

The Potteries School

• **ABERMULE NEWTOWN POWYS SY15 6JH** •

Telephone: 01686 411191 • Email: potteries.school@greenfields.uk.com



• **SUPPORTING OUR LEARNERS IN SCHOOL** •
Guidance on assisting learners to progress

THE RIGHT WAY

The Right Way PRINCIPLE	THIS MEANS:	ORGANISATIONS WILL:
EMBEDDING	Putting Children's Rights (UNCRC) at the core of planning and the delivery of services for children and young people	<ul style="list-style-type: none"> ○ Make links to Children's Rights (UNCRC) in their plans. ○ Agree on a structure of how they make sure children's rights are taken into account at all levels of decision making. ○ Make sure that leaders and staff have a good knowledge of children's rights (UNCRC), and help them understand how it can benefit their work.
Equality and NON-DISCRIMINATION	Ensure that every child has an equal opportunity to be the best they can be and that no child has to ensure poor life chances due to discrimination	<ul style="list-style-type: none"> ○ Make sure staff have up-to-date knowledge of the Equality Act and receive training to increase their awareness of different groups of children and young people's needs. ○ Give information to children in a language or format appropriate for their age, culture, or ability. ○ Analyse data and consider which groups of children are not accessing your services, and why - can use our a children's rights impact assessment.
EMPOWERING children and young people	Giving children the knowledge and confidence to use their rights and hold organisations and individuals that affect their lives to account	<ul style="list-style-type: none"> ○ Give children the information they need to influence decisions that affect them (e.g. simple language reports). ○ Involve children and young people by giving them the opportunities/ training/ information they need to influence decisions that affect them. ○ Build relationships with groups of young people to allow them to regularly give ideas and feedback. E.g. youth groups/forums.
PARTICIPATION	Listening to children and taking their views seriously (as guaranteed by Article 12 — UNCRC).	<ul style="list-style-type: none"> ○ Develop clear targets to listen to children and young people from marginalised groups. ○ Involve children directly in the design, monitoring and evaluation of services they receive (this can include involving children in recruitment of staff). ○ Adopt Wales' National Participation Standards for Children and Young People, to make sure when children participate, their experience is a quality one.
ACCOUNTABILITY	Organisations and individuals should be accountable to children for the decisions and actions which affect their lives.	<ul style="list-style-type: none"> ○ Publish an accessible annual update showing how they've worked towards making children's rights a reality. ○ Feedback regularly to children in a suitable format. ○ Provide children with accessible information on how to provide feedback about services or to how to make a complaints and hold staff to account.

RATIONALE

This guide is intended to help those who support learners at the Potteries School. In essence, it describes the expectations of the Headteacher with regard to supporting learners through their education day. It is **not** a manual on how an individual is to work with young people with emotional, social and behavioural difficulties – those reading this guide already undertake that role with integrity. It is to augment those skills with specific, precision working to enable learners to progress.

If having read this guidance, you are unsure of any aspects of your responsibility or role whilst supporting learners at school, please liaise with the Headteacher who will remedy your concerns efficiently and effectively.

The Potteries School operates within an integrated framework along with care and therapeutic intervention to provide a precision assessment of the needs of learners. With the Trauma Recovery Model (Skuse and Matthews, 2014) providing the basis for all working practice, it is imperative that all those involved with

supporting our learners follow the tenets of integrated practice between care and education. With this active cooperation, the education experience for our learners is one of progress, integrity and attainment. The key tenets of the integrated model are:

- Shared underpinning values with regard to safeguarding children
- Ensuring a child-centred perspective is the engine for our practice
- Employ a consistent set of boundaries and structure across the provision
- Working towards a common set of targets to help learners achieve and attain
- A framework of formal discussion and reporting on shared outcomes

HOW THE SCHOOL DAY WORKS

The Headteacher attends both the full handover (3 days) and education handover (1 day) to glean the necessary information on the learners for the forthcoming day. Support staff are allocated to each learner **by the team leader** and then the education programme details are discussed ensuring compatibility between staff skills and learner need. The Headteacher **does not directly manage support staff** but expects them to follow the outlined protocols for supporting learners and to receive their support in ensuring **all** practice is child-centred and of benefit to the learning process. It is also expected that if support staff have misgivings (safeguarding, risk assessment, personal ability) regarding an activity that they raise this with the Headteacher to ensure the programme is ideally suited to learner need. It is also expected that support staff role-model positively with regard to the importance of education, how to proactively engage with the school programme and be up to speed on school timings and activity protocols. The daily routines, expectations and provisions for non-compliance are detailed below:

THE POTTERIES SCHOOL DAILY ROUTINES & CURRICULUM

TIME	DESCRIPTION	OUTCOMES	DOCUMENTATION
07.00	Headteacher opens the school	Collating work from previous day	Points sheets
07.30	Education handover with team leader (on non-shift rotation change)	Checking budget returns Learner behaviour update Significant events outline	Activities budget Handover record (Education) Debrief log (Care)
08.00	Education handover with full shift Learners receive first wake-up call Learners morning routine - ablutions :: clean and tidy room - dress appropriately - meeting before 09.00 with head teacher to negotiate timetable - assist with lunch preparation if on an offsite activity - medication is administered where necessary	N/A	Handover record (Education) Debrief log (Care) N/A
08.30		Protocol: If a learner fails to meet with the expectations of the morning routine, the day stops until compliance with staff direction and request is forthcoming. To move forward and be ready for school, the learner must complete the morning routine.	
09.00	School corridor door is closed in preparation for school - all daily business completed by the deadline - team leaders only permitted to use corridor during school time	Quiet environment for learning Prompt start to the school day Reduction in classroom disturbance	N/A
09.15	Lesson 1 (or activity: Education visit - L & I Skills - Sport & Recreation)	Individual Learner Target progression	Class points sheet + literacy monitoring
10.00	Fifteen minute break	Learner relax and reboot for learning	
10.15	Lesson 2 (or activity: Education visit - L & I Skills - Sport & Recreation)	Individual Learner Target progression	Class points sheet + literacy monitoring
11.00	Fifteen minute break	Learner relax and reboot for learning	
11.15	Lesson 3 (or activity: Education visit - L & I Skills - Sport & Recreation)	Individual Learner Target progression	Class points sheet + literacy monitoring
12.00	LUNCHTIME	Learner relax and reboot for learning	
12.45	Lesson 4 (or activity: Education visit - L & I Skills - Sport & Recreation)	Individual Learner Target progression	Class points sheet + literacy monitoring
	Fifteen minute break	Learner relax and reboot for learning	
13.45	Lesson 5 (or activity: Education visit - L & I Skills - Sport & Recreation)	Individual Learner Target progression	Class points sheet + literacy monitoring
	Fifteen minute break	Learner relax and reboot for learning	
14.45	Lesson 6 (or activity: Education visit - L & I Skills - Sport & Recreation)	Individual Learner Target progression	Class points sheet + literacy monitoring
15.30	END OF SCHOOL		

This policy has been developed to document the structure of the school day at the Potteries School. It is meant as both a guide for persons wishing to understand how the school operates and also details the requirements for education staff working with learners from the school.

The school day has been developed in consideration of the needs of our learners and the variety of educational needs they present, leading to careful development of an appropriate and relevant structure for learners .

Lessons should begin punctually and all education should ensure that all pupils are settled and ready to start on time. Within each lesson the system of class rewards is linked to classroom expectations and operates as an incentive for pupils to engage.

Education staff accompany learners to lessons and are outside the classroom five minutes before the lesson ends to collect learners. This ensures that the learner feels secure during lesson activities and keeps safeguarding protocols.

On occasion a pupil may find themselves unable to remain engaged in a lesson and may need support with their behaviour in accordance with their risk assessment and behaviour plan. As a last resort, and once other time-out and support options have been explored and found to be ineffective, it may be necessary for a young person to be supported in returning to the home for a specified period in order to help them to address their behaviour away from a learning environment and such that they might re-engage in the school day as soon as possible.

At the end of each lesson, a break of fifteen minutes is offered in which a learner can relax, have a drink and prepare for the following lesson. Luchtime is at 12.00 p.m. and last for 45 minutes. If at the home, they are expected to help with lunch preparation and if offsite, then assist with packed lunches.

SCHOOL GUIDELINES

- **Attendance:** School starts at 9.15 a.m. and finishes at 3.30 p.m. Marks in the register follow the standard school notation. The national expectation for attendance is 95% but the inspectorate allow flexibility on this due to the complex nature of learners.
- **Mobile technology:** No learners are permitted have mobile phones or internet-capable technology at the Potteries. There is a CareTech policy regarding mobile technology for all staff which the school supports.
- **Smoking and vaping:** The Potteries home and school are a non-smoking environment. It is also against the law to smoke on school premises.
- **Appointments:** Whenever possible all external appointments should be arranged outside the school day. If this is not possible, accommodation will be made on the timetable by the Headteacher.
- **School uniform:** The school does not have a uniform but expects learners to arrive in clean, appropriate attire ready for learning. For outdoor education, learners should wear the correct clothing and footwear, as indicated in the activity guidelines. It is also essential that support staff are appropriately dressed.
- **Timetables:** The timetable for the next week is posted on the notice board at 2.00 p.m. on Friday. Negotiation around learning activities can be after that time or before 9.00 a.m. on the day of the activity. This negotiation is between the learner, support staff and Andy and in the Sky lounge.
- **Food and drinks:** Lunchtime is between 12.00 – 12.45 p.m. and support staff are to help the learner prepare their food. If on an offsite activity, a packed lunch is to be prepared before 9.15 a.m. Water is permitted in lessons but placed away from electrical equipment.
- **Fire procedures:** Regulatory fire drills take place every week within the home. In the event of the fire alarm being sounded learners and support staff are expected to exit the building and meet at the relevant fire meeting point.
- **First Aid:** The first aid room is located opposite the classroom. All designated vehicles have a first aid kit located in the front of the car. All staff have mandatory FA training and can administer basic first aid on learners.
- **Safeguarding:** The Potteries School is committed to safeguarding learners and operates within the WAG 'Keeping Learners Safe' framework.. If support staff have any concerns about a learner, they will follow the Safeguarding policy and refer to the DSO (Andy Joynson).

EDUCATION PROTOCOLS

- **School corridor**
The door to the school and administration are will be shut at 9.00 a.m. and again at 12.30 p.m. All belongings and education documentation to be

removed from the small office by these times. **Only** team leaders to use the corridor after this time... there are no exceptions to this protocol. Medication to be administered before 9.00 a.m... if the learner is late, it can be administered in the foyer so as to not disturb any learners.

- **Timetable**

School starts at 9.15 a.m. and ends at 3.30 p.m. every day. If learners arrive 10 minutes late for a classroom session, we reboot at the start of the next lesson. If learners fail to start a **half-day activity** ten minutes into the session, education stops for them. If a learner fails to start a **full-day activity** ten minutes into the second lesson (10.25), education stops for them. Learners are not to be brought to school unless they are **ready to learn**. The school is not a space for them to act out their behaviours, it is a place of learning. All learners are to be brought to class on time and then collected five minutes before the end of the session.

- **Points sheets**

All points sheets are to be completed following the activity or at worst, ready for the following morning so Andy can process the details and scores. The points sheets need to have the following completed:

- A tick/cross as to whether the **Performance, Conditions and Standards** have been met;
- A commentary containing a description of what the learner did, the behaviour during the activity and if the targets were achieved;
- An accurate points total for each lesson based on the expectations.

- **Money protocols**

All monies for activities must be accounted for with a relevant receipt or a PC voucher if not. No education activity money is to be spent on food, fuel or anything other than the activity unless Andy indicates otherwise. All monies to be returned either to Andy or the drawers in school **on the same day** as the activity.

EXPECTATIONS FOR SUPPORTING LEARNERS

Behaviour

- Good behaviour is supported by a points system that leads to timely rewards. Points are never **lost** (the system is additive) – they are either **earned or not earned**. Unlike in the house, points cannot be ‘earned back’.
- When learner behaves in a way that is inappropriate, all support staff should where possible, to diffuse or distract the learner from the negative behaviour. If this is not possible or does not work, the support staff will use an assertive discipline approach to managing the behaviour. This usually results a learner being invited to take time out.
- On the rare occasion when physical intervention is the only route to managing behaviour both the Headteacher and support staff will apply the

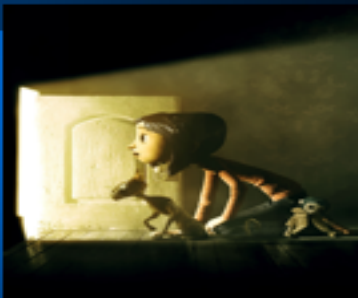
intervention. All staff are MAYBO trained and can support the intervention if required.

- The regulations concerning when it is appropriate to use a physical intervention are similar to but different from those used in the care situation. In particular, support staff may use a physical intervention in school when a young person's behaviour **threatens the safety of either themselves or others**; when the young person is **destroying property**; when their behaviour is **seriously disrupting the learning of others** or when their behaviour poses a **serious threat to the discipline and order** of the school.
- Behaviour is governed by a clear set of school rules based on expectation:

CLASSROOM EXPECTATIONS

- Arrive for your lessons on time
- Show respect and tolerance towards others
- Make some effort to learn
- Do the work set
- Stay in class

You can earn 10 points for each lesson if you work hard to keep to the five expectations...



Expectations for support staff

Aim and objective

To actively support learners with behavioural, social and emotional difficulties in school to overcome their learning barriers and maximising their learning potential.

Roles and responsibilities

- To be familiar with the policies and procedures of the school and how to implement them effectively to promote learner safety and progress.
- To have read and built into their practice the protocols surrounding:
 - Keeping learners safe;
 - Expectations for supporting learners (2);
 - Learning outside the classroom;

- Visions and values;
- PREVENT.
- To ensure that arrangements education are clear and agreed with the headteacher when changes to the timetable occur or incidents mean an alteration in the school day ;
- To model school expectations for learners to encourage them to follow school protocols, meet expectations settle into a pattern of learning;
- To promote appropriate behaviour for learners and support the management of positive behaviour by discouraging low level negative behaviours in order to prevent escalation;
- To improve learner self-esteem by using appropriate praise whenever possible. This can be praise for positive behaviour, showing work effort (trying hard) or tangible learning outcomes (getting it right);
- To explain how actions result in consequences (cause and effect) with regard to behaviour and how this adversely affects learning;
- To develop learner's social skills, promoting respect and empathy for others.

Supporting learners with emotional and behavioural difficulties

Support staff should be aware of behaviours that can escalate very quickly into disruptive situations and interrupt learning. These are neither appropriate or acceptable in school as they hamper learner progress. These include:

- Pencil tapping
- Humming, giggling
- Kicking table legs
- Chair rocking
- Poking other learners
- Taking equipment
- Shouting out inappropriately.
- Constant talking to support staff
- Getting out of seat
- Moving around and fidgeting
- Lashing out at others
- Withdrawn behaviour
- Running away
- Hiding
- Spitting
- Bullying
- Damaging property
- Defiance
- Throwing equipment
- Stealing

Key ideas to supporting learners with emotional and behavioural difficulties

- Take every opportunity to improve learner self-esteem;
- Develop your listening skills;
- Encourage effective communication;
- Encourage the learner to take responsibility for their actions and learning;
- Role model good behaviour;
- Try to anticipate trouble by being proactive to situations;
- Deal with negative behaviour in a positive way;
- Be realistic in your expectations and understanding of diverse needs.

Changing Behaviour

It takes time for our students to change their previous negative behaviours but incidents can be prevented by:

- Having high expectations of your learner to behave in an appropriate manner and praising them regularly;
- Providing well prepared clear directions;
- Creating a positive atmosphere;
- Giving learners a choice;
- Challenging the behaviour and not the learner;
- Acting quickly before behaviours get out of hand;
- Being firm but fair with corrections to behaviour;
- Avoiding confrontations try to defuse the situation.

Coping with confrontation

Always seek to avoid confrontation with learners. Recognise potentially risky scenarios and remove the learner or get help to remove a learner before escalation.

Avoid aggressive body language and gesture such as:

- Pointing;
- invasion of personal space;
- Too much eye contact;
- Standing face on with the learner with hands on hips;
- Towering above the student;
- Folding your arms.

Situations are better remedied by:

- Standing sideways on to the learner with arms loose by your sides;
- Giving learners an opportunity to explain their actions. Do this before imposing a consequence or sanction;
- Removing the learner to a quiet area for discussion;
- Making clear and calm request for the behaviour to stop;
- Maintaining an even, calm voice to reduce learner arousal;
- Discussing the behaviour with the learner after a period of calm;

- Looking for positives after incident to inform the discussion;
- Understanding your own responses to learner behaviour and maintaining a professional approach;
- Modelling good behaviour always gives a yardstick for what is expected.

Changing Behaviour

It takes time for learners to change negative behaviours. Change can begin to happen when:

- We use the Assertive Discipline model that insists that learners accept responsibility for their own negative behaviours and the resultant consequences;
- When we have high expectations of each learner's ability to behave in an appropriate manner;
- We regularly praising learners for behaving appropriately and making the right choices;
- We provide clear direction in a positive way;
- We creating a positive atmosphere and diffuse situations and use distraction techniques;
- We take the time to explain to the learner why the behaviour was unacceptable.

REVIEW

This policy and procedures will be reviewed and updated on an annual basis to ensure continued compliance with The Education (Independent Schools Standards) Regulations 2014, the Independent School Standards (Wales) 2003 and relevant guidance issued by the DfE and Welsh Government.

This document will be next reviewed on 04/12/2026