'What We Do & How We Do It'

Vision, values, teaching, learning, curriculum, personal development & behaviour

See also, anti-bullying, online-safety, safeguarding, physical intervention and attendance policies

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We aim to ensure they leave us with the opportunities and are able to become positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

- Everyone can learn, achieve and has the potential to be successful
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another
- We have high expectations in everything we do

Created by White Trees Independent School, July 2019

WHO WE ARE

SureCare was opened in 2008, to offer a residential and therapeutic home provision for some of the most complex, vulnerable and in need children in the UK. SureCare takes great pride in being able to offer a provision that puts the children first.

Historically, provisions such as secondary schools, specialist schools and PRU's were used as educational placements for children residing with SureCare, but this resulted in the young people being temporarily and sometimes permanently excluded for their behaviours; a continuation of the difficult and often traumatic cycle the children have experienced. White Trees School inception came in 2014 when it became clear that the local provisions available were not going to be able to meet the young peoples' educational and behavioural needs.

From the start, it was clear White Trees School would have to be a specialist provision. It would need to offer a nurturing environment that works around the pupils' needs in order to enable the pupils to be able to access their education. The development from idea to opening was a long and complex journey and it continues to grow in order to provide the best possible outcomes and opportunities for its pupils. This developed into the consideration that the best way to meet many of our pupils' complex needs would be to explore the potential for education to be provided anywhere and not just within the four walls of a classroom. We also make to it a priority to focus on developing the 'whole child' not simply focusing academic progress or achieving qualifications, but ensuring our pupils are truly ready for life after school by developing the social skills, character and attitudes that will help them be positive members of their communities.

It is our intent to use an approach that puts the pupil first and doesn't try to fit them into a generic system that has already failed them, often time and time again, White Trees has been able to engage and offer an education the most complex of pupils. To do this, we have three main focuses each day:

- **Meet emotional needs first**. Staff ensure that they have a deep understanding of each child and their needs and aim to juggle overcoming any anxieties, upsets and other concerns with their education.
- **Create positive relationships** that allow pupil to trust and feel cared for is difficult with our pupils but if we can build those all-important relationships, we will change lives be able to better support our learners in and out of 'the classroom'.
- **High quality curriculum, planning and teaching** that has to be specific to each pupil and incredibly flexible as each pupil works at a different pace and has very different challenges to overcome that the teacher needs to be able to support and adapt to each day. This includes adapting to how pupils learn and balancing the blending of the groups and classes they will be working in.

So far, White Trees School has been able to succeed in offering education and moving pupils on to further education, employment or training for pupils who were unable to access other forms of education. This success is credited to building relationships with our pupils, the nurturing environment, the extensive work on social and emotional needs, close working partnership and communication with parents/carers and the extensive planning and logistics considered each and every day.

Currently, almost all pupils at White Trees School has education, health and care plan (EHCP) for social, emotional and mental health (SEMH) needs. Most pupils' EHCPs identify additional needs such as Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia and Oppositional Defiant Disorder (ODD). White Trees School takes great pride in being able to support these young people to overcome their challenges and feel privileged to be a part of their journeys.

WHAT WE DO

Curriculum, Qualifications & Development

With developing the 'whole child' clearly identified as a priority alongside academic progress, our education has a clear structure with defined processes, expectations and opportunities that ensure pupils learn, develop and grow:

<table>
<tr><th>UPPER KS2</th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th></tr>
<tr><td colspan="4">Pupil Pathways</td><td colspan="2">BTEC's</td></tr>
<tr><td colspan="3">AQA's/Entry Level/Functional Skills</td><td colspan="3">GCSE's
(External Partner)</td></tr>
<tr><td colspan="6">Emotional Support & Development, PSHCEE & Social Skills, Reading, Values, Learning Around Character & Attitudes, Work Experience, College Courses, Enriching Experiences, Trips, Celebrations, Visits, Independent Careers advice, Community Engagement and Wider Opportunities to Develop</td></tr>
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Pupil Pathways

White Trees School has created a curriculum and education plan in the form of Pupil Pathways. The Pathway covers the full national curriculum and is designed as a 5-year curriculum in most subjects. Pathways lead directly into further qualifications and also account for pupils with below age-related levels, incorporating objectives from upper KS2. The Pathway also includes a deep and wide offer of learning and development beyond academic, vocational or technical through PSHCEE and Social Skills pathways. Pupils learn about careers, social skills, character, attitudes and other areas that will set them up to succeed in life after White Trees.

Qualifications

White Trees is continually developing the qualification offer and uses pupil interests and other opportunities to guide this. Currently we offer:

Entry Level	Functional Skills	BTEC	Other	
English	English 1, 2, 3	Sports	Music	Work Experience
Mathematics	Mathematics 1, 2, 3	Cooking 1, 2	Forest Schools	D of E
	ICT 1	Work Skills	Rally Sports	Sports Leaders
		Applied Science	Circles Farm	Circle Beauty
			English Language GCSE	

Development

In order to develop pupils beyond the academic, vocational and technical we work diligently and robustly to support and develop our pupils' emotional needs, their understanding of the world and their ability to cope, contribute and succeed in their community once leaving school. This is explored in more depth as part of the 'How We Do It' section of this policy but it can be simplified into three levels of approach:

- A therapeutic approach (pre-emptive and reactive)
- Social, emotional and behavioural interventions (educational, pre-emptive and reactive)
- Education and experiences

Teaching & Learning

Teaching takes many different forms at White Trees School in order to cater for individual needs. Leaders work with staff to improve and maintain a high standard of teaching which is measured over time.

All teaching is underpinned by key expectations that contribute and combine with our teaching cycle (APPENDIX 1) to ensure teaching is to a high standard and opportunities to learn in and out of the classroom are maximised. Every teacher is expected to:

- **use clear learning objectives and differentiated success criteria** for each lesson
- **facilitate learning using a diverse range of activities** and strategies borne out of in-depth knowledge of our pupils
- **where appropriate, use starters to check for prior understanding and plenaries to check that our pupils have fully understood the objective** of the lesson, and if they haven't, we adapt our plans and spend time with pupils to ensure they do, before moving on
- **plan and teach in reference to bespoke schemes of work** that identify appropriate annual and termly targets from the parts of the curriculum the pupil is working on
- **assess learning and progress throughout lessons**. This assessment should allow the lesson to be adapted to maximise learning
- **use formative assessment to plan the following lesson/learning**. This could include re-covering learning to ensure it is consolidated or to adjust the learning to ensure the pupil is appropriately stretched
- **teach according to our pupils' preferred learning styles** (visual, auditory and kinaesthetic) and forms of intelligence (mathematical/logical, visual/spatial, interpersonal, musical) as best we can
- **ensure the best possible environment for learning** by developing a positive atmosphere in which pupils feel safe and that they belong, enjoy learning and being challenged, trust that they can take risks with their learning and know that they can and will succeed
- **ensure that teaching builds on previous learning** and that constant praise, engaging learning tasks and positive use of our behaviour system keeps pupils motivated
- **ensure learning tasks are varied and tailored to individuals**, and include investigation and problem-solving tasks, computing and use of interactive whiteboards, debates, role-plays, design and making activities, criticalthinking tasks and time for reflecting on our learning. Pupils work in a variety of ways – in groups, pairs, with the whole class or independently, depending on the task and the individual
- **encourage pupils to take responsibility for their own learning**. Pupils are aware of their learning objectives and what they can do to stretch their learning. They are involved in setting their own termly targets, which they work towards each term, and teachers ensure that pupils' interests and suggestions are incorporated into the curriculum as much as possible
- **engage pupils in self-assessment throughout lessons** and use a traffic light system to enable to communicate to the teacher how far they felt they achieved the learning objective and steps to success in the course of a lesson or activity. In this way, pupils can feel in control of their own learning and teachers are able to use this feedback in order to inform their planning for the next lesson
- **effectively deploy team members and support staff** to ensure pupils are supported and challenged in order to maximise progress each lesson
- **have calm, informative and celebratory environments**. We update displays every term so that the classroom reflects the topics being studied by the pupils and use progress walls to celebrate pupils' learning and progress by displaying their work
- **support pupils with English as an additional language (EAL)** through planning differentiated tasks during lessons, offering focused vocabulary support and also provide targeted literacy support on a 1:1 basis if this is appropriate
- **involve parents and carers where possible. We believe that parents and carers have a fundamental role to play in helping pupils learn** which is why we ensure that parents and carers receive half termly reports as well as contact several times a week from school.
- **be monitored by leaders and governors to gauge the quality of teaching through learning walks and formal observations** to ensure that findings are moderated to ensure robustness. The production of overviews provides clear strengths and weaknesses which leaders identify and provide

support and training around in a cycle of data (observations), analysis (finding strengths and weakness in teaching) and impact (training, support and updates to processes)

- **support emotional and behavioural needs effectively.** Leaders and teachers work together to ensure the appropriate support and blending is found through logistics planning each week. Supporting behaviour is very much a part of effective teaching and our endlessly positive approach, the use of class dojo and the celebration of all successes should be present at all times
- **homework is provided at an intensity and frequency appropriate to the pupil.** Where a pupil has missed a substantial amount of education, requires 1:1 support and has complex learning difficulties, it may be most suitable to set short, simple tasks that can further embed previous learning or help them access future learning. Whereas a pupil preparing for BTEC's and GCSE's would be expected to complete coursework and supplementary homework independently and frequently, as prescribed for them by their teacher
- **pupils have the opportunity to read and progress in reading is tracked** via programs and pathways the school has in place.

Baselines, Planning & Assessment

Every pupil that is placed at White Trees School is assessed to establish a baseline in each subject in order to account for any prior learning and progress. This takes the form of looking at prior achievements and assessing pupils using assessment tools at our disposal. This establishes a pupil's strengths, weakness and often the large gaps in their learning and development that a typical referral to White Trees has encountered.

Using assessments and any evidence of prior learning, the teacher is able to plan specifically what learning objectives the pupil needs to complete in order to fill any gaps and also to make expected progress (if not more) each half term. Schemes of work are created each half term for each pupil and identify their individualised learning plan and as lessons are delivered, work is kept in Pupil Journals and completed objectives are dated on the Pathway. Teachers plan using the Pathway curriculum in a 'block' format, as opposed to a spiral curriculum. This is because teachers have to constantly review and adapt to prior learning, or inconsistent prior learning as a result of absence or erratic educational histories.

As identified, teachers assess and reflect on lessons and learning each day in order to established what the pupil has learnt and what to teach next. This is bespoke to each pupil and allows teachers to create, adapt and deliver individualised lessons that adjust to and track their daily, weekly, termly and annual progress.

We mark pupils' work and offer feedback in order to:

- Show that we value the pupils' work, and encourage them to value it too
- Boost the pupils' self-esteem through use of praise and encouragement
- Help pupils learn. If pupils' work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem
- Promote self-assessment and peer assessment
- Follow up on pupils' self-assessment. For example, if a pupil leaves a red or amber traffic light in their book to indicate that they did not understand the work, the teacher will respond with verbal feedback before the next lesson
- Offer the pupils specific information on the extent to which they have met the lesson objective and success criteria/or the individual targets set for them
- Provide a basis both for summative and for formative assessment
- Provide the ongoing assessment that should inform future lesson-planning

We ensure that:

- The pupil is able to read and/or respond to any comments made and is given time to do so. Where the pupil is not able to read and respond in the usual way, other arrangements for communication are made
- Comments are appropriate to the age and ability of the pupil

- Comments focus on only one or two key areas for improvement at any one time
- Whenever possible, marking and feedback involves the pupil directly, there then, or after completion while the work is still fresh in the pupil's mind.
- Ticks are normal where work is correct, and crosses or corrections where errors have been made
- Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems
- When self or peer assessment has been undertaken (i.e. pupils may mark their own or another pupil's work) the teacher must always review this marking
- All team members are permitted to participate in marking and giving feedback provided they have been prepared/briefed on the teacher's expectations of the lesson and outcomes and that their input is reviewed by the teacher

Progress, Outcomes & Preparedness for Life After School

The inevitable aim is to prepare pupils for life once they leave school and ensure that they have as much opportunity as possible to achieve and become positive members of their communities. Leaders use formative assessments as part of the Pathway Curriculum, progress towards qualifications and point in time assessments for emotional wellbeing and development to track, analyse and positively impact on progress and development through interventions, adjustments to planning and resources and also focus weeks.

The aim is for Key Stage 4 pupils to move on after year 11 and go on to further education, employment or training. However, the school extended its offer in early 2019 to allow pupils who are not yet ready to move on, and/or who are unable to access appropriate local provisions, to stay on and continue to develop further under the caring and supportive environment at White Trees. We offer bespoke development packages for pupils staying on, with a focus on social and emotional support alongside academic in order to support pupils to successfully move on.

All data is collected part of planning and has minimal impact on workload. We aim to have 100% of pupils make expected progress in all areas with 30-50% making more than expected progress. All progress is reported to governors who explore, challenge and then published a summary at the end of each term.

HOW WE DO IT
Behaviour & Personal Development

As a school that caters for pupils with extremely complex needs, often the result of experiencing trauma during the early years, it is imperative to identify the root cause of any behaviour in order to support their social and emotional needs. Therefore, it is of the highest importance that policies with regard to behaviour and supporting emotional needs are flexible, effective and centred on building positive relationships and being endlessly positive.

Our pupils also have histories of rejection and exclusion from previous educational settings. In order to meet our pupils' complex needs, they are often taught 1:1 in satellite locations and work towards being able to access a small classroom environment when **they** are ready.

To ensure this is effective, we have a well organised and supportive team who use a combination of strategies to support, encourage and reward behaviour that is conducive to learning and focuses on achievements and values wherever possible.

Further considerations are that many of our pupils have not experienced secure attachments throughout their early years and developing positive relationships with staff members can help to make up for some of the social and emotional development that has been missed. Each pupil is supported differently but the key principles for all support will include:

- **Unconditional positive regard** for our pupils and everyone we work with
- **Caring relationships** with staff that are underpinned by positive support, appropriate boundaries and empathy
- **Consideration of any need** that is not being met and the possible years of difficulty that has led the pupil to their current situation and level of need
- **Communication that is clear, consistent and positive** (or in some cases, appropriately passive)
- **Consistency in support, interactions and (high) expectations** for behaviour and learning – being predictable is very important
- **Co-operation with pupils to explore their emotions and reflect** on how they may have been feeling and working together to overcome challenges or difficult behaviours

These principles are important whether pupils are supported in classrooms onsite or at a satellite location using our 'Classroom in a Bag'.

OUR EXPECTATIONS

Because of the complexities and uniqueness of the behaviour and challenges we face; we have two simple expectations that act as our school rules:

- We respect each other, our school and ourselves
- We always try our best

PATHWAY TO THE CLASSROOM & CLASSROOM IN A BAG

As identified, our challenge is to continue to support and educate our learners in spaces that are not your 'typical' classroom. To ensure that the learning outside of the classroom was to a high standard and therefore a positive tool to overcome barriers, we developed a program to cater for these pupils and give them the best chance of success in the classroom and beyond school life. We also use a 'pathway to the classroom' grid (APPENDIX 2) to assess where our pupils are in terms being able to access a small group or classroom environment and are always working on the skills, they require to enable them to join a small group or class.

We use a 'Classroom in a Bag' kit, to ensure resources offsite, are as high quality as on site. The kit includes:

- A travel bag
- A laptop with web browsing, Microsoft office, remote device management and web filtering
- An internet activated smart phone with hotspot ability
- Pens
- Pencils
- Ruler
- Stapler
- Colouring pencils
- Glue sticks
- Notepads
- Calculator
- Fidgets and games for break time and socialising
- Headphones
- Planning and resources for the activity/day/week (APPENDIX 4)

VALUES, ATTITUDES & PERSONAL DEVELOPMENT

Social and emotional development is central to our curriculum and ethos. Breakfast, break time, lunch and PSHCEE are focal points for the facilitation of this development; however, it is acutely important that social and emotional learning is embedded throughout the entire day.

Developing our pupils' social skills and teaching them about healthy living, preparing them for life in modern Britain and enabling them to make positive life choices is of considerable importance. A weekly formal lesson of PSHCEE is not enough in a school setting such as ours, which is why we have an embedded values-centred curriculum and family-style lunchtimes where possible.

We also link Personal, Social, Health, Economic & Citizenship Economic Education (PSHCEE) and Spiritual, Moral, Social & Cultural Development (SMSC) across the curriculum. As well as fulfilling the objectives in our tailored PSHCEE schemes of work at all Key Stages, we aim to develop all pupils':

Spiritual development (s)

- ability to be reflective about themselves
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral development (m)

- understanding of right and wrong
- respect for the rule of law in modern Britain
- understanding of the consequences of their behaviour and actions

Social development (s)

- use of a range of social skills in different contexts
- willingness to participate, cooperating well with others and being able to resolve conflicts effectively
- understanding of & engagement with the fundamental British values of democracy, mutual respect and tolerance of those with different faiths and beliefs

Cultural development (c)

- understanding and appreciation of the range of different cultures within school, in London and in the United Kingdom
- knowledge of Britain's democratic parliamentary system
- positive participation to artistic, sporting and cultural opportunities
- improving understanding of and showing respect for different faiths and cultural diversity

Values and British Values

White Trees School incorporates the promotion of its values through PSHCEE lessons and at any other appropriate opportunities throughout the school year. Each half-term we highlight a different set of values, explore what they mean and why they are important for us as a school and as part of a wider community.

Self-appreciation & New Beginnings British value: Individual liberty	**Knowledge & Tolerance** British value: Mutual Respect	**Ambition & Responsibility** British value: Rule of Law
Perseverance & Resilience British value: Democracy	**Curiosity & Independence** British value: Tolerance of different faiths and beliefs	**Confidence & Coping with Change**

Our values:

- Form the basis for learning conversations around the school
- Contribute to the planning and content of discrete and formal PSHCEE lessons
- Teach PSHCEE formally at KS3 & 4, following our own Scheme of Work in accordance our whole school values curriculum which emphasises:
    - Developing our confidence and making the most of our abilities, including setting ourselves goals and celebrating achievements
    - Preparing to play an active role as citizens and developing our awareness of the importance of the communities to which we belong
    - Developing a healthy, safer lifestyle and knowing how to stay safe online
    - Developing good relationships and respecting the differences between people

PSHCEE & Social Skills

- Formally teach a Sex and Relationships Education (SRE) to our pupils which aims to:
  - Help pupils develop an understanding of the different types of relationships, including family relationships
  - Help pupils to develop skills in forming and maintaining relationships with others, including their peers
  - Teach pupils about the changes to their body that occur during puberty
  - Introduce pupils to reproduction
- Formally teach online safety to pupils of all ages across the school, according to age and ability. Please see our online safety policy
- Formally teach PSHCEE to all pupils on a regular basis which focuses on:
  - The development of social skills including managing anger and emotions, building relationships, dealing with conflict and making positive choices, including online as part of online safety education
  - The development of anti-discriminatory understanding including knowledge and understanding of bullying, cyber-bullying, racism, sexism, homophobia, transphobia and religious tolerance
  - Preparation for life in modern Britain and knowledge of Fundamental British Value, including cultural diversity, mutual respect, the rule of law, democracy, right & wrong, consequences and the range of faiths, religions and values in Britain and London
  - Providing opportunities for reflection, thinking, discussion and formal argument
  - Helping our community, supporting charity and helping others
  - Linking with curriculum-wide weekly trips which aim to develop pupils' understanding & experience of the world including artistic, religious, cultural and sporting
  - Personal health and how to stay healthy with specific focus on nutrition and exercise
  - The development of the understanding of risk and keeping safe in everyday life
  - An understanding of the world of business and consumers through enterprise projects and fundraising for projects and/or charities

Carefully planned and differentiated activities ensure that all pupils begin to view and understand themselves in the context of wider society, in a structured and supportive way.

In addition, our PSHCEE Pathway also ensures that pupils have the opportunity to:
- Contribute to our community through activities such as raising money for local causes and charities
- Learn about public institutions and services in England (for example, the royal family, government, national health service, fire service, the police)
- Develop an understanding of the importance of tolerance and equality whilst challenging prejudice and discrimination. We teach specific lessons which promote tolerance of different family structures and recognise that whilst not everyone's families are the same, they should all be respected and valued as part of an inclusive school community
- Use morning time (breakfast and exercise), breaks (time for healthy snacks & water) and lunchtimes (family style service in each class) to learn and practice personal skills including turn-taking, sharing and making positive and healthy choices
- Receive independent careers advice to support them in planning their futures

The Social Skills Pathway aims to work alongside general emotional and behavioural support and give a framework to the expectations on pupil development outside of academic, technical and vocational. It includes learning around:
- Characters and Attitudes
- Self-care
- Independence
- Social Interaction
- Community Understanding

BEHAVIOUR: CONSEQUENCES, REFLECTION & RESTORATION

Rewards and positive consequences play a key role in supporting our pupils effectively. In order to create a culture where staff focus on celebrating positives, we use class dojo to track and share positive behaviours throughout the day. Class dojo is a cloud-based program that allows a teacher to create an account for watch pupil and award them points for different positives throughout the lesson. It is secure and can only be accessed via a login link set by the teacher. The teacher is able to send access to TA's, parents, careers and professionals who can monitor the behaviour, shared work and 'work ons' for each child at any time. This system forms an ongoing score that can be used to track improvements in behaviour over a day, week, term or year. Teachers use it to track behaviour and engagement and also decide whether pupils achieve rewards each day, week or term. This includes golden time and termly reward trips.

Golden time is a short period of time at the end of the week where the pupils can choose an activity to engage in. The pupil gets to choose the activity with some support from staff as the goal is to allow them to have a reward that they have earned but also ensure they are still engaging in activities where they are developing their social, emotional and independence skills.

Negative consequences primarily involve missing out on positives, continuing the focus on being endlessly positive. However, at times, it is important to establish appropriate boundaries, particularly in instances where there has been a serious incident, bullying, peer to peer abuse, abuse around the protected characteristics or when safety has been compromised. In situations such as these, staff implement a Reflect & Restore process which involves a consequence appropriate to the behaviour and then conversation where the pupil reflects on the behaviour and causes of the behaviour and how they might overcome those challenges in the future. The discussion then looks to restorative actions and the pupil decides on steps they should take. The stages and relevant recommendations are:

Stage	Behaviour	Consequence	R&R
1	Minor incident Verbal abuse (relative to pupil) Damage	Restorative action Partial loss of reward (catch up) Follow up from teacher	Informal follow up with staff member best placed to follow up. Most commonly this would be the lead teacher or teacher leading the lesson in which the behaviour/incident occurred
2	Persistent verbal abuse Persistent or moderate damage Moderate/Serious incident Presenting risk to others Repeating stage 1 behaviour	Restorative action Significant loss of reward Follow up from leader	Formal follow up with lead teacher after the incident or the next morning. Staff member and pupil work through the formal R&R.
3	Attempt to harm or Presenting significant risk to others Significant damage Serious incident Repeating stage 2 behaviour	Meeting with SLT, parents and relevant professionals before returning to school	Formal follow up with lead teacher or leader. Pupil to be brought in after the start of the day at a time agreed by leaders. Staff member and pupil work through the formal R&R. Staff to be confident the pupil is reflective before returning to school.
4	Serious Assault Repeating stage 3 behaviour	Short term exclusion and meeting with leader, parents and relevant professionals before returning to school	Formal follow up with lead teacher or leader. Pupil to be brought in after the start of the day at a time agreed by leaders. Staff member and pupil work through the formal R&R. Staff to be confident the pupil is reflective before returning to school.

There is a R&R form to record the process on and is completed by the adult hosting the R&R. All R&R's are recorded (APPENDIX 5) and reviewed by SLT.

EXCLUSIONS, EMERGENCY REVIEWS & ENDING PLACEMENTS

In extreme cases, the head teacher may exclude a pupil for a fixed term of, typically, one or two days. A fixed-term exclusion of more than two days is exceptionally rare. When the decision is taken to exclude a pupil, an explanatory letter is always posted to the parent/carer on the same day – as well as to the placing authority – and homework is provided.

In very exceptional circumstances, such as a pupil bringing illegal drugs or weapons into our schools, the head teacher and chair of governors may make the decision to permanently exclude.

When we cannot meet a pupil's needs, we will call for an emergency annual review with the placing authority to re-evaluate the suitability of the placement and recommend that another provision be sought. This is not the same as exclusion.

RECORDING AND COMMUNICATING BEHAVIOUR MANAGEMENT EVENTS

- General positives behaviour and minor negative behaviour is logged on Class Dojo
- Physical interventions are logged in our handwritten Physical Intervention Log
- Serious incidents and incident of concerning categories such as bullying, and discrimination are logged on CPOMS
- Accidents, injuries and use of first aid are reported using the school's accident books
- All events logged are analysed by the leadership team on a weekly basis and changes are made proactively and rapidly to avoid repetition.

PHYSICAL INTERVENTION

This policy must be considered alongside our physical intervention policy. Physical intervention (known as positive handling or restraint) is only used as a last resort. It is not used as a behaviour management strategy – it is used when there is a risk to the safety of a child or others. The focus of this training is on de-escalation rather than needing to physically intervene with children.

Staff receive physical intervention training from NFPS and every incident of physical intervention is recorded on a physical intervention form in the physical intervention book, which is reviewed by leaders. This is also communicating to the parent/carer and appropriate professionals. Leaders review the number of incidents, serious incidents and restraints to identify patterns in pupils, staff, lessons, days and more. (APPENDIX 6)

BULLYING

This policy must be considered alongside our anti-bullying policy. All types of bullying, including outside of school and all forms of online bullying, must be followed up with the same rigour and using the same processes outlined above. Pupils are able to report concerns via a form that available to them at school.

ONLINE SAFETY

This policy must be considered alongside our online safety policy as many online safety incidents will be considered behavioural incidents (many may alternatively/also be safeguarding concerns and should therefore be considered as part of our safeguarding strategy).

IMPARTIAL CAREERS INFORMATION, ADVICE & GUIDANCE

Careers guidance is a planned aspect of the PSHCEE curriculum for all pupils, focusing on the range of career opportunities, suitable roles related to skills, qualifications and experiences, goals, next steps and raising aspirations – which links to our values centred curriculum, especially the term's unit on 'aiming high and achieving goals'.

APPENDIX 1

Consistent, high quality and constructive feedback (both oral and written) ensures pupils make rapid progress

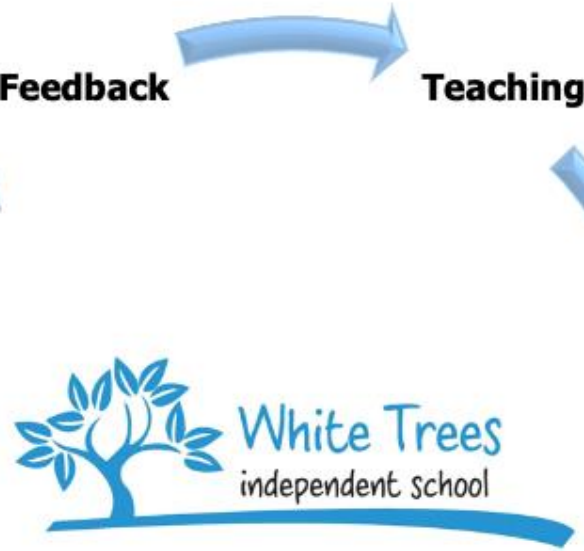
Pupils pro-actively engage with the feedback process, using their direct links to their teachers as avenue to be responsible for their own education

Teachers and pupils identify areas for improvement which directly impact on progress, and pupils can share these.

Teachers have **secure subject knowledge** enabling them to differentiate and challenge pupil appropriately in order to maximise learning

Teachers **establish start points** through baseline assessments and adapt their teaching and schemes of work structure to ensure pupils' needs are met

Teachers plan interesting, enriching and well-paced lessons, ensuring children are enthusiastic and engaged, with high levels of commitment to learning, resulting in rapid progress.



As a result of cold writes/ target setting/ WAGOLLs, **pupils can talk about their next steps in learning.**

Teachers and pupils share and reflect on a WAGOLL and identify why it is a WAGOLL.

Pupils are encouraged to ask questions which extend, strengthen, reflect and clarify learning of themselves and their peers.

Pupils can select and use resources and tools to scaffold their learning and these are prepared which are accessible.

Teachers and tutors appropriately support and intervene to have maximum impact on progress by working with a pupil, or groups of pupils.

All pupils are able to work independently and collaboratively and are able to discuss their learning.

Assessments are monitored using both planning and pupils' pathways, so teachers can monitor progress and know once it has been achieved.

Teachers assess for prior learning through varied, challenging activities

LO and success criteria are shared with the children, and are appropriately differentiated to support, challenge and enable pupils to self-assess throughout the lesson.

Learning is recapped, reviewed and revisited by teachers to ensure learning is embedded.

Teachers use clearly directed and timely support and intervention that match the pupils' needs effectively

Teachers systematically and effectively check pupils' understanding through a range of assessment for learning strategies (higher order, open questioning, why, how, what happens if etc.).

APPENDIX 2

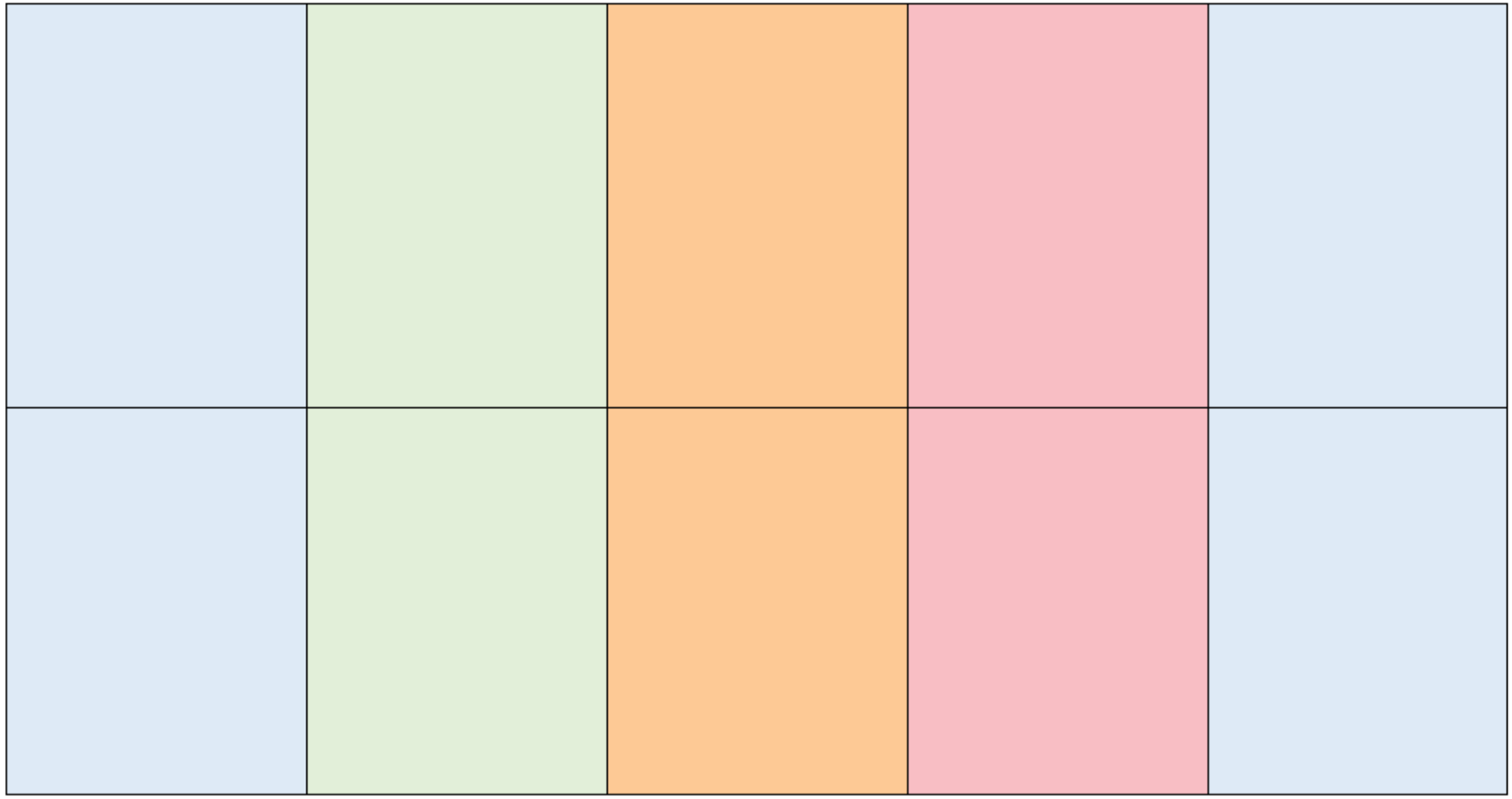
PATHWAY TO THE CLASSROOM

1<10	1	2	3	4	5	6	7	8	9	10
Social Skills	Pupil is unable to engage with pupils or staff appropriate and struggles to maintain positive relationships	is able to engage positively at times but has no positive friendships	is able to engage positively at times and has one or two peers/friends he engages with inconsistently	is able to engage positively 50% of the time times and has one or two peers/friends he engages with inconsistently	is able to engage positively 50% of the time and is beginning to establish a positive relationship with a peer	is able to engage positively 50% of the time with one or two positive relationships	is able to engage positively most of the time and has one or two positive relationships	is able to engage positively most of the time and has several positive friendships	is able to engage positively the majority of the times and has several positive friendships	is able engage with other appropriately at all times and has several positive relationships
Engagement	Pupil is not able to access a classroom with peers and struggles to focus for any amount of time	is engaging 1:1 off site for 5-10 minutes at a time	is engaging 1:1 off site for periods of 10-20 minutes	is engaging 1:1 off site for 20-30 minutes and can attend the main site with others present at times	is engaging 1:1 off site for 30-45 minutes and can attend the main site with others present at times	is able to engage 1:1 effectively but also for 5-15 minutes in small groups and attends site for some of the day.	is able to engage 1:1 effectively but also for 15-30 minutes in small groups and attends site for some of the day.	is able to engage 1:1 effectively but also for 30+ minutes in small groups and attends site for over half of the day.	is able to engage 1:1 and in a group or classroom environment effectively. Attends site for 75% of the day	is able to engage in a classroom environment for the whole lesson for all of the day
Emotional Wellbeing	Pupil is unable to regulate emotions and presents extreme behaviours. Pupil is not able to self-soothe.	can regulate emotions to some degree but is still likely to fluctuate & present extreme behaviours. Pupil is not able to self-soothe or use appropriate means to calm and return to 'blue'		can regulate emotions to some degree but can at times present high or extreme behaviours. Pupil can sometimes self-soothe or use appropriate methods to calm with support.		is able to engage in a group for 50% of a lesson. Pupil is able to self-soothe and use appropriate methods to calm and regulate 50% with some support.		is able to engage in a class for over half a lesson with little or no behaviour or emotional incident. Pupil is able to self-sooth and use appropriate methods to calm 50-75% of the time with little or no support.		is able to engage is a classroom situation with little issue and exemplary behaviour
Independence	Pupil is not independent and requires substantial support and encouragement at all times	Is able to attempt some tasks independently for short periods with support. Tasks engaged in often have to be in line with pupils interests		Is able to engage in some tasks independently for 20-30 minutes with support. Tasks engaged in often have to be in line with pupils interests		Is able to engage in most tasks independently for 20-30 minutes with little or no support		Is able to engage in most task independently for 30+ minutes with little or no support		is able to take on challenging learning tasks independently
Risk/safety	Pupil presents a very high risk of serious behavioural incident around peers. Pupil is supported and supervised at all times	presents a high risk of serious behavioural incident around and to others. Has to be supported and supervised at all times.		is moderate risk generally but presents a high risk around peers, particularly should they become anxious, stressed or challenged.		is a moderate risk of a behavioural incident generally and around peers. Consistent support should be in place and some groups work and independence considered.		is low risk of behavioural incident and is allowed to work in groups and also have some independence where appropriate		presents little or no risk to others
TOTAL SCORE				**SCORE / 5 = LEVEL**						
				Level _____ Walking / Running /Sprinting towards _____						

APPENDIX 3

Blue to Blue

Name of YP		Name of Staff	
Name of home		Date	



Policy owner	White Trees School	**Last review**	July 2019
Date Created	November 2018	**Next review**	July 2020

APPENDIX 4

Planning and assessment

Subject	Focus (term)	1	2	3	4		
						Effort	Progress
SOCIAL SKILLS							
PSHCE							
ENGLISH							
MATHEMATICS							
PE/BTEC SPORT							
SCIENCE							
Topic/BTEC							

APPENDIX 5

Reflect & Restore (R&R) Formal Follow up

Date	**Pupil**
Date of incident	**Level of R&R**
Staff member	**Incident form No.**

Pupil Reflection – run through the events: did something happen before, how did they feel, what happened, triggers, escalations, frustrations (always look for WHY)

What did you need at the time/what were you feeling and what made you feel that way

What could have changed the outcome? Think about pupil's choices, ways staff could have helped better, better options and support for next time this situation might occur

LEADER NOTES

Pupil sing (if appropriate)	**Staff sign off**	**Leader sign off**
Date Sign	Date Sign	Date Sign

APPENDIX 6

Incident form

Pupil	Date	Time	Incident No
Staff member reporting		Staff involved	
Length of incident (mins)	Physical intervention required? Y / N Form No.	Damage or injury? N / D / I LOW/MED/HIGH	First aid required? Y / N Form No.

Short description of incident (short factual account including PI use, if applicable)

Antecedent (what was happening at the start/before)

Behaviour:

Persistent verbal abuse	Physical altercation/harm	Spitting
Absconding	Restricted items	Significant sexualised behaviour
Self-harm	Damage to property	Attempt to cause harm
Bullying/peer to peer abuse	Incident involving member of the public	Abuse around protected characteristic

Consequence (what happened after)

Partial withdrawal of reward	Restorative action	Ban from location/car	Referral to leader
Inform home/carer	Significant withdrawal of reward	Exclusion	R&R – Tier ____
Other/notes (*include considerations around what the pupil may have been seeking*)			

Environment (Times/locations)

9-10.30am	10.30-12pm	12-1.30pm	1.30-3pm
School	Off site/other:		

Leader to complete:

Serious incident	Appropriate follow up?	PI? signed off?	Home/parent/carer informed?

Comments:

Signed (staff member) **Signed (leader)**

Published on	
By	
Chair of Gov Sig/Date	
Head Teacher Sig/Date	

Staff read and acknowledged:

Name	Sig/Date