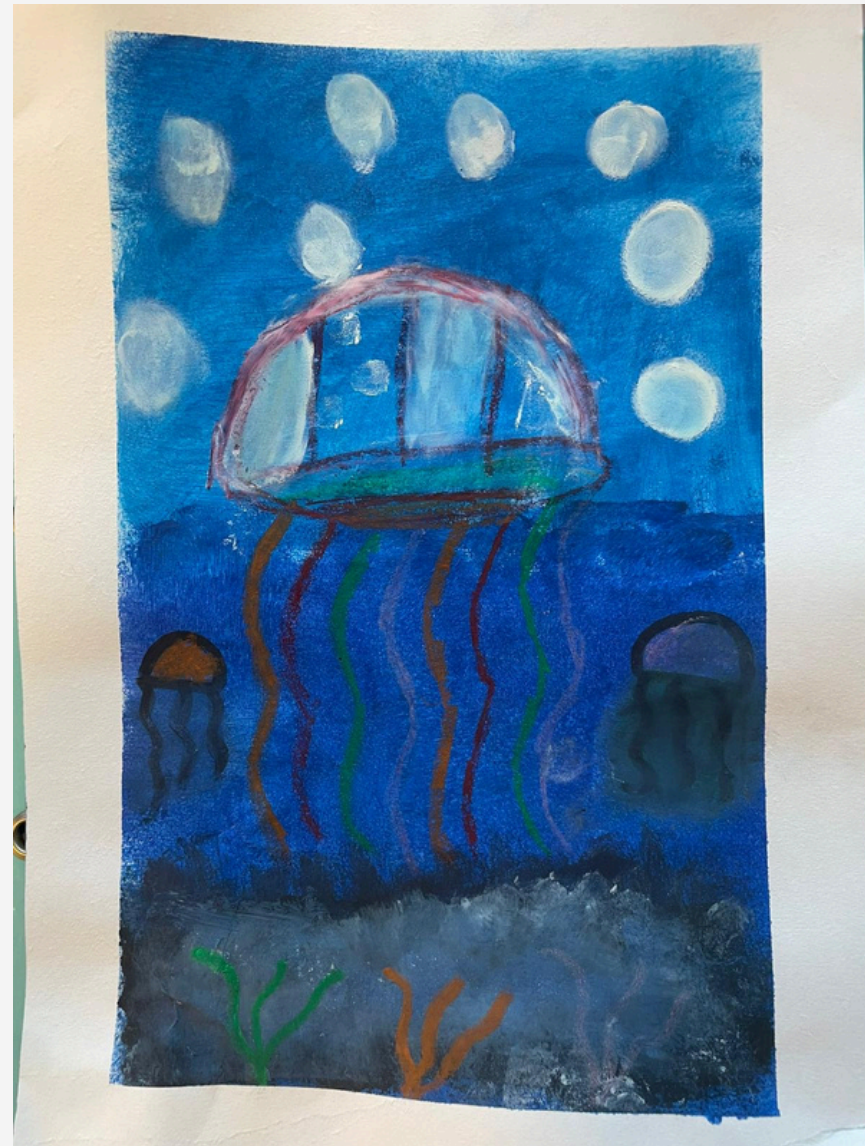


*Compliant and
quiet in school*

Desperately sad

*Feeling helpless
& stupid*

Trigger Warning



Also Ava

Confident

Self-taught Level 8
gymnast

Shining

Member of a
Gymnastic Squad



Autistic/
ADHD

Bright &
creative

Extraordinary
artistic talent



This is the same girl, at the
same age - in two
different environments.
One that dismissed her
needs.
And one that recognised
and supported them.

A Parent's Cost of Fighting

If I hadn't fought to the death, my son would've been excluded...

If I gave up fighting to the death, my daughter would still be suicidal..

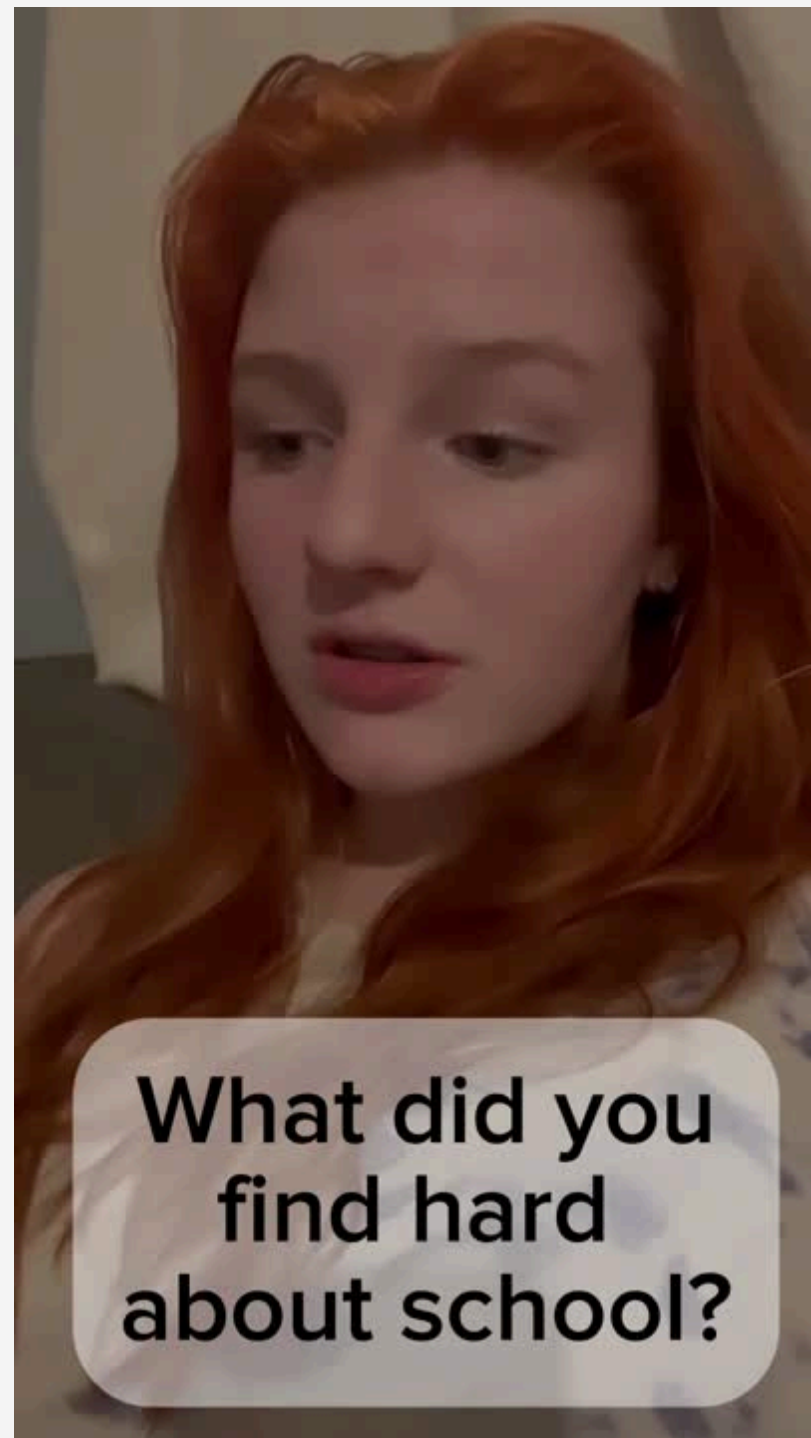
It almost broke us...

Exclusion Stats

Children with SEN Needs
(autism, ADHD, dyslexia, etc.) make up
15% of school population but account for
47% of permanent and **45%** of fixed-term exclusions .

3107 children were
permanently excluded in the UK
in Spring Term 2024

38% of these were for
persistent disruptive
behaviour



Suicide Stats

Children with SEN have approximately 50% higher suicide risk compared to peers.

In 2021, suicides among 15-19-year-olds in England rose by 35%, from 147 to 198 – the highest in 30 years

Nearly 25% of 11-16-year-olds with mental health issues have self-harmed or tried suicide

What now?

A Survival Guide for Parents Facing
School Behaviour Battles



Practical support for parents on the edge

by Emma Whitehouse
Bright Path Mediation



Parent's Survival Guide

Download
the free
guide here



Prison Stats

Out of 3,000 adult prisoners, those who had been excluded from school were convicted **six years younger** than peers—often around 12 instead of 18.

65% of UK prisoners have a reading age of ≤ 11 years, and most left school undiagnosed with dyslexia or other learning difficulties.

30% of prisoners are dyslexic, with up to **60%** having serious literacy/numeracy deficits

50% of prisoners show signs of neurodivergence that affect engagement

What Educators Can Do

Practical Steps to Support Neurodivergent Children

- Challenge rigid policies
- Normalise reasonable adjustments
- Create and protect quiet, safe breakout spaces
- Make relationships the foundation
- Invest in comprehensive, ongoing neurodivergence training for all staff
- Early identification and support are critical.
- Push back against Local Authority delays

Research suggests that up to 75% of autistic girls remain undiagnosed or misdiagnosed during their school years



When these practical changes
become part of the school's DNA,
children who don't 'fit the box'
will not just survive...they will thrive.



PLEASE

*Between us, we bring the voice of a parent who almost didn't survive the system
and the voice of a headteacher who couldn't keep enforcing it.*

And for every professional who knows deep down – we can do better than this.

*Let's build systems, let's make our children strong, resourceful and employable
Let's celebrate and challenge our strong personalities, not dull them down!*

Let's give our children a future built on belonging – not exclusion.



Contact
US



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