

Grafham Grange School

Statement of Purpose

April 2018

Grafham Grange School

Grafham Grange School is an academy for boys, set in 42 acres of Surrey countryside. The school became an Academy as of 1st January 2018, joining the Orchard Hill College Academy Trust (OHCAT). The support of OHCAT as a multi-academy trust significantly enhances the provision and resources available at a local level. We offer 33 residential (weekly) boarding and day provision for up to 52 pupils, referred from local authorities across the south of England from the age of 10 to 16 (Year 6 to Year 11). The school also offers provision for a small number of post 16 placements, with bespoke programmes supported by local colleges of further education.

All our pupils have statements of special educational needs and/or Education, Health and Care plans with SEMH (social, emotional and mental health) as their primary identified need. The majority of pupils have additional special educational needs such as autistic spectrum conditions, speech, language and communication difficulties, ADHD, opposition defiance, medical conditions and attachment disorders. The staff teams work as a cohesive multidisciplinary unit to overcome barriers to learning and to provide stability; consistency and a high quality of education with care guidance to support pupils make accelerated learning gains.

We will enhance collaboration and the sharing of good practice, information and resources, together with the development of staff expertise across OHC&AT. This will enable the young people, families and other members of the community to have access to services at their point of need, building upon well-established multi-agency working practices.

We will promote high standards of educational achievement at all levels, ages, engaging with schools and business partners across Surrey and redefining 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 standards, increases multi agency working and sustains life-long learning.

We seek to ensure that by the time our students leave us, they emerge as self-confident individuals able to manage their own learning and equipped with the skills and competencies to successfully take the next steps in their lives.

Registered Provider and Registered Manager

OCHAT Orchard Hills College & Academy Trust is the owner of Grafham Grange School.

The Registered Provider:	Orchard Hills College & Academy Trust
Address:	Quadrant House, The Quadrant, Sutton, Surrey SM2 5AS
Company Number:	08476149
Responsible Individual:	Dr Caroline Allan
Registered Manager:	Stephen Mitchell (Grafham Grange School Head of Care)

Our Mission

To build better futures for our students and their families by working together to overcome barriers to social, emotional, mental health and academic development. We will deliver an outstanding, inclusive, personalised curriculum through a multi-disciplinary approach in order to equip our pupils with the skills for independent living and experiences needed to embrace life-long learning.

Values and Objectives

At Grafham Grange School we believe that wherever possible children and young people benefit from living within a family. We recognise that for some young people, this is not always possible and that living in a residential school can be the most appropriate alternative. Therefore, whether boarding or attending daily, our objectives are to provide:

- Opportunities for each young person to learn grow and make informed choices about their future, whilst offering an environment in which they can take time to repair and move forward from negative experiences in their life.
- A physically and emotionally supportive environment within established boundaries for the young people we look after.
- Respect and dignity for each and every student regardless of their race, gender, cultural background or ability.
- An ethos and atmosphere that is conducive to personal growth, whilst taking all reasonable measures to minimise the risk of harm to self or others.
- A caring, nurturing and stimulating environment that enables young people to reach their potential, building on strengths and celebrating individual achievement.
- Preparation for young people so they can transition towards independent life skills and wider community.
- A working partnership with each young person and in co-operation with other agencies in order to provide a continuity and consistency of care that will benefit the young person as a whole.
- An open and honest learning environment for all young people and staff.
- Be attentive and responsive to the wishes, needs and interests of students, involving them in decisions made about them.
- Provide levels of care that safeguard and protect students.

Safeguarding & Child Protection

At Grafham Grange School, the health, safety and well-being of every child is our paramount concern. We listen to our pupils and take seriously, what they tell us. Our aim is that children will enjoy their time as students in our school. We strive to work in partnership with our parents and carers to help the students in our care to achieve their full potential and make a positive contribution.

The school promotes the welfare of and safeguarding of all children and young people who use its services. We work to the principles embodied within the Children's Act 1989, Guidance published by DfES Safeguarding Children - Guidance about Child Protection arrangements for the Education Service (2004), the Framework for the Assessment of Children in Need and their Families (2000), Working Together to Safeguard Children (2016) and The Prevent Strategy.

All new staff employed or contracted to work at the school have completed Child Protection Training as part of their induction. A member of school's Safeguarding Team provides safeguarding training to ensure, full compliance and accountability. All our staff, Governors and volunteers, receive annual refresher training. Partnership arrangements have previously been developed with the NSPCC in order to further improve, deepen and develop our safeguarding protocols and practices.

Sustainable communities are built on trust, transparency and partnership evidenced by outstanding outcomes in the wellbeing of our young people.

On rare occasions, our concern about a child may mean that we have to consult other agencies even before we contact parents or carers. The procedures which we follow have been laid down by the Local Children's Safeguarding Boards, and the school has adopted the OHC&AT Safeguarding Policy and related school procedures in line with this for the safety of all.

Designated Safeguarding Team & Designated Safeguarding Governor

Designated Safeguarding Lead:

Mr Stephen Mitchell

The Designated Safeguarding Governor:

Jo Yarlett

Safeguarding Team:

Mr Neil Sykes (Headteacher)

Ms Sandra Jackson (school nurse)

Mr Kay Longbottom (PALs Manager)

Independent Visitor

The Independent Visitor (IV) Diane Thackrah arranges unannounced/announced visits to review of facilities and relevance of activities for students across the residential experience. The IV also has the opportunity to hold by arrangement "listening" sessions with students and staff. In addition the IV makes provision to be contactable by all students attending Grafham Grange. Following each visit, the IV completes a written report and agrees follow up actions with senior management. These actions are then reviewed on subsequent visits to ensure completeness.

Independent Listener

We are currently seeking a volunteer to fulfil this role.

Our Offer - Residential (Boarding Principles and Practice)

The pastoral care of all our students at Grafham Grange School is a priority. Boarders receive a high level of care from a committed team of staff in both boarding time and during the school day. We recognise that a residential setting cannot fully replace a child's home but we try to make the living group as homely and relaxed as possible. It is important that the young people feel cared for and valued, where there are clear rules and expectations of behaviour to maintain a safe and stable environment. To this end, our STET are kept to a minimum. However, living in such close proximity to others means that certain guidelines need to be followed. We take advice from a variety of agencies and parents in considering risk assessments, prior to any admission taking place. Risk assessments, Personalised Learning Plans and PHPs are reviewed at regular intervals or as necessary.

The main building provides for students from year 6 through to 11 and creates an environment of nurture so to recognise developmental need, establish positive routines and build upon success. We believe that the 24-hour curriculum at Grafham Grange School provided the opportunities for the full development of all individuals in our care.

We endeavour to provide an evening activity plan that is both stimulating and rewarding to our pupil's learning. Where possible we will organise activities specific to an individual pupil's need. Pupils are expected to participate in the weekly group meeting where they have opportunity to discuss issues effecting the group, activities they would like to see included, the menu plan and other aspects to residential living.

Across our Residential provision there are continuous learning opportunities; this may be through an extensive activities programme run throughout the year, social interactions, communal living, life and independent living skills, homework and curriculum based clubs. We encourage participation with the aim that all our pupils will gain from positive learning experiences and can build better futures for themselves and their families.

The over-riding principle on which we operate is that everyone has the right to live a peaceful and happy life, without fear and anxiety. It is expected that everyone will be treated with respect and common courtesy and that boarders and staff alike will develop an increasing awareness of and tolerance for, people of different views, beliefs and cultures.

Arrangements for Recreational, Sporting and Cultural Activities

We offer young people a range of recreational and leisure pursuits; the chance to develop hobbies and opportunities to mix socially together and with others. A variety of recreational facilities are available within Grafham Grange School, which includes computers and computer games, books, magazines, traditional board games, facilities for art and craft as well as opportunities to watch television, videos and listen to music, or even play a musical instrument.

We encourage young people to have a hobby and will support them to develop existing and new ones. All young people are actively encouraged to partake in at least one or two leisure activities each week as part of rebuilding self-esteem and confidence. We acknowledge the importance of sport in developing an appropriate level of competition, teamwork, physical and mental health and so actively promote participation in a range of activities.

We are aware that some activities require qualified instructors or leaders for safety and insurance purposes. Activities involving risk will be carefully checked before they are undertaken. A parent or carer's signed permission will be gained before a young person becomes involved in either a sporting or potentially dangerous recreational activity.

Arrangements for consulting with and supporting our students

We encourage young people to take an active part in making decisions that affect their lives. Consultation with young people is viewed as an essential part of their care and development and takes numerous forms:

- Key worker sessions
- Weekly group meetings and School Parliament
- Statutory case reviews

- Involvement in their care planning
- Visits to the school from the Independent Visitor and inspections carried out by Ofsted

Key Worker Sessions

Offer the young person the opportunity to seek guidance, advice and support on any matter. These sessions are both pre-planned and unplanned and take place weekly. The sessions will be recorded and held on the young person's file. The wishes of the young person is sought and taken into account where possible, in the selection of a Key Worker, or any change in the Key Worker. The Key Worker ensures that a young person understands any decisions and why or how they were made. We will promote young peoples' rights to access and they will contribute to certain parts of their own records.

Pupil Voice and School Parliament

Living group meetings take place weekly. The purpose of these is to encourage and support young people to speak out and listen. Importantly, the meetings also allow young people to express their views and be involved in decisions about living at Grafham Grange School. Young people are encouraged to express their views about the day-to-day running of the school. They are offered opportunities to make decisions concerning their physical environment, as well as choice of food and leisure activities. Behavioural boundaries are set through discussion within staff and young people's meetings. All young people's meetings are attended and supported by staff on duty.

School parliament representatives are democratically voted in by their peers and make representation to support their views. School parliament meet once a month and gives opportunity to have pupils opinions and views acted upon.

Case Planning and Statutory Case Reviews

Young people are involved in the discussion and formulation of their own Plans and are helped to understand the content and outcomes. Young people are encouraged to attend all internal Care Planning Meetings, Statutory Case Reviews and visits by their Social Worker. Families are consulted and involved in key decisions as appropriate. At Grafham Grange School we follow a person centred approach, thus allowing the young person to feel a sense of maturity and empowerment throughout these meetings.

Careful consideration is taken to ensure that a students' anxieties and concerns are addressed as much as possible prior to these meetings, so that the experience proves to be as positive as possible.

Arrangements for Children's Health

Grafham Grange School has a full time nurse who provides health care to pupils while in school and co-ordinates pupil medical and dental needs with parents, carers and health professionals including CAMHS. The school nurse where necessary, will organise Care plans for those pupils with specific medical needs and for the safe dispensing of medications. The school has a well-equipped surgery that can provide a safe area for pupils who require a place to recuperate. Many staff have completed first aid training and there are first aid points in all key areas.

Parent/Carer & Student Communications

We encourage open and regular communication with parents/carers and students. Parents can receive daily updates as well as regular emails, calls, invitations to workshops/forums/reviews and home visits where required. Newsletters are also distributed to announce key diary dates, provide up to date information and celebrate successes within the school. The school website is also a key source of information for parents/carers and students. An active student parliament ensures all students have the opportunity to provide input and feedback regarding all aspects of school life.

Complaints

The school's Complaints Policy is set out in a separate document. This is available to download from the school's web page www.grafham-grange.co.uk or can be sent directly by post to families' guardians and placing authorities. Details of how to ensure that worries and concerns are brought to our attention are also set out in the procedures for the making of formal complaint.

Arrangements for Physical Intervention and Positive Engagement

An important aspect of developing social and emotional skills is establishing positive relationships and clear professional and personal boundaries. This encourages the growth of trust, partnership and a sense of value for oneself and others. Our belief is that young people behave well and engage in learning when they feel valued, supported, respected and happy. At Grafham Grange School there is also a clear expectation that people treat each other with respect. We encourage everyone to treat property, the environment and themselves with respect.

We appreciate that young people require boundaries and structure to support them and enable them to grow and develop safely. Whilst we promote positive engagements, we realise that young people will disengage and make mistakes, yet learn from these in order to develop. There is a clear expectation that boundaries will be kept and if breached a series of measures are used to maintain them. These include sanctions or consequences and, in extreme circumstances, physical intervention. At Grafham Grange School, our approach to physical intervention and positive engagement, takes account of the following:

General

- Strength of relationship between adult and young person is key.
- Respect for individual to be maintained at all times.
- Opportunities to make amends should always figure strongly.
- Appropriate language is used at all times, any comments perceived as insulting by a young person may contribute to an escalation of negative behaviours.

Physical Intervention

- Dialogue and diversion should be preferred over physical intervention, which is only to be applied as a last resort.
- Staff should have good grounds to believe the 'immediate' action is necessary to prevent a student from injuring themselves, others or causing serious damage to property.
- Every effort should be made to ensure the presence of additional staff before applying physical intervention.
- Minimum force should be used.

- Physical Intervention should be gradually relaxed as soon as it is safe to do so.
- Staff must never act in temper.
- Physical Intervention is to be talked through with the young person as soon as practicable.
- All situations involving physical intervention is recorded in detail in the bound Physical Intervention Book and electronically.

Charter of children/young people's rights

These are discussed at tutor time, in PSHE, weekly group meetings, pupil parliament and key working;

- All pupils/students with a learning disability have the same human rights and values as any other person;
- All pupils/students with a learning disability are individuals with their own individual needs - physical, emotional, social, spiritual, cultural and sexual;
- Each pupil/student is to be protected from abuse in all forms - physical, sexual, neglect or emotional;
- Each pupil/student and/or their representative has the right to complain. Furthermore, these complaints should be treated with respect, listened to and resolved;
- Each pupil/student will be encouraged to be as independent as possible and to exercise choice;
- A pupil/student's choices, views and wishes should be respected;
- Each pupil/student is to be treated with dignity and respect and addressed by their own name;
- Pupils/students should never be talked about as if they were not there;
- Each pupil/student's privacy should be respected at all times and in all places. The only exception would be when a pupil/student is placed in danger by this principle;
- All information about a pupil/student should be treated confidentially, kept secure and only shared with people who need to know;
- Every pupil/student is entitled to the best care at all times;
- Every pupil/student should, as far as possible, be involved in decisions that affect them;
- Families and those with parental responsibility will be consulted in all aspects of care planning for a pupil/student;
- Each pupil/student should have access to the school telephone and be aware of other sources of help and advice e.g. Child Line

Staff Details

Information about the staff

Grafham Grange school places great importance on recruiting and retaining high calibre staff that possess appropriate qualifications and experience.

We aim to appoint a staff team of mixed ages, gender and ethnicity, that will individually and collectively present as positive role models for the young people in our care. Consequently, we ensure there is a sufficient number of competent, trained staff deployed to meet the individual needs of our students.

Residential staff will either hold or be working towards the Level 3 Diploma in Child Care. The Head of Care will hold either the Level 4 Residential Managers Award or a Level 5 qualification.

Admission Criteria

References: Standard 5; Regulation 11; Children Act 1989, S22, 61, 64; SEND Code of Practice.

Grafham Grange School provides Care for young people aged between 10 - 18 years that will normally have a record of educational and/or care difficulties. Grafham Grange School will focus primarily on those who have placement breakdowns in both family-based care and other SEMH based establishments. The majority of the young people we educate will be experiencing some form of learning disabilities and relationship difficulties.

We also have the resources to deal with:

- Autistic Spectrum Disorder
- Attachment disorders.
- Attention deficit and hyperactivity disorder.
- Social communication difficulties.

We will look objectively at every referral made to Grafham Grange and base our decision on whether we can meet that young person's needs, taking into account the dynamics of the young people accommodated in the school at that time. We are unable to accommodate young people requiring long term nursing care. Placing Local Authorities will provide us with the appropriate paperwork, which will allow us to assess the level of need of the young person.

We will also consider the safety of the child and the potential risks they may present to others within the school and the wider community. If we feel that, we can accommodate the young person we will plan the admission.

Appendix 1: 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.

HOW WE ACT IN PUTTING OUR PHILOSOPHY INTO PRACTICE		
APPROACH	FOR EXAMPLE	WHY
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.
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	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,

HOW WE ACT IN PUTTING OUR PHILOSOPHY INTO PRACTICE		
APPROACH	FOR EXAMPLE	WHY
	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.	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.
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