



Grafham Grange School

Agenda for Improvement

July 2015

1. Executive Summary

Following the published Ofsted inspection (July 2015), the RADIUS Trust has agreed key priorities for Grafham Grange School so that it can be made financially viable and function as a stable, safe and life transforming school for all the students. The school will move towards obtaining an Ofsted 'good' rating within 12 months.

The Trust Board has approved key proposals and has prioritised the rejuvenation of the school. The Trust is confident that with the combination of follow up actions and an inspiring vision, Grafham Grange School will be an exceptional environment for children and young people with special needs.

School governance has been enhanced with a new School Improvement Assurance Group (SIAG) to supplement school governance, along with other supportive partnerships to ensure a relentless and uncompromising drive for school improvement. The SIAG enhances governance with dedicated expertise to drive and monitor progress.

The recovery priorities will be embedded in two key plans namely a Post Inspection Action Plan (PIAP) and a new School Development Plan (SDP).

- **Post Inspection Action Plan (PIAP)** – This detailed improvement plan is based on the overarching goal to have all Ofsted inspection recommendations fully delivered and in place by July 2016 whilst addressing the short term turnaround necessary improvements.
- **School Development Plan (SDP)** – This is a steady state ambitious plan for the school over the next 3 years which continues the journey for improvement and a sustainable quality residential special school.

The improvement process will inevitably have a significant impact on staffing with the aim to develop a smaller school model with staff consultation already underway. There will be a transition period of moving from the current staffing complement to the new structure between September 2015 and December 2015. The new staffing structure will fully be in place by January 2016.

Management Structure

From September 2015 the senior team will consist of a Headteacher, an Assistant Headteacher, a specialist Teaching & Learning Consultant, an Interim arrangement for Head of Residential Services, and a School Business Manager. The school management will be supported by an experienced consultant school leader, the CEO of the Trust and a highly experienced School Improvement Adviser. Additionally, a National Leader of Education, a National Leader of School Governance and contracted innovation and improvement specialist support will engage to support the regeneration.

From January 2016, the Senior Leadership Team will be composed of an Executive Headteacher, Headteacher, two Assistant Headteachers, Head of Residential Care Services and a School Business Manager. The team will be continued to be challenged and supported by a School Improvement Adviser (SIA), National Leader of Governance and a National Leader of Education. Ongoing arrangements will be developed through network support from senior leaders of outstanding schools and contracted specialist innovation and improvement specialist support.

2. Review of Progress

The Trust Board has mandated that a formal review of improvement progress should be undertaken to assure parents/carers, LA's and the Trust Board that effective progress is being made at three milestone points as follows:

- Assurance Milestone 1: w/c 7th Sep 2015
- Assurance Milestone 2: w/c 11th Jan 2016
- Assurance Milestone 3: w/c 6th Jun 2016

3. Safeguarding

Safeguarding is the highest priority at this time in the school. Significant systems changes have been implemented and a range of advice and support has been brokered including a new Independent Visitor and contracted support from the NSPCC.

Safeguarding has been embedded as a key priority element of the senior management team functioning included extending the leadership team with the inclusion of the accredited safeguarding lead (CPLO).

The table below highlights the training undertaken by staff during the academic year of 2014-2015:

Training Provided	Provided By	Date
Child Exploitation and Online Safety for Education Child Neglect Child Protection – Refresher Child Protection in Education Child Protection in Sport and Leisure Data Protection Equality and Diversity Preventing Bullying Safeguarding Vulnerable Young People	Educare	Jul 2015
Team Teach Advanced Training	Team Teach	7 th and 8 th Mar 2015
An Introduction to working with children and young people affected by sexual abuse	Surrey Safeguarding Children's Board	27 th Apr 2015
Foundation Module 2 Foundation Module 3	Surrey Safeguarding Children's Board	11 th Jun 2015 16 th Jun 2015
Early Help Assessment Training Lead Professional Training	Surrey Safeguarding Children's Board	21 st May 2015 25 th Jun 2015
Intimate Partner Violence and Abuse: Concerns and implications for practice and current thinking across cultures.	The Tavistock and Portman NHS Trust	19 th Jun 2015
Safeguarding Children – The role of the Governing Body	Babcock 4s	30 th Jun 2015
Managing Allegations Against Staff In Education	Surrey Safeguarding Children's Board	10 th Jul 2015

All new staff employed or contracted to work at the school during the academic year of 2014-2015 have completed Child Protection Training as part of their induction. This induction was provided by a dedicated member of staff to ensure delivery, full compliance and accountability.

The table below highlights safeguarding training scheduled for the Autumn Term 2015:

Training	To Be Provided By	Date
Safeguarding Training 3 Year cover for all staff that attend.	NSPCC	2 nd Sep 2015
2 Day Train The Trainer Course Enables participant to deliver foundation modules 1/2/3	Surrey Safeguarding Children's Board	28 th – 29 th Sep 2015
Child Exploitation and Online Protection	NSPCC	Sep 2015
Combating Bullying	Achievement for All	15 th Oct 2015
Designated Senior Person (Designated Safeguarding Lead)	NSPCC	Nov 2015

Partnership with NSPCC

Partnership arrangements have been developed with the NSPCC in order to further improve, deepen and develop our safeguarding protocols and practices. The NSPCC through their Training and Consultancy service will conduct a full Safeguarding Audit at Grafham Grange School in July 2015. This service will include a full review of current policies, procedures and practices along with reviewing all current recording systems.

Liaison with Surrey Family Voice

As part of developing transparency and the improvement journey for the school, partnership arrangements have been developed with Surrey Family Voice to actively promote and support the needs of our parents, carers and families. The following actions are agreed and planned:

- Grafham Grange School designated as an associate member of Surrey Family Voice.
- Surrey Family Voice will provide regular workshops to parents regarding their service and how they can support the parents and carers of Grafham Grange School.
- Dissemination of appropriate and relevant information provided by Surrey Family Voice to the parents of the young people in our care.
- Hosting of a workshop for staff to explore what it is like from a parent or carers perspective to care for a child with SEN. This workshop will encourage practitioners to develop a greater understanding of the needs of our parents and carers and potentially extend their skill set in meeting these needs.

Immediate Actions

The following key activities have been planned:

Action	By whom	Completion Date
NSPCC safeguarding audit	NSPCC – Supported by Safeguarding Team	21 Sept 2015
Review of current policies and procedures relating to safeguarding	NSPCC – Supported by Safeguarding Team	17 th July 2015
GGs Staying Safe Review Tool	Designated Safeguarding Lead	21 Sept 2015
Designated Safeguarding Lead checklist	Designated Safeguarding Lead	17 th July 2015
Creation of safeguarding evidence portfolio	Designated Safeguarding Lead	17 th July 2015
Safeguarding staff training and development Plan for academic year 2015 – 2016	Designated Safeguarding Lead	September 2015
Post Inspection Action Plan specific to safeguarding	Safeguarding Team (in addition to NSPCC Audit Sept 2015)	Completed

Further Developments

- Appointment of a Trust wide Safeguarding Adviser, with overall responsibility across all three schools.

- Abolition of the Internal Exclusion Room since end of March 2015 and the prohibition of such approaches to behaviour management.
- Detailed improved recording, analysis and learning from serious incidents including physical restraint incidents.
- A significant reduction of the use of fixed term exclusion.
- The development of revised behaviour management rewards and consequences arrangements.
- The introduction of weekly school assemblies and daily whole school meetings relating to pupil engagement in learning.
- Improved communication with parents including the establishment of a refreshed Parents Forum.
- A refreshed approach and frequency of meeting of the school Student Council as one means of listening to the voice of students.
- Significantly more rigorous attention to the selection, induction and support for new employees.
- Adjustments to a revised curriculum timetable and the shape of the school day to more effectively engage pupils in specific targeted learning opportunities.

The key activities and commitments, which remain outstanding, will be subsumed in the Post Inspection Action Plan as a means of rationalising and controlling focus and accountability for improvement actions.

4. Provisions from September 2015

Post 16 Provision

The planning involves the putting on hold post 16 provision on the school main site for the academic year 2015 – 2016. The intention is to build up the Key Stage 4 and 6th Form as pupils progress through the school learning and adopting the culture and ethos of the refreshed school offer and focus on quality provision and environment.

Boarding Provision

A much reduced residential offer will operate in the Autumn Term 2015 with the intention to grow residential provision in collaboration with LA placement officers and aligned more closely to individual pupils statutory EHC plans.

Pupil Groupings – ‘Stage not Age’

To ensure focused, targeted and truly personalised learning, from September 2015, pupils/students will be allocated to one of 6 groups based on their individual needs, not their age.

The groupings (detailed in Appendix 2) are summarised as:

- a. 4 small classes of 3 pupils in each – these groups will have a mix of onsite sessions (e.g. learning for English, Maths, Science & IT, construction, P.E. and Art) and offsite activities (such as Horticulture, Animal Care and Pottery at partnerships schools).
- b. 1 transition pod of 4 pupils – preparation for life curriculum with a mix of onsite sessions (such as P.E. and Art GCSE) and offsite provision (such as work experience and learning for employability training, English, Maths, Science & IT GCSE) with one to one support 100% of allocated time.
- c. 1 inclusion pod of 4 pupils - offsite activities (such as learning for English, Maths, Science & IT), work placements and outreach centres to meet the needs of the individual’s Personalised Learning Plans (PLPs), with one to one support 100% of allocated time.

5. Impact on Pupils/Students

Pupils/students will have the opportunity to settle into their learning environments during the transition period from September 2015 to December 2015.

Pupil/student welfare will be the highest priority with progress and impact review and analysis closely monitored. Our aim is to have life transforming outcomes for all young people on roll and the Trust believes that the new structure and customised provision for pupils/students will support the rejuvenation the school.

6. Financial Plan

Financial projections indicate a deficit in 2015-16 with a steady increase in subsequent years based upon a growing fee income from a rising school roll.

To manage costs in the short term, the immediate plan includes a revised staffing structure of a smaller school model of focused and highly skilled staff (refer to 'Recruiting & Developing Staff' below) required to meet the anticipated requirements of operating a "good" school in Ofsted grade terms.

7. Our 'Vision' For The Future

Our Vision for the 'new Grafham' brings together local, regional, national partnership working. We will develop staff skills so they acquire an understanding of cutting edge developments in theory and practise, which will enable pupils to become more effective learners. Relationships between newly qualified and experienced staff will be developed with opportunities provided to ensure professionals involved in our network are highly reflective practitioners, willing to take risks and support each other to continually enable, extend and enrich experiences within a supportive environment. We will lead a rigorous programme of tracking, monitoring and target setting supported by mentoring, research and extension projects.

From September 2015 Grafham Grange School as a residential 5 day a week provision will have extensive extended school programmes running until 9 p.m. every evening, to accommodate twilight sessions. We will enhance collaboration and the sharing of good practice, information and resources, together with the development of staff expertise across the Trust and other schools through collaborative networking and alliancing. This will enable the young people, families and other members of the community to have readily available access to services at their point of need, building upon well-established multi agency working practices. We will promote the highest standards of educational achievement at all levels and ages, engage with schools and business partners across Surrey and redefine attitudes and approaches to learning. Our determination, desire to achieve and motivation for success will drive Grafham Grange School towards becoming a community where education improves quality SEN services, increases multi agency working and sustains life-long learning. This approach is recognised as crucial in order to accelerate and deepen the spread of effective new practices across the Trust, broaden the range of learning experiences schools are able to offer an individual learner, encourage shared problem solving and responsibility amongst the schools and assist school leaders in accessing specialist expertise and resources to meet specific challenges.

Grafham Grange School is ideally situated, geographically, developmentally and strategically to become a leading SEMH provision Hub (alongside other great SEN schools) within and across the South East. There is commitment and determination to providing life chances and opportunities for our young people in a caring, stable, safe but challenging environment. The focus upon the development of Grafham Grange becoming a hub for innovation and creativity will enable the school to have a wider impact for children and families beyond the walls of the school. The approach and vision places an emphasis on enrichment and enjoyment without losing sight of viewing improvements in Literacy, Numeracy and Information Technology as a priority. We believe that by seizing the opportunity presented by this 'Vision', we will realise our aims of becoming a truly great school.

7.1. Curriculum Offer

There will be a clear structure to the curriculum to meet the needs of pupils ensuring that the learning experience is highly personalised, engaging, innovative and functional, therefore ensuring that on transition, Grafham Grange students have outstanding 21st Century employability characteristics.

To secure good or better learning and teaching at Grafham Grange the school will engage with a quality assured provider, Nisai Virtual Learning, to support delivery of core curriculum skills and accreditations.

The structure has three elements:

- The Core Curriculum including Functional Literacy and Numeracy.
- The Experiential / Resilience Curriculum aims to develop creativity, resilience, digital literacy and employability skills through two partners - Achievement for All (2016) and Nisai Virtual Learning. These two key partners will enable the school to raise standards and aspirations.
- The Waking Hours / Behavioural Change Curriculum focuses on the support and development of residential pupils to provide challenging activities and encourage independent living.

All pupils will have a curriculum which is fully personalised both academically and in terms of their social development.

7.1.1. The Experiential / Resilience Curriculum

The most crucial factor for achieving success with our students is the empathy and deep skills base of staff, insistence on high standards and consistency of approach which enables learning to take place. Consistency is achieved through having a shared approach, careful planning and a focus on expertise for each individual professional. The collaborative process involves education, residential and multi-disciplinary teams working together with specialists and parents / carers to ensure consistency.

All pupils will possess a Personalised Learning Programme (PLP) that will be rigorously scrutinised to maximise and accelerate social and academic progress.

At Key Stage 4 this means being able to:

- undertake extended coursework opportunities, applying acquired knowledge and understanding;
- the opportunity to undertake enterprise and entrepreneurial activity;
- an expectation of being involved in adventurous / personally challenging activity;
- undertaking skills based qualifications; SMSC delivery through curriculum days;
- undertaking vocationally based learning at colleges / alternative provision;
- engaging meaningfully with external role models, coaches and mentors, enhancing elements of resilience and creativity.

At Key Stage 3 this means building on the opportunities offered in the school's physical context:

- enabling young people to follow creative, thematic, aesthetic programmes of study in an outdoor context;
- creating safe and secure opportunities for pupils to deepen self awareness, plan personal development and begin to clarify their needs in relation to family, friends and the world context they live in;
- applying and building a practical understanding of the Key Stage 3 curriculum through themed activities and learning events (days/weeks), plus off site pre-14 vocational options;
- an expectation of being involved in adventurous / personally challenging activity;
- delivering SMSC through site specific themed curriculum days;
- harnessing 21st century digital literacy and technologies opportunities.

7.1.2. The Waking Hours / Behavioural Change Curriculum

The principles below underpin the curriculum of the waking day (extended day) and helps to focus on the core business of this special residential school:

- consistent intervention from, and interaction with, adults;
- undertaking challenging activity and reflecting on the learning;

- learning and trying out new behaviours in a supportive environment;
- delivery of the underpinning of the behavioural change programme that sits at the core of all planned activity.

The school team will work with each young person through:

- **Working together** - socialisation, meal times, activities, responsibility for housework, cooking, looking after each other
- **Learning together** - academic activity, experiential curriculum, supported self study, resilience and life skills programmes
- **Exploring together** - challenging outdoor activities, directed therapeutic interventions and appropriate counselling.

7.1.3. Further Curriculum Development – true blended personalisation based on SEND

- Offer vocational pre and post 14 courses at trusted ‘Outstanding’ school partners and a range of ‘apprenticeship and work based’ providers. This will lead to appropriate ‘Behaviours for Learning’ across multiple educational settings and with greater staffing diversity, hence truly preparing our young people for life beyond school.
- Activate the ‘Step2Progress’ programme (Jan 2016) - a personalised physical exercise programme for pupils/students that aims to improve balance, eye tracking and coordination, which in turn can positively impact on a pupils/students focus & concentration, behaviour, working memory, spatial awareness, sporting ability and processing.

7.2. External Partnerships

There are additional plans and intentions to lock in further partnership activity to lever benefits of additional levels of expertise and best practice. The benefits will include an improved self-evaluation process, external review of progress, gaining support and skills from ‘outstanding schools’ and motivational and refreshing ideas and skill development for employees.

Partnerships are in the process of being secured for implementation from September 2015 with:

- a. 'Challenge Partners' - access to regular, timely and accurate quality assurance evaluations, led by HMI.
- b. 'Outstanding' schools - a twinning process which will provide support and context for all professional teams within the school, as well as access to an NLE and his Federation of outstanding schools.
- c. Trusted and respected partner organisations - to deliver external programmes, including:
 - Go Make it Yours – training staff to excel at goal setting, planning, mentoring and facilitation.
 - Nisai Virtual Learning – personalised high quality online learning programmes for pupils/students rated by Ofsted as ‘Good’.
 - Achievement for All – support programmes to Narrow the achievement gap, improve behaviours and attendance, and build constructive relationships with parents/carers.
 - Participation in the Surrey network of Special Schools involving a two year programme of Research and Inquiry for meeting the needs of emerging and more complex children and young people with learning difficulties and disabilities (orchestrated by Professor Barry Carpenter and Jo Edgerton).
- d. A highly regarded specialist trainer and academic researcher - training and development support to enhance the skills and capabilities of staff engaged and deployed as Pastoral Support Assistants undertaking a two year accredited training programme. Dr Tina Rae, Educational Psychologist and author, and her Associates will provide the design and deliver of this accredited training for this key group of staff.

7.3. Therapy Development

The focus on therapy will be anchored on the specialist input needs as identified in legacy statements and in EHC Plans for individual pupils and includes at minimum:

- Speech and Language Therapy
- Occupational Therapy
- Psychological Therapies (contracted)
- Nursing expertise delivered by Virgin Care

In addition, the integration of therapy through a differentiated multi-disciplinary working using a blended approach to meeting the customised needs of each pupil has begun and will be developed as a feature of the school offer consistent with the approach in other schools nationally and in the RADIUS Trust.

7.4. Recruiting & Developing Staff

The central focus of the school is the development of resilience through positive 21st Century and kinaesthetic based learning – accelerating pupil progress and improving attainment through outstanding teaching within highly personalised and tailored social, emotional and academic programmes. The school has re-evaluated the current staffing to enable this to take place. Evidence indicates that the targeted use of qualified teachers has stronger impact on attainment.

The remodelling, with an emphasis on coaching and mentoring will be followed through to absorb a greater emphasis on:

- Reinforcing learning through fun, and functional, but tailored skills and activities;
- Learning support from Pastoral Support Assistants with co-responsibility for the learning process;
- Social, emotional and empathetic support to all pupils;
- Partnership working (including parents/carers);
- Behaviour management – systems and methodologies;
- Therapy integration and alignment;
- Continuation of direct management of welfare and residential services.

Creating a sustainable challenge and support, quality assurance structure around the school which promotes best practice and an outward looking culture by:

- a. Sharing and implementing the new vision 'The Grafham Way' (see Appendix 1) with all staff;
- b. Engaging a SIA (School Improvement Adviser) who will provide challenge over the long term;
- c. Becoming part of the 'Challenge Partners' network to access regular, timely and accurate QA evaluations to complement and pre-empt any Ofsted processes;
- d. Ensure that staff recruited are the most skilled and experienced with an excellent track record of achievements and who have a relentless belief of all pupils / students to succeed against all odds;
- e. Developing skills and capabilities to influence behaviour norms without recourse to physical intervention except as a last resort. This will be developed by moving the skill base of the staff from Team Teach techniques to the MAPA methodology of managing aggression and behaviour. The benefits of the MAPA programme include the ability to:
 - Establish emotional contact and bonding between staff and pupils through the use of verbal and physical interaction.
 - Allow the expression of anger, frustration, anxiety, and emotions in a safe and controlled environment.
 - Enable staff to explore issues of threat and confrontation with the pupils.
 - Enable pupils to recognise their feelings and to learn to express themselves in meaningful and constructive ways.
 - Safely and appropriately manage RPI's and physical interventions which prove necessary to be used.

- Help pupils identify and adopt alternative coping strategies.
- Help pupils and staff alike develop more meaningful and trusting relationships.

7.5. Governor Development

The plans for the school include a significant focus on developing appropriate governance and accountability from the Governing Body of the school on behalf of the RADIUS Trust. The services of a NLG (National Leader of Governance) has been secured to support the understanding of the Governing body by developing:

- a. Detailed understanding of the role and function of effective school governing bodies.
- b. Understand what constitutes good effective performing school standards.
- c. Clarity of accountability and effectiveness.
- d. Recognition that Governors and Senior Leadership Team members in the school must work seamlessly together to deliver standards of education and care which are second to none.

To drive improvement, the RADIUS Trust Board has approved the establishment of an enhanced governance arrangement for the school through the creation of an expert group operating as a School Improvement Assurance Group (SIAG), constituted to enhance governance and to monitor and drive the milestone developments needed to secure the schools future.

7.6. Community & Sports Development

Vision Statement

The Grafham Grange Sports Partnership's ambition is to enhance community cohesion through the development of attractive provision designed to stimulate, increase up take and sustain participation in sport. This will be achieved by providing a caring, safe but challenging sporting environment which will enable young people to achieve more than they ever thought possible. Working collaboratively with local schools and clubs, we will provide access to physical education and sport for at least five hours per pupil per week. With our improvements, Grafham Grange School will develop into a National Gifted and Talented Sporting Academy for young people with SEMH.

Phase 1 (January 2016):

- Support the PE Curriculum and promote of a wider range of sporting opportunities to enhance health and well being of pupils/students.
- Contract discussions are advanced to secure the partnership input of Arsenal Football club to work with the school to support engagement in learning and to maximise the use of the schools 21st Century sports facility which will also enable greater community participation and partnership working with other special schools.

Phase 2 (September 2016):

- Develop the changing rooms and facilities used for sports and outdoor activities to open up further community access to the state of the art 3G artificial playing surfaces.
- Extend sporting opportunities alongside the Surrey Special Schools Sports Association, through the development of outstanding provision, leading to more and higher quality inter-school sports events and stronger school-club links.
- Implementation of a long term, sustainable strategy for a 'Sports Academy' to serve RADIUS Trust ambitions, Surrey and neighbouring counties with a focus on athletes with SEMH and SEND.

7.7. Future Development of the Main Site

The vision for the Grafham Grange School site is to enhance the use of existing infrastructure and in particular to:

- Develop sports and outdoor activities changing rooms and facilities.
- Develop an in school vocational activities base within the premises and complemented with partnership vocational arrangements with other providers.
- Maximize the use of the school site including its grounds and natural features within the curriculum experience.
- Use of buildings on site as permanent homes for staff to cease. All boarding staff to be resident off-site, but to have access to high quality sleepover accommodation.
- Re-modelling of the school site with regard to both safety and effective supervision as well as to provide a more welcoming environment for the local community:
 - a. Review of hedging and fencing to maximise security and safety
 - b. Clarity of onsite boundaries and permissible use areas
 - c. Removal of unsafe/unusable buildings.
- Partnership with Arsenal FC Junior Elite Squads to develop talent using Grafham Grange facilities week-days, weekends and holidays and with Swindon Town FC for pre-season training.
- Development of off-road/quad bike facilities to be used as a skills and rewards offering for pupils on the roll of the school and to gradually open up the facility to other users for the following:
 - a. development of the facilities tied to the experiential / entrepreneurial curriculum at Key Stage 4.
 - b. use by other schools.
 - c. use by the public.

7.8. Accreditations

As a key part of validating the quality of provision the school envisages ensuring that key features of the school offer are independently accredited. This approach will ensure a built in self-awareness and an independent validation of key aspects of the school offer. This will inspire confidence and credibility and support the continuous improvements. The plan is to achieve a number of recognised and high profile accreditations within 2 years.

Within 12 months

- Secure 'Engage In Their Future' National Awards (recognising and celebrating achievements of students from across the network of 'engage in their future' special schools).
- International Schools Award.
- Arts Mark – Silver.
- Surrey Anti Bullying Charter – Silver.
- Junior and Young Sports Leader Accredited Centre.

Within 2 years

- Challenge Partners 'outstanding School'.
- National Autistic Society Accreditation for meeting the needs of pupils with ASD.
- Achievement for All partner School.
- Investors in People.

Appendix 1: New Vision – ‘The Grafham Way’

HOW WE ACT IN PUTTING OUR PHILOSOPHY INTO PRACTICE		
APPROACH	FOR EXAMPLE	WHY
Act as good role models to the pupils i.e. “do as I do” not “do as I say”.	Apologise when wrong, be punctual, dress appropriately, talk to pupils as you would wish to be spoken to. Use positive body language and tone of voice.	We are trying to teach alternative, more appropriate behaviours. Pupils need to learn that some adults do what they say. It is easier to copy what you see than what you are told about.
Use descriptive praise in every interaction with a pupil.	We can praise achievement, effort and qualities “You were brave to take a guess, even though you weren’t sure” “You tried and didn’t give up; you gave it your best shot” “You have stopped shouting at me and now you are listening” “Even though you are angry, you are not hitting. Your self control is improving”.	Descriptive praise is a way of giving detailed information about what we actually want. It means that we notice and mention the behaviour we wish to encourage. Pupils who are praised want to do more of the things that please us, in order to get our positive attention. As the praise describes what is actually happening, the pupil is likely to believe it and this is likely to increase their confidence.
Act in a consistent manner	Follow routines, do what you say you will do, follow agreed practices; do not allow your own mood swings to affect your behaviour towards pupils. Do not favour or discriminate.	Some pupils need to unlearn that adults cannot be trusted – by seeing that they can and that they are fair. Consistency gives pupils security (eventually), probably the most important ingredient for improvement and establishing relationships.
Enforce simple and clearly defined rules and limits, fairly and firmly.	Do not allow rule-breaking, turning a blind eye, etc. Do not make rules too complicated – check that pupils have understood them before they are broken. Tell pupils you are enforcing them, rather than saying nothing and reporting them later.	Pupils have often ignored or broken rules without anyone saying anything. Equally adults invent rules arbitrarily! This causes confusion and reinforces that adults are unreliable. Consistently applied, rules make life more predictable.
Speak to pupils in a clear, concise manner.	When giving instructions, keep them short – don’t go on and on. Check that you are not using language which pupils cannot understand, or which, if taken literally, will be confusing. Don’t use slang. Check pupils’ understanding by asking questions, and get their attention before you give instructions/speak to them etc.	Pupils cannot always take in long talks or long words; it is sometimes too much information to process. Their attention span may be short. They may only remember the very last thing you said and you may gain a reputation amongst the pupils as a “waffler”.
Express disapproval of behaviour, never of the individual.	“Stealing is an awful thing to do” rather than “You are an awful boy for stealing”.	No one likes to be put down or labelled and where self –esteem and self confidence are already low, such comment can be harmful and long-lasting.
Give praise warmly, appropriately and sincerely at every opportunity. Describe the behaviour that you like.	Notice and comment when pupils have done something right, or haven’t done what they usually do wrong. Recognise even small improvements – do not wait for perfection.	Praise is good for everyone. Success breeds success and positive reinforcement of good behaviour is far more effective than negative reinforcement of poor behaviour.
Be a fair and reliable adult. Avoid letting pupils down whenever possible.	Turn up for work every day; be punctual, fair, and stick to your word. Keep pupils safe from bullying, put downs and any form of harassment etc.	We want pupils to learn to trust adults and have faith in them - this may be a new experience for them. Predictability = security = improvement.
Refer to pupils, their parents, relatives or possessions in a positive manner, whenever possible, and always in a professional manner.	Whatever you may think personally about these matters, only voice that which you would wish them to hear. Do not show prejudice towards anyone. Be the one to mention positive attributes – look for them. Always refer to pupils by their first name.	It is hurtful to pupils and destructive to relationships and is completely contrary to the need to build self-esteem and trust in adults. Parents, home, relatives etc. are often sensitive areas for pupils.
Concentrate upon positives and what can be done, rather than the opposite.	Encourage pupils to compare their efforts and achievements, with their own abilities rather than those of others. Ignore minor negative behaviour and comment upon the positive behaviour you have identified. Where pupils do something wrong, remind them of all the good behaviour that has preceded it and acknowledge this yourself. Celebrate successes, however small.	This helps build self-esteem, self-confidence, and trust.

HOW WE ACT IN PUTTING OUR PHILOSOPHY INTO PRACTICE		
APPROACH	FOR EXAMPLE	WHY
Show tolerance towards pupils exhibiting negative behaviour, but you may show intolerance towards the behaviour.	Pupils are not rejected i.e. staff do not dismiss them because of the behaviour - but having dealt with the behaviour, assume a positive working relationship with them. Pupils are given another chance, and another and another – but staff may make it clear that they disapprove of the behaviour.	Pupils may expect you to reject them – after all, many other adults before you have. To do so would merely confirm their own hopelessness and that adults don't really care for you, only if you're being good. Negative behaviour may be used to test you out – i.e. do you REALLY care?
Listen to pupils.	When pupils are in trouble ask for their version of what happened. Give pupils time – even if you have to delay it until later. Don't interrupt – check that you have heard correctly.	The pupil's view of events is likely to be different from yours – you do not share their difficulties after all. It is a strong message that you value them. Pupils will not expect you necessarily to agree and just getting it off their chest may help.
Be aware of individual needs and how they are being met.	For each pupil in the school can you name two current, priority needs. Be aware of how the activity in which you are involved contributes to meeting needs of the individual/class group.	If we do not meet the pupil's needs we are failing in our task. To meet them we have to know them and how they can be met.
Enable pupils to manage failure in a safe setting	Allow pupils choice, as appropriate, rather than making the decisions for them all the time. Allow them to take on as much as they think they can manage, rather than only what you believe they can manage. Look for opportunities where pupils can be involved in decisions which affect them.	Decision-making is part of growing up and moving towards independence. It can encourage pupils to view staff in a more collaborative rather than an authoritarian role. It can boost confidence through success and ownership and it provides the opportunity to teach pupils how to deal with failure in a constructive manner.
Plan your work for pupils. Then plan every other aspect of the school day.	Attention to detail often prevents difficult situations occurring. Think about classroom work, break times, meetings, assemblies, reviews, sports events, visitors. Difficulties often occur during transition times. Active supervision is crucial.	Events run better when they are planned. Planning is another sign from staff that pupils are important and valued. Needs cannot be met efficiently in an ad hoc manner. Pupils with chaotic backgrounds or life styles need order in their lives.
Behave respectfully. Act towards pupils in such a way that their respect and dignity are not threatened.	Be aware of your body language. Never mock or use sarcasm and avoid personal criticism and any criticism in public, if possible. Knock on doors before entering. Do not discuss pupils in front of others. Address pupils courteously and by all means expect this to be reciprocated. Show sensitivity and caring towards pupils who are distressed and unhappy whatever the actual causes or eventual outcome.	Pupils are often fragile individuals and cannot withstand attack. They are also young people with rights – even if they don't respect the rights of others at all times. They are other people's children in our care and we have no right to make their situation worse, only a duty to make it better.
Persevere with pupils, never give up on them.	After a problem always show that is over and that you bear no grudges or hard feelings towards pupils. Never refuse to have a pupil in your group. Start again as many times as necessary.	This gives a very powerful message that you are different from all those adults who have given up on them, and that you really DO care and value them as individuals.
Intervene to prevent or curb inappropriate behaviour	Stop fights, name-calling, swearing, running off, bullying or at least step in and tell pupils to stop. Express your disapproval of the behaviour. Follow school procedures having stepped in. Never ignore, unless it is minor. Divert wherever possible rather than confront. Look for signs and triggers and be proactive; act before it happens.	To do otherwise would be to abdicate your responsibility, and collude with the idea that the behaviour is acceptable. If you do nothing pupils will see you as weak and ineffective, as well as unreliable and unsafe. It is part of proving that as an adult you can be trusted and that you will uphold what is right. If you do not intervene, it is likely that the pupils' behaviour will deteriorate further until something more serious happens.
Allow and encourage pupils to grow and develop by having appropriately high expectations of them.	Give pupils progressively more difficult work to do in class or tasks to undertake out of class rather than allow repetition in safe areas beyond that required initially to provide success. Avoid giving simple work purely for ease of containment.	It shows you care and value pupils and that you have a high regard for their ability, possibly higher than their own. You owe it to them as an adult in this school. You may help them to surprise themselves as to just how much they can do – if pushed.
Take an interest in all pupils	Find out pupils' likes and dislikes, strengths, weaknesses, family background, sense of humour and interests e.g. musical, sporting, fashion. Talk to pupils about the positive areas and use your knowledge to start conversations and to build and cement relationships. Share your interests with them, if appropriate – but don't bore them!	Pupils are people and as such are unique, varied and interested in something. Taking this path differentiates you from all the other adults who perhaps have not taken an interest or listened.

HOW WE ACT IN PUTTING OUR PHILOSOPHY INTO PRACTICE		
APPROACH	FOR EXAMPLE	WHY
Be positive, enthusiastic and aware of the need to motivate yourself and others.	Make an effort to ensure that the work or activity is interesting or exciting and talk about it enthusiastically. Look for new ways to make the task exciting and interesting – be lively yourself. If appropriate, use a “carrot” or reward to get an unpleasant task done. Encourage pupils to try new activities and join in yourself.	New activities can cause anxiety for pupils and unless they are encouraged they are more likely to opt out. If you are not enthusiastic about a new project, why should pupils be? If activities are new to pupils, they cannot have experienced failure in it previously and may therefore be easier to motivate.
Express your care for the pupils through the quality of your supervision of them.	Regularly “count heads” to check that the pupils for whom you are responsible are still with you. Follow up absences – check their authenticity. Follow school reporting procedures when a pupil is missing. Stay mobile around the school area in order to supervise. Don’t be gullible by accepting bogus excuses. Lay down clear rules, e.g. stay within 5 metres of me.	You cannot actively care for pupils who are absent. Supervision is an element of the structure required to bring a degree of security to chaotic lives. Make school an interesting, caring and special place so that pupils want to be here.

CARING AND LEARNING TOGETHER

Appendix 2: Pupil Groupings from September 2015

		'ACHIEVEMENT FOR ALL' CURRICULUM				PREPARATION FOR LIFE CURRICULUM	OUTREACH CURRICULUM
		Box	Leith	Holmwood	Newlands	Transition Pod	Inclusion Pod
Monday	am	Nisai (Eng/Maths/Sci/IT)	Nisai (Eng/Maths/Sci/IT)	Art	Art	Nisai (Eng/Maths/Sci/IT)	Nisai (Eng/Maths/Sci/IT)
	pm	Art	Art	Nisai (Eng/Maths/Sci/IT)	Nisai (Eng/Maths/Sci/IT)	Employability Training - Nisai	See Individual Plans
Tuesday	am	Horticulture at Partner Schools	Horticulture at Partner Schools	PE/Outdoor Education	PE/Outdoor Education	Work Placement	See Individual Plans
	pm	PE/Outdoor Education	PE/Outdoor Education	Horticulture at Partner Schools	Horticulture at Partner Schools	Work Placement	See Individual Plans
Wednesday	am	Construction BTEC Level 1	Construction BTEC Level 1	Nisai (Eng/Maths/Sci/IT)	Nisai (Eng/Maths/Sci/IT)	Nisai (Eng/Maths/Sci/IT)	Nisai (Eng/Maths/Sci/IT)
	pm	Nisai (Eng/Maths/Sci/IT)	Nisai (Eng/Maths/Sci/IT)	Construction BTEC Level 1	Construction BTEC Level 1	Nisai (Eng/Maths/Sci/IT)	See Individual Plans
Thursday	am	Nisai (Eng/Maths/Sci/IT)	Nisai (Eng/Maths/Sci/IT)	Pottery at Partner Schools	Pottery at Partner Schools	PE GCSE@ Grafham	Work Placement
	pm	Pottery at Partner Schools	Pottery at Partner Schools	Nisai (Eng/Maths/Sci/IT)	Nisai (Eng/Maths/Sci/IT)	Art GCSE @ Grafham	Work Placement
Friday	am	Rewards/Activities morning.	Rewards/Activities morning.	Rewards/Activities morning.	Rewards/Activities morning.	Nisai (Eng/Maths/Sci/IT)	Nisai (Eng/Maths/Sci/IT)
	pm						
Additional comment		Plan to build in flexibility within the timetable, particularly in Art and PE slots for: <ol style="list-style-type: none"> a focus on developing social communication and emotional literacy skills and on integrating strategies for developing motor, sensory and task performance skills. 1:1 sessions based on individual need (see below), e.g. specialist SALT/OT input. The note section at the bottom of the pods below, highlights some factors to consider for individuals in personalised plans, whether within lessons or end-of-the-day activities.					

BOX - 'ACHIEVEMENT FOR ALL' CURRICULUM		
Name: Pupil 1	Name: Pupil 2	Name: Pupil 3
Core Subjects: Maths, English, Science & IT.(Delivered online via Nisai)	Core Subjects: Maths, English, Science & IT.(Delivered online via Nisai)	Core Subjects: Maths, English, Science & IT.(Delivered online via Nisai)
Foundation Subjects: PE/Outdoor Education & Art. (Delivered at Grafham Grange School)	Foundation Subjects: PE/Outdoor Education & Art. (Delivered at Grafham Grange School)	Foundation Subjects: PE/Outdoor Education & Art. (Delivered at Grafham Grange School)
Construction: BTEC Level 1 delivered on site by SATRO.	Construction: BTEC Level 1 delivered on site by SATRO.	Construction: BTEC Level 1 delivered on site by SATRO.
Additional Provision: targeted SALT provision; targeted reading intervention.		Additional Provision: awaiting completion of OT assessment; targeted emotional therapeutic input (across the curriculum).
Note: Very keen interest in fishing.	Note: Has been making good progress in Food Technology.	

LEITH - 'ACHIEVEMENT FOR ALL' CURRICULUM		
Name: Pupil 4	Name: Pupil 5	Name: Pupil 6
Core Subjects: Maths, English, Science & IT.(Delivered online via Nisai)	Core Subjects: Maths, English, Science & IT.(Delivered online via Nisai)	Core Subjects: Maths, English, Science & IT.(Delivered online via Nisai)
Foundation Subjects: PE/Outdoor Education & Art. (Delivered at Grafham Grange School)	Foundation Subjects: PE/Outdoor Education & Art. (Delivered at Grafham Grange School)	Foundation Subjects: PE/Outdoor Education & Art. (Delivered at Grafham Grange School)
Construction: BTEC Level 1 delivered on site by SATRO.	Construction: BTEC Level 1 delivered on site by SATRO.	Construction: BTEC Level 1 delivered on site by SATRO.
Additional Provision: targeted SALT provision; targeted emotional therapeutic intervention.	Additional Provision: specialist SALT intervention (including 1:1); targeted OT provision; specialist literacy intervention.	Additional Provision: targeted SALT provision; awaiting outcome of OT assessment.
	Note: has shown an interest in music (e.g. has been learning to play the guitar); developing skills in Food Technology	Note: enjoys the practical side of Food Technology.

HOLMWOOD - 'ACHIEVEMENT FOR ALL' CURRICULUM		
Name: Pupil 7	Name: Pupil 8	Name: Pupil 9
Core Subjects: Maths, English, Science & IT.(Delivered online via Nisai)	Core Subjects: Maths, English, Science & IT.(Delivered online via Nisai)	Core Subjects: Maths, English, Science & IT.(Delivered online via Nisai)
Foundation Subjects: PE/Outdoor Education & Art. (Delivered at Grafham Grange School)	Foundation Subjects: PE/Outdoor Education & Art. (Delivered at Grafham Grange School)	Foundation Subjects: PE/Outdoor Education & Art. (Delivered at Grafham Grange School)
Construction: BTEC Level 1 delivered on site by SATRO.	Construction: BTEC Level 1 delivered on site by SATRO.	Construction: BTEC Level 1 delivered on site by SATRO.
Additional Provision: specialist literacy intervention; targeted SALT intervention.	Additional Provision: targeted SALT provision; targeted/specialist emotional therapeutic support.	Additional Provision: targeted SALT intervention, e.g. programme implemented by staff; targeted OT provision; targeted emotional support.
	Note: developing good skills in Food Technology.	Note: enjoys Food Technology.

NEWLANDS - 'ACHIEVEMENT FOR ALL' CURRICULUM		
Name: Pupil 10	Name: Pupil 11	Name: Pupil 12
Core Subjects: Maths, English, Science & IT.(Delivered online via Nisai)	Core Subjects: Maths, English, Science & IT.(Delivered online via Nisai)	Core Subjects: Maths, English, Science & IT.(Delivered online via Nisai)
Foundation Subjects: PE/Outdoor Education & Art. (Delivered at Grafham Grange School)	Foundation Subjects: PE/Outdoor Education & Art. (Delivered at Grafham Grange School)	Foundation Subjects: PE/Outdoor Education & Art. (Delivered at Grafham Grange School)
Construction: BTEC Level 1 delivered on site by SATRO.	Construction: BTEC Level 1 delivered on site by SATRO.	Construction: BTEC Level 1 delivered on site by SATRO.
Additional Provision: specialist SALT provision; targeted/specialist emotional support.	Additional Provision: targeted OT support.	Additional Provision: targeted OT support; targeted SALT provision; targeted emotional support.
Note: has started working on GCSE Food Technology.	Note: has been engaging in some aspects of Art and PE, but not keen.	Note: enjoys the practical side of Food Technology; has been working on engaging in PE lessons. Consider Foundation Subject support.

TRANSITION POD - PREPARATION FOR LIFE CURRICULUM			
Name: Pupil 13	Name: Pupil 14	Name: Pupil 15	Name: Pupil 16
College	College	College	College
Core Subjects: Maths, English, Science, IT (Delivered online via Nisai)	Core Subjects: Maths, English, Science, IT (Delivered online via Nisai)	Core Subjects: Maths, English, Science, IT (Delivered online via Nisai)	Core Subjects: Maths, English, Science, IT (Delivered online via Nisai)
Foundation Subjects: PE & Art. (Delivered at Grafham Grange School)	Foundation Subjects: PE & Art. (Delivered at Grafham Grange School)	Foundation Subjects: PE & Art. (Delivered at Grafham Grange School)	Foundation Subjects: PE & Art. (Delivered at Grafham Grange School)
Work Placement with providers close to pupils home.	Work Placement with providers close to pupils home.	Work Placement with providers close to pupils home.	Work Placement with providers close to pupils home.
Additional qualification: Employability training. (Delivered by Nisai)	Additional qualification: Employability training. (Delivered by Nisai)	Additional qualification: Employability training. (Delivered by Nisai)	Additional qualification: Employability training. (Delivered by Nisai)
	Additional provision: Targeted provision for spelling, e.g. advice in-class	Additional provision: Regular (specialist) 1:1 input from local CAMHS. Targeted SALT, e.g. programme implemented across the curriculum. Targeted provision for spelling, e.g. in-class	Additional provision: Targeted provision from SALT and OT. Potential assessment/advice/input from specialist re: emotional/mental health needs. Targeted/specialist provision for reading and spelling.

INCLUSION POD - OUTREACH CURRICULUM				
Name: Pupil 17	Name: Pupil 18	Name: Pupil 19	Name: Pupil 20	Name: Pupil 21
Core Subjects: Maths, English, Science & IT. (Delivered online via Nisai)	Core Subjects: Maths, English, Science & IT. (Delivered online via Nisai)	Core Subjects: Maths, English, Science & IT. (Delivered online via Nisai)	Core Subjects: Maths, English, Science & IT. (Delivered online via Nisai)	Core Subjects: Maths, English, Science & IT. (Delivered online via Nisai)
Work Placement with providers close to pupils home.	Work Placement with providers close to pupils home.	Work Placement with providers close to pupils home.	Work Placement with providers close to pupils home.	Work Placement with providers close to pupils home.
Vocational Learning with providers close to pupils home.	Vocational Learning with providers close to pupils home.	Vocational Learning with providers close to pupils home.	Vocational Learning with providers close to pupils home.	Vocational Learning with providers close to pupils home.
Additional Provision: SALT assessment. Likely to need assessment from specialist re: emotional/mental health needs to advise on support for this area.	Additional Provision: SALT advice to implement within curriculum.	Additional Provision: Needs advice/strategies from SALT to be implemented across 'curriculum'. Strategies from OT may be required as well. Likely to need additional literacy intervention.	Additional Provision: SALT assessment currently underway (receptive and expressive spoken language needs) and OT assessment to be arranged in order to determine needs. Requires additional literacy intervention, e.g. Phonics programme.	Additional Provision: Needs advice/strategies from SALT to be implemented across 'curriculum'.