



Statement of Purpose

Grafham Grange School

November 2016



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Related Documents

The documents below can be found on the Grafham Grange website at www.grafham-grange.co.uk/downloads.

Document	Reference
Safeguarding & Child Protection Policy	SC.P1
Safeguarding & Child Protection Procedure	SC.P1.01
Anti Radicalisation Protocol	SC.P1.T4
Behaviour Management Policy	BM.P1
Behaviour Management Protocol	BM.P1.T1
Engagement & Mood Management Procedure	BM.P1.02
Anti Bullying Procedure	BM.P1.03
Admissions Policy	SA.P1
Admissions Procedure	SA.P1.01
Health & Safety Policy	HS.P1
Health & Safety Statement of Arrangements	HS.P1.T1
Health & Safety Procedure	HS.P1.02
Data Security & Retention Policy	SY.P1
Data Security & Retention Protocol	SY.P2.T1
E Safety Policy	SY.P2
E Safety Procedures	SY.P2.01
School Governing Body Instrument of Government and Terms of Reference	GV.P5
School Development Plan	N/A

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 and experiences needed to embrace life-long learning.

Our Vision - Achieving the Mission

- Our Vision for the new 'Grafham' brings together local, regional, national and international partnership working.
- We straddle the primary and secondary phase, mainstream and special school, along with both Further and Higher Education settings.
- We develop staff skills so they acquire an understanding of cutting edge developments in theory and practice, which enable students to become more effective learners.
- Relationships between newly qualified and experienced staff are 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 lead a rigorous programme of tracking, monitoring and target setting supported by mentoring, research and extension projects.

Values and Objectives

At Grafham Grange School (GGS) 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, GGS 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.

- A safe environment, free from 'negative interactions' in its many forms, including bullying and any behaviour that is disrespectful to the student or groups of students or their family or community.
- A framework of support in which the young person can be brought to confront the meaning and significance of their social and emotional challenges, thereby opening up the possibility of change.
- Preparation for young people so they can eventually reintegrate into the 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.

Management Structure

From September 2016 the senior team will consist of a Headteacher, Assistant Headteacher, Assistant Head/DSL, Head of Care, a School Business Manager. Additionally, a National Leader of Education, a National Leader of School Governance and contracted innovation and improvement specialist support has engaged to support the regeneration.

The Environment, Facilities and Services

Grafham Grange School is a non-maintained special school for boys. It is set in 42 acres of Surrey countryside in Grafham. Formerly an ILEA residential school, Grafham Grange was granted charitable, non-maintained status in 1994 by the DFES - the first such school to achieve this status. We offer 44 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, bespoke programs 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, though 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 the highest quality of education and care guidance to support pupils make accelerated learning gains.

As Grafham is a 24-hour, 5-day provision with extensive extended school programmes running until 9 p.m. every evening, to accommodate twilight sessions will simply enhance the positive atmosphere to learning we already have. We will enhance collaboration and the sharing of good practice, information and resources, together with the development of staff expertise across the Trust. 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 be the leading light in our community and as a result we will become more accessible to all our partners and parents. The school site can also be used weekdays and weekends by numerous junior football and rugby clubs. We can also provide opportunities for weekday adult learning and weekend bite-size courses throughout the year.

We will promote the highest 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. This approach will be 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.

Sustainable leadership promotes cross fertilisation of good ideas and successful practices promoting shared learning and development. At the very heart of the 'Vision' is a comprehensive and integrated approach to learning, re-engineering established curriculum models, ensuring that learning is increasingly work related and draws on the skills and experiences of the whole community. Grafham Grange School will be a focal point for raising standards across the region.

Grafham is ideally situated, geographically, developmentally and strategically to become a leading SEMH Hub within and across the South East. We are a highly motivated, hardworking school, totally committed 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 becoming a hub for innovation and creativity will enable the school to share its outstanding practices with an even greater audience. This 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.

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

The RADIUS Trust is the owner of Grafham Grange School.

The Registered Provider:	The RADIUS Trust
Address:	Trust Office, Horsham Road, Grafham, Bramley, Guildford, Surrey, GU5 0LH
Registered Charity Number:	1039938
Company Number:	2919225
Responsible Individual:	David Hope (RADIUS Trust)
Registered Manager:	Steve Mitchell (Grafham Grange School Head of Care)

Registered Manager - Steve Mitchell, Head of Care

Steve has over 20 years of experience at GGS and 30 years within the care environment. His qualifications include Registered Managers Award, City & Guilds Management of Care, Surrey Safeguarding Children Board Foundation Module 2 & 3, Early Help Assessment, Lead Professional, Intimate Partner Violence & Abuse, Channel General Awareness Module and Safer Recruitment with RADIUS Trust HR.

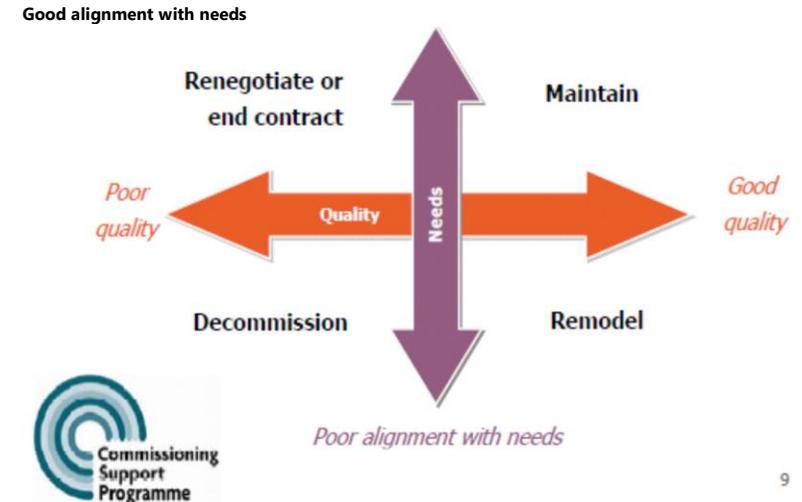
Steve's values include leading by positive example, understanding individual students needs through empathy and maintaining and delivering effective procedures. Steve is a member of the Non-maintained Special Schools Head of Care forum that proactively shares good practice and learning from professionals.



Grafham Grange - A 21st Century School

Reference: DfE 2015

- Excellent personalised education.
- Contributes to all aspects of well being.
- At heart of preventative system.
- Committed to multi agency working.
- Collaborates with other schools and colleges.
- Seeks active partnership with parents through initiatives such as 'Achievement for All'.
- Resource for families and the community.
- Engaged with the Children's Trust.



Children and young people's welfare is our highest priority and the progress and impact of the changes will be closely monitored by our 'Intervention Team' - a multi disciplinary group of educationalists and therapists, who meet once a week, Chaired by the newly appointed Headteacher.

Our aim is to have positive outcomes for all students and the Trust believes that the new structure, innovative teaching methods and use of 21st Century Technology, backed by a holistic approach to 'Engagement and Mood Management' of the students will support the rejuvenation the school. Both social and academic progress will be monitored and scrutinised using SchoolPod, with daily direct contact made with all parents / carers, highlighting both positive engagement in learning and disengagement.

We remain 100% committed to ensure that our students, on transition from GGS, can play a positive, productive and independent role within our British society.

We have a moral obligation to maximize the potential of every student and therefore minimise any potential future burden on the judicial system, housing, health and social care systems.

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 the safeguarding of all children and young people who use its services. The Trust and its school's 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) and Working Together to Safeguard Children (2015).

All new staff employed or contracted to work at the school have completed Child Protection Training as part of their induction. This induction is provided by a dedicated member of staff to ensure delivery, full compliance and accountability. All our staff, Governors and volunteers, receive annual refresher training. Partnership arrangements have 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. School management arrangements include bringing into the management team expert trained staff into the extended Leadership Team of the school in order to enhance and assure the quality of attention and accountability for safeguarding systems and arrangements.

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 Trust Safeguarding Policy and related school procedures in line with this for the safety of all.

Designated Safeguarding Lead & Designated Safeguarding Governor

Miss S. Cox is the Designated Safeguarding Lead & Family Liaison at Grafham Grange School and Mr M. Sanders (Headteacher) is the Deputy DSL. The Designated Safeguarding Governor is John Wareman. Up to date information on training for the safeguarding team can be found on the school's website.

Independent Visitor

The Independent Visitor (IV) arranges unannounced/announced visits and reviews of facilities and relevant activities for students across the residential experience of students and has the ability to hold by arrangement "listening" sessions with students and staff. Additionally the IV is expected to develop practical arrangements to be available for day students attending the school. This development and arrangements will allow day students to access a similar level of independent advocate and voice on their behalf. 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.

Our Offer - Day

The most crucial factor for achieving progress and 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.

The school offers GCSE and Functional Skills programs. All students have the opportunity of attending Link courses in a local College and undertake work experience placements. The Careers Education programme ensures that the students receive the appropriate advice and guidance. We support all students in their destination after they leave us.

All students will possess a Personalised Learning Programme that will be rigorously scrutinised to maximize and accelerate social and academic progress.

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

- enabling the young people to follow creative, thematic, aesthetic programmes of study in an outdoor context,
- bringing together their understanding of themselves in a place and how it affects them, their perception of the world around them - using the site and local community
- 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
- SMSC delivery through curriculum days

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 College / alternative provision.
- engaging meaningfully with external role models, coaches and mentors, enhancing elements of resilience and creativity.

Student Groupings - 'Stage not Age'

To ensure focused, truly personalised learning, from September 2015; students will be allocated to one of 6 groups based on their individual requirements, as highlighted in the statement or EHC Plan, not their age. This will ensure accelerated progress and maximising the potential of all students.

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 GGS, 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. We may request extra funding to pay for particularly expensive hobbies or use the Pupil Premium Grant. 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.

Provision for Students

UNIVERSAL PROVISION FOR ALL STUDENTS

- Class and residential provision of 4 students with 1 to 1 support.
- Individual bedrooms.
- Excellent showering facilities.
- Specialist 1 to 1 online booster programmes for literacy and numeracy where required.
- 1 to 1 online teaching in all core subjects.
- Class taught by professionals with specialist SEN and MAPA training.
- Support from at least two Pastoral and Learning Support (PALS) per class.
- Visual schedules for residential timetable and lesson activities.
- Managed environment to enable transitions.
- Daily reports home and phone calls for all students.
- On site family Liaison Officer, available 24/7.
- Weekly newsletters for parents / carers.
- SLT support and intervention for all students in all lessons / residential 24/7.
- Environment addressing sensory needs e.g. reduced sensory stimulus, in liaison with OT.
- Access to Social Stories where appropriate and daily small group tutorials.
- Hourly recording and feedback on 'engagement' in learning, including QA by SLT, NLE and SIA.
- Access to 'fidget' toys to aid concentration.
- Specialist Educational Psychologist (EP) advice and guidance.
- SENCo support, advice and guidance.
- Speech and Language Therapy (SALT): assessment of students, advice and guidance to staff including formal and informal training, and contribution to planning (e.g. curriculum, lessons, student Personalised Learning Plans).
- Occupational Therapy advice and guidance.
- Specialist support 24/7 by qualified mentors with relationships, social skills, which may involve SALT input for planning, advice and intervention.
- Access to 'Sensory Room' facility.
- Access to personalised 1 to 1 quad bikes, fishing, LoTC activities.
- Supervision and support around site, including SLT at breakfast club, break and lunchtime.
- Structured and highly personalised curriculum scrutinised weekly by 'Intervention Team'.
- Outdoor learning activities, including Residential experiences and International Travel.

- Yoga and Relaxation activities.
- Daily enrichment activities.
- Daily access to after school clubs.
- Enterprise/Humanities/SMSC activity days throughout the academic year.
- Daily Learning Outside the Classroom (LOtC) lesson.
- Weekly accredited learning experiences off site (BTEC) for all students at all Key Stages.
- Universal specialist interventions e.g. 1 to 1 including SALT, OT, psychotherapy, literacy and numeracy programmes where required.
- Integration of strategies across the waking curriculum to support the development of language and communication skills.

UNIVERSAL AGE RELATED PROVISION

Year 7:

- Daily agility, balance and coordination exercises.
- Sheltered playground with additional supervision.
- New 'Peaceful Place' experience. Environment with significantly reduced sensory stimulus.

Key Stage 3:

- Termly residential / camp experience.
- Daily specialist interventions to accelerate pupil progress.
- Intense and targeted Literacy and Numeracy interventions programme.
- International travel.
- Playgrounds for year group only.
- Off site personalised learning programmes with 1 to 1 support 100% of time.
- Preparation for Life Programme.
- Lesson by lesson monitoring of Engagement and Mood Management.
- 6 x Outdoor Education residential experiences. Step2Progress Targeted OT intervention.

Key Stage 4:

- Work Experience implemented through 'SPARKS'.
- Personalised learning programmes with 1 to 1 PALS support 100% of time.
- Additional 100% pastoral support by Assistant Headteacher Aspirations and Wellbeing (based at Woodyer House).
- 'Sky Living for Sport Athlete Mentor' programme.
- Daily specialist interventions to accelerate pupil progress.
- Intense and targeted Literacy and Numeracy interventions programme.
- Lesson by lesson monitoring of Engagement and Mood Management.
- International travel.
- 6 x Outdoor Education residential experiences.
- Intense CIAG programmes.
- Intense, bespoke, tailored Preparation for Life Programme.



PERSONALISED PROVISION FOR

COMMUNICATION AND INTERACTION

- Personalised visual schedules and social stories.
- Access to workstations.
- 1:1 support.
- Occupational therapy.
- Sensory integration.
- Speech and language therapy:
 - Assessment and monitoring.
 - In class and in residence targets - jointly planned with staff.
 - SALT support in class for identified students/may involve joint delivery of parts of curriculum.
 - Language programme devised and monitored by SALT, delivered by PALS - e.g. 20 minutes per day, daily in class. o Small group sessions: in or out of class, preferably jointly planned and delivered with other staff, e.g. social communication groups. o 1:1 with therapist.
- Ear defenders.
- 1:1 during lunchtimes.
- Targeted EP support.
- Specialised and personalised management of transitions between activities.
- Environment with significantly reduced sensory stimulus.
- Modification of language used to meet the needs of identified students.
- Pre-teaching/revision of key subject-specific vocabulary.

PHYSICAL DIFFICULTIES/SENSORY

- 1:1/2:1 for moving around classroom/site.
- 1:1/2:1 for personal care.
- Staff trained in manual handling.
- Mediation of visual / auditory environment.
- Occupational therapy (class support, programmes, small group and 1:1 interventions).
- 1:1 supervision during movement around site.
- Personalised PE and Art curriculum.
- Sensory Room sessions - 20 minutes per day.
- Gross motor skills programme.
- Fine motor skills programme.

PERSONALISED PROVISION MAP FOR

SOCIAL, MENTAL AND EMOTIONAL HEALTH

- Individual behaviour plan.
- 1:1 support class.
- 1:1 support during break / lunch times.
- Intervention from Senior Management And Leadership Team.
- Targeted EP support 2:1 support in Time-out.
- Designated personalised 'Peaceful Place' facility.
- Sensory integration.
- Staff trained in MAPA.
- Physical Interventions to prevent harm to self or others.
- 2:1 Support.
- Personalised work room and work stations.
- 'Sky Living for Sport Athlete Mentor' programme.
- Group interventions around social skills, emotional literacy and self esteem.

MEDICAL NEEDS

- Personalised and specific training for staff.
- Staff trained in epilepsy.
- Staff trained in use of epi-pen.
- Staff trained in diabetes.
- 1:1 support (currently).
- 1:1 support on trips.
- Regular medicine administered during school day.
- Separate medical room.
- Nurse/access to medical support, advice via local GP.
- Individual medical support plans/ risk assessments.

COGNITION AND LEARNING

- Occupational therapy - 20 minutes per week with therapist - daily programme in class.
- Literacy - Toe by Toe Reading, Rapid Reading Scheme and Nesy in addition to
- Fast Track to Reading for older students (KS4).
- 1:1 support - phonics and literacy 20 minutes per day.
- Targeted EP support.
- Sensory integration.

OTHER

- Family Liaison Officer.
- Rebound therapy.
- Inclusion / Personalised programmes with 'other' providers.
- Horticulture / Yoga/ psychotherapies.
- 24 hour curriculum / residential provision.
- Off-site vocational courses.
- Music Therapy.
- Individual personalised transition programmes to future school/FE/ training/employment placements

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 groups as homely and relaxed as possible. It is important that the young people feel cared for and valued and not dictated to but that there are clear rules and expectations of behaviour so to maintain a safe and consistent environment. To this end our rules are kept to a minimum, but 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 which forms the basis of our risk assessments, prior to any admission taking place. Risk assessments are and Personalised Learning Plans will be scrutinised formally once a week, from September 2015 by our 'Multi Disciplinary Intervention Team'.

The Main Building provides for students from year groups 7 through to 11 and creates an environment of nurture so to recognise developmental need, establish positive routines and build upon successes. We believe that the 24-hour curriculum at Grafham Grange provides the opportunities for the full development of all individuals in our care.

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 or cultures.

Our Offer - Extended Day

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.
- delivery of the underpinning behavioural change programme that sits at the core of all planned activity.

The team in the school works with the 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.

Daily Extended Learning Opportunities (Social and Emotional development)

Students are given the opportunity to choose from 4 of the following:

Additional curriculum subjects (such as Religious Education, Modern Foreign Languages, P.E., PSHE, extended literacy and numeracy projects), Quad Bikes, Sporting activities, Computers, Cooking, Fishing, Media Studies, Reading Club, Athletics, Minecraft, Construction, Bowling, Sports Centre, Camp Craft, Golf, Tennis.

Students with highest points score for the day choose first and any disengagement in learning or work refused will result in 'catch up' and / or targeted therapeutic intervention.

Arrangements for Children' s Health

When young people come to live at GGS, we request that they have a medical check-up. Young people are encouraged to attend and are registered with a local GP and dentist who will deal with both routine and emergency treatments.

Each young person will receive a:

- 6-monthly dental check
- Annual eye test
- Annual statutory medical assessment

Consultation with a doctor remains confidential. When appropriate, young people will be accompanied when paying a visit to the doctor, dentist or other healthcare appointment. We will actively promote good healthcare. We will support young people to remain healthy through the provision of information and guidance on health issues, including diet and sexual health. Towards this end, smoking is not permitted within GGS. We will monitor and record details related to the overall health and wellbeing of each young person.

- Health history (past illnesses, operations, vaccinations, immunisations, allergies, developmental milestones, prescribed medication, current treatments)
- Diet including cooking and menu planning
- Exercise and keeping fit



- Dental care
- Optical care
- Sexual health
- Side effects of any medication

We have a written policy that clearly states our responsibilities and the procedures for dispensing and storing medication. Details can be found in The RADIUS Trust Health & Wellbeing for Pupils/Students Policy and GGS Health & Wellbeing for Pupils/Students Procedures.

We encourage that, wherever possible, a young person takes as much responsibility as they are able to manage their medication and general health needs. This is overseen by the School Nurse.

Therapy Development

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

- Speech and Language Therapy.
- Occupational Therapy.
- Nursing expertise delivered by Virgin Care.
- Personalised therapeutic interventions e.g. music therapy, art therapy, CBT.

In addition, the integration of therapy through multi-disciplinary working and a blended approach to meeting the customised needs of each student will be developed as a feature of the school, going above and beyond the approach in other schools nationally.

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
- Young persons' meetings
- Involvement in care planning



- Statutory case reviews
- 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 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.

Young Persons Meetings

Take place once a fortnight. Their purpose 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 GGS. 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.

Case Planning and Statutory Case Reviews

Young people are involved in the discussion and formulation of their own Plans and are helped to understand their 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 GGS 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.

Parent/Carer & Student Communications

We encourage open and regular communication with parents/carers and students. Parents 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.



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 GGS 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 GGS, 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 a summary recorded on SchoolPod.



Staff Details

Information about the Staff

GGS 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.

Arrangements for Staff Supervision, Training and Development

(References: Standard 28; Regulation 27)

Supervision

The object of supervision is to monitor individual performance against identified standards, support staff in their day-to-day work and develop them in their professional role, by offering advice, guidance and training. Key points of GGS's Supervision Procedures are:

- All support staff have a supervision contract. Supervision is pre-planned and takes place as per Standard 28 of the National Minimum Standards
- All support staff are regularly supervised by their line manager every half-term (six weeks) as a minimum. The length of supervision is dependent upon an individual's role and level of experience. However, it should be no less than one hour.
- The supervisor keeps a written record of supervision and the supervisee may have a copy.

At GGS we have a diverse staff team bringing many differing skills to their work practice. Regular staff meetings facilitate sharing of information, developing skills and learning retrospectively from issues/incidents.

Training

The Pastoral & Learning Support Manager ensures all staff at GGS complete a comprehensive induction training package. Specific training is added based upon roles and responsibilities. The process takes a minimum of two weeks to complete, with SMART targets set, evaluated and quality assured by senior staff and the Headteacher.

The induction-training package includes:



- Safeguarding & Child Protection
- Food Hygiene
- First Aid
- Report Writing
- Communicating with Children
- Administration of Medication
- Control and Restraint
- Dealing with Violent and Aggressive Behaviour
- Fire Safety

All residential staff will be enrolled on the Level 3 Diploma in Child Care in September 2015 and all classroom support staff (PALS) will be enrolled on a Level 3 Diploma in Teaching and Learning. All senior care staff are already qualified up to Level 5 and / or working towards a degree in Social Care.

Recruiting & Developing Staff

The central focus of the school is 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 is followed through to absorb a greater emphasis on:

- Reinforcing learning through fun, kinaesthetic, creative and technology based activities;
- Learning support from PALS 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.

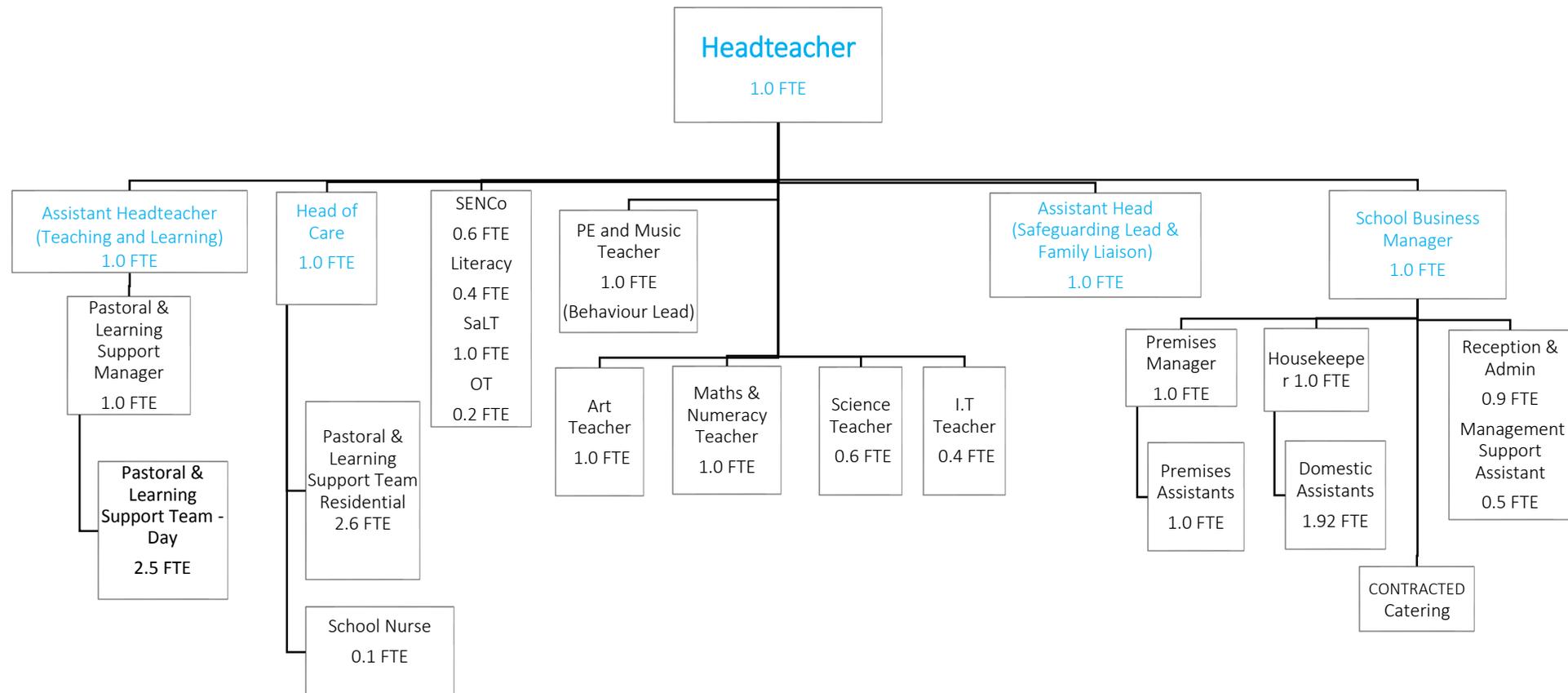


Creating a sustainable challenge and support, Quality Assurance structure around the school which promotes best practice and an outward looking culture by:

- a. Sharing and implementing the new vision 'The Grafham Way' (see Appendix 1) with all staff and potentially pupils/students;
- 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 (revised job profiles and rigorous recruitment and selection processes) to complement and pre-empt any Ofsted processes;
- d. Ensure that only the most skilled and experienced staff with an excellent track record of achievements staff recruited, who have a relentless belief of all students to succeed against all odds
- e. Undertaking a twinning process with an 'outstanding' school (such as Muntham House, New Rush Hall School and Ridgeway School) which will provide support and context for the senior leadership, the professional teams within the school, as well as access to an NLE (National Leader of Education) for the Senior Leadership Team;
- f. Activating external programmes, such as 'Go Make it Yours', 'Achievement for All' and 'Nisai Virtual Learning' to train staff and young people to excel at goal setting, planning, mentoring and facilitation and introducing them to 'winning routines', the power of greater discipline and focused action. The aim of using internal and external programmes is to up-skill staff through targeted CPD and providing them with the ability to become self-sufficient, motivated and emotionally intelligent e.g. implementation of PALS;
- g. Provide MAPA training to all staff as a planned migration from Team Teach on a phased basis with the intention that MAPA is the methodology employed in all three RADIUS Trust schools with the benefit of sharing learning, training and approaches; all PALS to be advanced MAPA trainers. The benefits of MAPA programme include the ability to:
 - Establish emotional contact and bonding between staff and the service user through the use of verbal and physical interaction.
 - Allow the expression of anger, frustration, anxiety, and emotional turmoil in a safe and controlled environment.
 - Enable staff to explore issues of threat and confrontation with the service user.
 - Enable service users to recognise their feelings and to learn to express themselves in meaningful and constructive ways.
 - Help service users identify and adopt alternative coping and prevention strategies.
 - Help service users and staff alike develop more meaningful and trusting relationships.



GGG Staffing Structure for September 2016



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. It is intended to harness the advice and support of a NLG (National Leader of Governance) to support the understanding of the Governing body by developing:

- a. A fundamental belief that society has a responsibility to provide facilities to ensure that virtually any child can be helped to realise their full potential whatever level that may be.
- b. An in-depth understanding of what needs to be produced to help children with very challenging problems which were they to be ignored would have allowed many to be written-off as failures.
- c. 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.

Whereas both Governors and school employees at Grafham Grange School have different roles and responsibilities which might encourage the creation of boundaries and demarcations, these need to be broken down to the point where all stakeholders literally work together as one seamless team, led collectively by senior managers and Governors.

Governors, parents/carers and school staff are individuals who bring special and specific skills to the table which are used to deliver success in everything we do by:

- Developing a school vision that is understood by everyone which creates an environment of challenge and success in the minds of the young people, teachers (and support staff) and Governors.
- Networking with business and local government groups.
- Supporting national and international initiatives to build stronger relationships that will ultimately improve the opportunities placed before children to make their way in the world of work when they reach school leaving age.

At the core of our endeavours is a feeling of team membership and collaboration between all members of the school in order that a clear understanding of the notion that all of our people (Governors, teachers, care and support staff) will give of their best if they fully understand and accept the importance that their personal contribution plays in delivering quality teaching and support to our young people.



Admission Criteria

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

GGS provides Care for young people aged between 11 - 18 years whom will normally have a record of educational and/or care difficulties. GGS 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:

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

We will look objectively at every referral made to us 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 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 their safety 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.

Planned Admission

We expect young people, wherever possible, to be involved in the placement planning process, so that they are able to take some ownership for their move to GGS. We will liaise with the young person and their family or carers, to gather as much information about the young person as possible and to give information about the service and facilities we provide.

We will organise for staff to visit the young person at their existing placement, whenever possible, to talk to the young person and answer any questions they may have and try and put some of their fears to rest. They may also talk to staff at the current placement to gain some insight into achievements, problems and behaviours of the young person.

When possible, arrangements will be made for the young person to visit GGS for a few hours; to meet some of the staff team and to have a look around the school. During this process we will try and identify a member of staff to whom the young person relates well and on the day of admission we will organise for that member of staff to be on duty for the evening the young person arrives and for the following morning when they wake up.



We will typically allocate a Key Worker within one week, as this allows us to consult the young person about compatibility with the adult with whom they will be working.

GGs will adopt a cautious approach to accelerating admissions and will only proceed where there is a high degree of confidence in our ability to meet the needs of the young person. Where a young person is accepted, it will be for a period of time in which extra resources may need to be put in place to ensure the safety of the young person and the potential risks they may present to others within the school and the wider community. Although our aim to utilise all of the normal admission procedure, it must be recognised that this will not always be possible and some pre-admission procedures may have to be concluded subsequently.

However, as a minimum we will require the following information:

- Presenting problems
- Other significant behaviours
- Social Workers report
- Education report
- Results of any mental health assessment
- Family background

We will also require referral information to be provided in full and for the Social Worker to complete the relevant LAC paperwork; either prior to or during the admission meeting, which we may require, to be held on the day the young person moves into the school.

Refer to the Trust Admissions Policy and related school procedures for further information

Fixed Term exclusions will not be used at GGS from September 2015. However, if the SEND of the young person is not being met, a multi disciplinary meeting will be held to investigate more appropriate alternatives.

No young person will be asked to leave GGS at short notice, unless there is a serious incident that places other young people or adults at serious risk.

Basic Student Need at Grafham Grange School September 2016 - July 2017

Social, Emotional and Mental Health SEMH	Learning Difficulties LD	Autistic Spectrum Condition ASC	Sensory Difficulties SD
<p>Students will</p> <ul style="list-style-type: none"> ● be unable or unwilling to manage their own behaviour and/or reflect on the consequences for others. ● exhibit violence on a daily basis. ● need individual supervision, 1 to 1 100% of the time within playground and social times. ● be involved in persistent and continued incidents which may require physical intervention (more than once a day). ● require frequent interventions by Senior Leadership Team (several times a day, every day). ● persistently sabotage and disrupt teaching groups to the extent where they must follow highly structured, personalised learning programmes. ● display prolonged, targeted, unpredictable, explosive behaviour resulting in frequent assaults. ● display significant and repeated self harm that involves intervention. ● display prolonged and sudden outbursts of behaviour that jeopardizes the health and safety of self and others. ● have a profile of sexualised behaviour that requires constant supervision. ● have additional, complex mental health needs which require daily intervention. ● very likely have speech, language and communication difficulties which may not have been identified before student started at GGS. These difficulties will have a potential impact on learning and the development of literacy, social interaction skills, emotional well-being and self-control. 	<p>Students will</p> <ul style="list-style-type: none"> ● have problems understanding and using spoken language. ● have complex learning difficulties. ● difficulties developing literacy skill. ● have additional needs in relation to one or more other area e.g. ASD, OCD, ADHD, Tourettes, sensory issues, motor skills, dyslexia and may have complex medical needs. ● require individual supervision within playground and to move around school site. ● be unable to understand and manage risks within the school environment. 	<p>Students will</p> <ul style="list-style-type: none"> ● have difficulties with social understanding and communication and may have receptive and expressive language difficulties, especially with higher level language skills, e.g. understanding figurative language, making inferences. ● exhibit violent behaviour on a daily basis and require individual supervision within playground and social times. ● be involved in daily incidents which may require physical intervention. ● display persistently anxious and unpredictable behaviour to the extent where they must follow highly structured and personalised learning programmes. ● display significant and repeated ritualistic behaviour that involves intervention. ● be unable to develop appropriate relationships with others without specialist support. ● be unable to recognise social, environmental and physical risks. ● respond to anxiety and small changes with unpredictable, prolonged and sudden outbursts of behaviour that jeopardizes the health and safety of self and others. 	<p>Students will</p> <ul style="list-style-type: none"> ● have sensory loss necessitating individual specialist adult support. ● have additional needs in one or more other area e.g. SEMH, ASC, OSC.



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