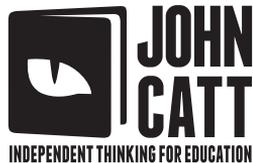


BUILDING BELONGING

A systematic approach to
school improvement and
emotional wellbeing

CATHAL LYNCH



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Set and designed by John Catt Educational Limited

For my mum Vera, my late dad Tom and my daughter Áine Rose Lynch

About the Author

Cathal Lynch has worked in a range of settings from mainstream to complex SEND and from EYFS to post-16. He was the founding headteacher of an independent social emotional and mental health (SEMH) school before becoming an executive leader across three schools as director of education and subsequently taking up the role of director of day schools for a national group of five schools. He helped co-found a mainstream MAT as the chief operating officer then – following a merger with a bigger trust – took on the role of strategic director for leadership and school improvement. He has been an Associate Education Expert for The Key for School Leaders, worked as an educational consultant and has been heavily involved in school governance as a member of an IEB and chair of several governing bodies. An original member of the WMSEND Forum, he is also actively involved in the regional Engage SEMH network.

Cathal has been invited to speaker at a range of regional and national conference and is the Education Lead for Mindful Healthcare, an online counselling service to support children who are experiencing difficulties by offering them weekly sessions, as well as engaging with their families and schools to offer advice and support.

He is a trustee of The Friends of Cotteridge Park and a committee member of Wooden Spoon West Midlands, the rugby charity for disadvantaged children. He has one daughter and lives in Bournville, Birmingham.

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Foreword

by **Andy Buck**

Schools are a people business. Which is why *Building Belonging* is so important when it comes to creating successful schools. When adults and pupils feel they belong, that they are cared for and are healthily challenged, great schooling is always the result. This timely book from Cathal Lynch draws on the depth and breadth of his own professional journey and the ideas and successes of those he has worked with along the way. Rooted in an evidence-informed approach, always solution focused and suitable for standalone or groups of schools, this book is packed full of theory and practical resources alike.

The overall approach gives school leaders in all settings a powerful framework within which to prioritise school improvement activity, helpfully informed by the stakeholder questionnaires that give potential lines of enquiry. The approach is not to dictate how to do anything but to offer potential suggestions for what might work. It is up to leaders to use their contextual wisdom to decide which approach is the right one for their setting. To paraphrase Dylan Wiliam, ‘Everything will work somewhere; nothing works everywhere; the question is what will work for us, now’.

Building Belonging is predicated on delivering structure, routine and consistency, which allows both staff and pupils to cope better with the demands of school, to lead more fulfilled and happier lives while achieving their best academically.

I hope you enjoy this book as much as I did!

Andy Buck
Founder of Leadership Matters

Introduction

A forage into the world of SEND

‘You don’t know me but I have heard of you...’ began the call that radically changed the rest of my professional life. I was busily working as a deputy head in a deprived inner city school at this point and the caller was the proprietor of an independent SEND school, a world of which I knew precisely nothing. What was initially described as a school for autistic children turned out to be the primary annexe of an existing secondary school for children with social emotional and behavioural difficulties (now known as SEMH). The annexe was not yet built, it was to be situated an hour away from the existing provision and, unexpectedly, I was to be the founding headteacher.

At the time I was a very good classroom practitioner and had excellent relationships with the children I taught, but beyond that I had little understanding of why I was effective other than intuition and gut feeling. Coming from a mainstream background I knew next to nothing about complex SEND so – as if a first headship wasn’t daunting enough – I had to get up to speed rapidly with the world of complex needs and independently run schools as well. It proved to be the best thing I had ever done and should, in my view, be compulsory for everyone serious about leading schools.

I quickly became an expert at meeting parents quite literally on their knees and at their wits end who had felt failed everywhere they had been. The families were often socially isolated, without hope or any understanding of how things could ever get better. The young people had lost any belief in themselves as capable of learning and felt totally

worthless. So much so that they would give up when faced with the slightest challenge as their learnt history was that they couldn't achieve. This often manifested itself in violent outbursts that were unsafe for all concerned.

We had to reassure them all that the behaviours they exhibited up to now were happening for a reason, that they were not unusual to us and that, in reality, mainstream schools were simply not the right environment for everyone. Often it felt like the young people were washed up at our back door by the receding tides and the first thing we had to do was reassure them that everything would be OK, pick the seaweed out of their hair, dust them down and help them to straighten themselves out. We created a highly ordered, structured and routine environment that allowed them to relax into the daily routines of school and most did thrive.

It took me many years and the support of lots of insightful professionals from multiple disciplines to help me hone my understanding of school improvement by reflecting deeply on both good and bad experiences. This book is not an academic work nor has an expert in mental health written it. It is, however, written by someone with extensive experience of young people with social, emotional and mental health needs and solving complex problems to drive school improvement. This is my attempt to accelerate the learning of others and help them do things much quicker than I did by not repeating my many mistakes, thus giving them a better sense of what works and why.

This is not the finished article as it is designed to evolve over time but the broad principles will remain the same and provide a robust starting point for your school improvement journey be you a classroom practitioner, headteacher, governor, trustee, senior or middle leader, or a CEO of a multi-academy trust.

Chapter 1

The evolution of the approach

‘Were those people real?’

– Year 5 pupil

When we opened the SEMH primary school we were operating in two small rooms in the existing secondary school due to building delays at the new site. We started off with seven pupils, two teachers (of which I was one) and two key workers. Very gradually, we grew the staff team as pupil numbers increased, but our class sizes remained small. Before too long our small school of ‘unteachable’, volatile pupils became highly successful and we began taking admissions from multiple local authorities, all looking on us as the last roll of the dice before residential placements. We were expensive, very expensive. In fact, we were more expensive than Eton, yet we were a fraction of the cost of residential provision that at the time could easily cost £250,000 a year for 52-week care.

Our first experience of Ofsted came early. Because the designation of the existing site was extending from secondary to include primary provision, we needed what is known as a ‘material changes inspection’, where the inspectorate come to ensure that all regulations are being adhered to and that the curriculum is fit for purpose. The inspector was very complimentary about his visit and said he couldn’t think of a single improvement we could make. This gave us the confidence we needed to really begin to explore what we could do. We adopted an outward looking approach and a belief in reaching out to make friends

with unusual people because we acknowledged that's when wonderful learning could happen. We did outdoor learning through forest schools, took children horse riding, had multiple curriculum-related educational visits (not trips) and created a calm, ordered and reflective environment where everyone could succeed.

In order to build a school from scratch we realised that we needed to be absolutely clear about what we stood for so we began by looking at existing good practice in our secondary school and adopting what we felt would work. We started by using the secular old school prayer that gave a neat summation for pupils, parents and staff of what we were trying to do. This was recited at the start and end of every day and new arrivals would say it by themselves once they were confident they knew it, as a sign that they now belonged in the school.

THE OLD SCHOOL PRAYER

Give me the strength and courage today and every day:
To do the things I must, even those I don't enjoy
To do as I am asked, without demanding 'Why?'
To be honest and fair in all I do and say
To consider others' needs, not just get my own way
To treat others' feelings with gentleness and grace
To look every challenge bravely in the face
To see what is right without looking to blame
To open my mind and door to change

Figure 1: The Old School Prayer

During their assessment week, prospective pupils wore the uniform of their previous school so they could demonstrate they wanted to change to make better choices. Once we were happy that we would get support from their families to achieve this, we presented them with their new school uniform that they had earned. It was a powerful symbol of success that was alien to all of them up until this point. It also made the point that they had earned the right to belong in the school.

We combined this with a clear definition of what was informing our curriculum as we knew building resilience would be key for our young people. They had learnt to fail and failed to learn at every other setting they had attended, which made them prone to giving up before they attempted to undertake an activity. We knew rebuilding their perception of themselves as learners would be key. They generally had very little experience to draw on to inform their learning so we knew we needed to immerse them in experiences in order to try to re-engage them with education.

WHAT DO WE UNDERSTAND BY CREATIVE THINKING?

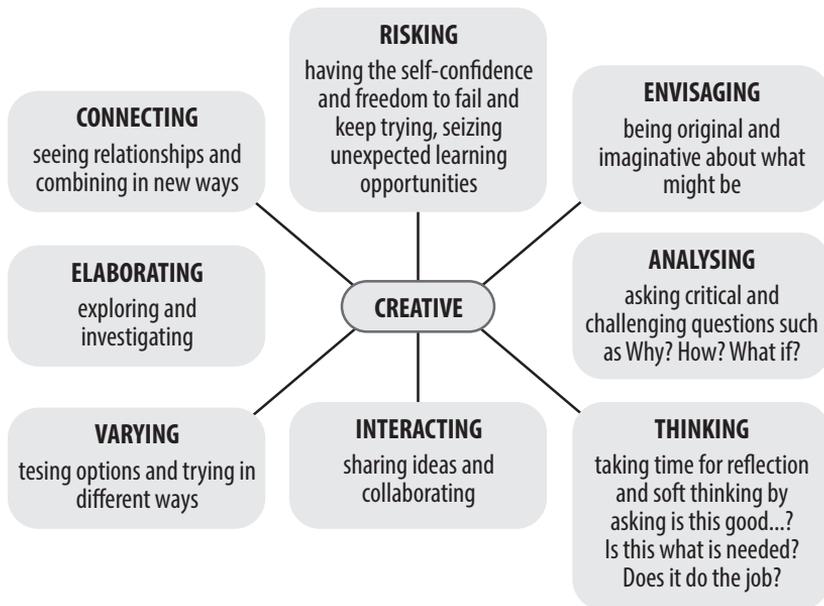


Figure 2: What do we understand by creative thinking?

We also realised that our children didn't know how to be still. I described them as like the old wobbly Rhubarb and Custard cartoons narrated by Richard Briars. They had ill-defined edges and so struggled to recalibrate their emotions because they didn't know where their edges were. We needed to help them through the use of reflection, moments of stillness and relentless structures and routines so that school became predictable and felt safe.

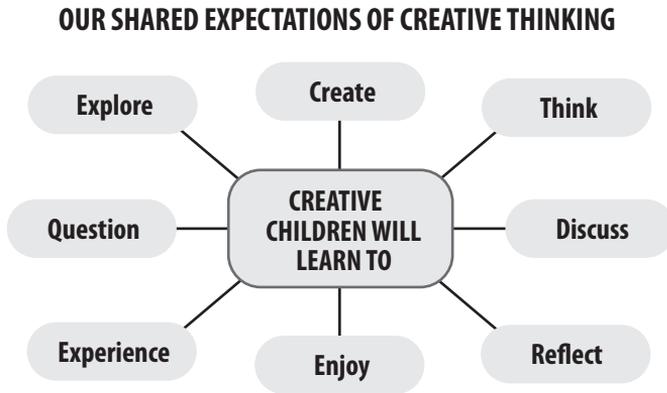


Figure 3: Our shared expectations of creative thinking

We ensured that the children were kept fully aware of any planned visitors, staffing changes and events on a weekly and daily basis. We had staff briefings every day before school and debriefings after that ensured we all understood our own and each other's responsibilities for the day. We ran through the timetable at the start of every day with the children then recapped what we had done and what we were going to do for the rest of the day at lunchtime. We finished the day by reflecting back over the whole day and looking forward to what would happen the next day so there were never any surprises that could increase anxiety.

Five keys to improvement

Part of the struggle that we observed in our young people was that they lacked the emotional vocabulary to explain their emotions. This needed a whole school solution, so we created our 'five keys to improvement' to help define our culture and inform our climate. They became the basis for every assembly, every reward and every sanction. They also formed the basis of our daily reflective journals that helped the young people know exactly what they needed to do when and served as home school diaries. They had to be signed by parents/carers every evening so that expectations of standards and behaviours were completely transparent and understood. An unsigned journal often became an early warning signal that something

wasn't right at home and would lead to us making contact to see if there was anything we needed to know or could help with.

RESILIENCE (STICKABILITY)

- Learn to embrace and celebrate success in others.
- Remember that failure can be the first step on the road to success.
- Try to think positively... 'I can do it'.
- Know your original shape and be able to bounce back to it when you get stretched or squashed.
- Accept that learning will cause anxiety.

Figure 4: Resilience

We talked openly about our emotions and modelled what we found hard; we needed children to understand that it was possible for more than one person to succeed at a time and that by celebrating the success of others it made us stronger collectively. Children could nominate other people for rewards when they saw them doing well but always by using the language of our keys. We talked about the 'knotty' feeling that we get in our stomach when attempting new challenges and helped them to understand the feelings they experienced were normal and not something to be feared. Anxiety became something we all talked openly about which greatly helped many of the children who thought these feelings were unique to them and, therefore, they were somehow different.

HUNGER TO ACHIEVE

- Allow yourself to dream. Aspire and visualise success.
- Still want success even after setbacks.
- Understand that others doing well doesn't lessen your achievements.
- Understand that what you have done in the past has not always worked for you.
- Remember lack of success in the past does not prevent future achievement.

Figure 5: Hunger to achieve

We talked about concepts such as visualising what a successful morning or afternoon might look like, in assembly we used videos of sports starts such as England rugby star Jonny Wilkinson mentally rehearsing his goal-kicking to show adults using the same techniques. We broke everything down in to small, manageable chunks so that children knew exactly what they needed to do in order to succeed and did not feel immediately overwhelmed at the seeming enormity of the task.

PEOPLE SKILLS

- Know that respect is like a boomerang. If you give respect to others you will get it back.
- Be a leader and not a follower.
- Be sensitive to your own needs and consider the needs of others.
- Try to not make yourself feel better at the expense of others.
- Be satisfied with your best efforts and know your best is good enough.
- Seek solutions and resolutions instead of problems and conflicts.

Figure 6: People skills

Our keys became the DNA of our school, they ran through it like letters on a stick of rock but they also evolved organically to reflect changing needs. And we didn't always get it right. We had new diaries and posters made with the statements above included and in our first week of using them I watched as one boy politely asked another something totally innocuous only to be met by a torrent of invective. It became apparent that although it might be a good aspiration, respect is not always like a boomerang. And for our children it was manifestly untrue that if they gave respect they would get it back but we were unaware of emotional transference at that point so the posters and diaries were quickly changed to remove the statement.

Lots of our keys evolved from very close observations of learners' behaviour. We noticed, for example, when someone else in a class was struggling our children could not help but seek to garner praise for themselves by proffering their work to seek validation. The effect of this however was – as on a see-saw – to push themselves up by pushing the other child down. The phrase 'are you making yourself feel good at the expense of others' became a hugely important and successful behaviour

modifier that averted lots of potentially explosive incidents in the school.

Other behaviours were harder to unpick, sometimes children would allow someone else the last piece of fruit or the last pudding because they craved the instant validation of praise. Through our debriefing it eventually dawned on us that such actions would often lead to extreme behaviours, sometimes days later. We realised the short-term praise was not enough to stop some pupils from fixating on the child they had showed the kindness to and so it was counterproductive. Instead we removed debate by creating a key that insisted they were sensitive to their own needs as well as those of others which was always adequate justification and avoided future problems.

KNOWLEDGE OF LIFE AND ITS RULES

- Understand the rules and their consequences so that you can make smarter decisions.
- Know that school is a safe environment where there are people who value you and will listen when you speak.
- Know it is never too late to start again.
- Learn to accept praise graciously.
- Do not fear change, accept that it can be the start of something wonderful.
- Do not be afraid to ask for help. We all need help from time to time.

Figure 7: Knowledge of life and its rules

Our close observations also allowed deep staff reflection in our daily pre-school and end of day debriefs that were attended by all staff. A key message after challenging times was that staff must not flatter themselves by thinking any incident involving them was personal. It was purely about the child's lived experiences, something we would later understand as developmental trauma. Extreme behaviours could be triggered by a perceived unfairness or a situation, sight or sound that transported them back to negative past experiences.

We explicitly told children that by coming to our school they were going to start to do well but also that in itself would be hard because they were unused to hearing positive things about themselves. They would often

sabotage their success rather than face the unfamiliar and uncomfortable feeling of succeeding.

We used the analogy of hearing praise as being like a small pebble but anything vaguely negative as being the size of a boulder. Very gradually, the children slowly started to make progress when they learnt to accept the help we were trying to give them. They still tested boundaries from time to time, sometimes just to test they were still there and that we would continue to keep them safe.

PLANNING FOR SUCCESS

- Deal with acorns before they grow into oak trees.
- Be prepared fully for the task in hand.
- Learn to expect and celebrate success.
- Be honest, set realistic, attainable goals and do your best to reach your targets.
- Be balanced and flexible and change what doesn't work for you.

Figure 8: Planning for success

Another key that proved highly effective was dealing with acorns before they grew into oak trees. There were numerous pastoral chats where imaginary acorns were thrown out of the back door before they were able to grow into mighty oak trees and risk overwhelming us. They often stuck to what they knew so we repeatedly told them they couldn't do homework all the time, nor play computer games or eat one type of food, they needed to have balance in life.

Keys became our attempt to hardwire a default setting that moved away from their impulsive actions of the past by creating a consistent calm script that adults could use. It also helped prevent what we termed 'weadling'. This was the act of attempting to play one adult off against another as any perceived slight or unfairness could have explosive consequences that we wanted children to learn to avoid.

THE FIVE KEYS TO IMPROVEMENT

SACRED HEART CATHOLIC PRIMARY SCHOOL

HUNGER TO ACHIEVE

- I know I can share my thoughts and feelings
- I know what will happen when my behaviour is good or bad
- I know working with my friends can help me more and makes me happy
- I know it is good to try new and difficult things
- I can learn from my mistakes

KNOWLEDGE OF LIFE AND ITS RULES

- I know that everyone has strengths and weaknesses
- I have people around me who will support me and keep me safe
- I know that my best is good enough
- I don't have to be worried to say what I am thinking or feeling
- I know that the choices I make will have consequences

HUNGER TO ACHIEVE

- I keep on trying even when learning gets tricky
- I can do anything I set my mind to do
- I should never be scared to ask questions about the world around me
- I know that every achievement is a reward in itself
- I am proud of my own and other people's success

GOOD COMMUNITY MEMBERSHIP

- I celebrate all of our communities
- I join in with community activities and make new friends
- I respect all members of my own and other communities
- I help people in my community
- I take care of my local area

MANAGE INFORMATION

- I know information comes from many different sources
- I can sort different pieces of information with care
- I use information responsibly
- I can present information in different ways
- I can manage information and stay safe

THINK. DID YOU ASK ANY GOOD QUESTIONS TODAY?

THE FIVE KEYS TO IMPROVEMENT

HOLBROOK PRIMARY

RESILIENCE (STICKABILITY)

- I will say I can and never I can't
- I know it's ok not to succeed the first time but will try and try again
- I expect to make mistakes, but I will enjoy getting back on track
- I know that new learning will make me feel anxious but I will give it my best shot
- Success comes from the drive to keep going

KNOWLEDGE OF LIFE AND ITS RULES

- I accept and understand the need for rules, know the consequences of my choices both for myself and for others
- I learn from every experience and have high aspirations including school and beyond
- I can adapt to the environment I am in and embrace change
- I am sensitive to my own and to the needs of others
- I am tolerant and show empathy to others and their opinions

HUNGER TO ACHIEVE

- I want to learn
- I am the driver of my own learning
- I need the confidence to believe in myself
- I will always try to face new challenges with enthusiasm
- I want to achieve my aspirations/dreams

WORKING TOGETHER

- Understand and respect different culture in our own, wider and global communities
 - We value everyone's contributions as part of the Holbrook family
 - Be sensitive to your own needs and consider the needs of others
 - We recognise strengths in ourselves and others and when others need support
- We understand our role within a team and carry it out with consideration of others

PATHWAYS TO SUCCESS

- I know and understand how to work hard and that a positive attitude to learning will bring success
- I understand that we all have different pathways to success
- To be successful I need to challenge myself
- I will stay focused on my goals
- I am able to celebrate the success of myself and others

THINK. DID YOU ASK ANY GOOD QUESTIONS TODAY?

Figures 9 and 10: On the two previous pages are examples of the five keys created with other schools

We began to ask our young people to predict their learning and behaviour score each day, which soon showed us that our children often had unrealistic expectations, setting themselves the target of a perfect score for the day which put them under huge pressure to perform. In fact, it often became the thing that stopped them achieving so we created a new key: remember wanting something too much can be the thing that stops you achieving it. As soon as something went wrong or a score was not earned, they became overwhelmed by disappointment and a sense of shame, often leading to meltdowns. We encouraged our young people to be happy with doing well rather than being perfect, as perfect was not sustainable.

Our keys helped support our daily reflection and we introduced the concept of a 'learn-o-meter' for children to self-assess how they thought they had been as a learner that day. We consulted children on any proposed change and when we asked what the opposite of being poor in learning terms one young man pointed out that we should use rich because all sorts of things can happen when you are a good learner. So poor and rich it became in our diaries. Another pupil asked if we could include a scale for how anxious they felt which allowed us to gain insight on how they were feeling and which keys had helped or would have helped them to succeed. We saw how much our relaxation sessions straight after lunch helped support children with key transitions and understood how the structures and routines that we had created were essential to improving outcomes.

Our daily reflective diaries helped create a highly structured assessment framework covering learning and safety. The children were encouraged to think about how they felt and use emoticons to try to express it. They could also earn one merit for each 15 minutes of good attainment as well as an overall score for each lesson/time period related to behaviour. A level three behaviour indicated that pupils had fully complied with all rules and had, therefore, kept themselves safe. (See Appendix 9)

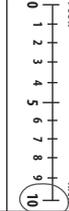
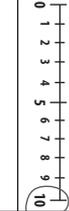
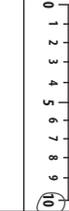
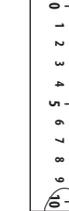
HOW I AM FEELING	HOW HAVE YOU BEEN AS A LEARNER TODAY?	LEARNING OBJECTIVE	ATTAINMENT MERITS	SAFETY LEVEL	STAFF COMMENT
		Breakfast / Assembly	$\frac{3}{2}$	1 2 <u>3</u>	Listened well
		Journey to Taking the Reins	$\frac{2}{2}$	1 2 <u>3</u>	Good Journey
		Taking the Reins	$\frac{8}{8}$	1 2 <u>3</u>	Fantastic worked well with the horses
		Journey from Taking the Reins	$\frac{2}{2}$	1 2 <u>3</u>	Good Journey
		Lunch	$\frac{3}{3}$	1 2 <u>3</u>	watch a game of chess appropriately without interfering well done!
		Relaxation	$\frac{1}{1}$	1 2 <u>3</u>	Calm

Figure 11: Example of a reflective diary for a morning

HOW I AM FEELING	HOW HAVE YOU BEEN AS A LEARNER TODAY?	LEARNING OBJECTIVE	ATTAINMENT MERITS	SAFETY LEVEL	STAFF COMMENT						
	<p>POOR</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>RICH</p>	Topic/Art I can sketch a drawing of an alien	$\frac{5}{5}$	1 2 (3)	KW - Chose library book with child by Celia Rees. Talked about annual review						
	<p>POOR</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>RICH</p>			1 2 3							
	<p>POOR</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>RICH</p>			1 2 3							
<p>DAY: Tuesday</p> <p>DATE: 9/1/10</p> <table border="1"> <thead> <tr> <th>COMMEMENTATIONS</th> <th>TARGET SCORE</th> <th>ACTUAL SCORE</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>5</td> <td>6</td> </tr> </tbody> </table> <p>LEVEL 5 3</p>						COMMEMENTATIONS	TARGET SCORE	ACTUAL SCORE	5	5	6
COMMEMENTATIONS	TARGET SCORE	ACTUAL SCORE									
5	5	6									
<p>HOW ANXIOUS HAVE I FELT TODAY?</p> <p>NOT AT ALL 0 1 2 3 4 5 6 7 8 9 10 VERY</p> <p>3</p>		<p>WHY? what has made me anxious? - going to see the horses today because I didn't know if they'd like me</p>		<p>HAS ANYTHING STOPPED ME LEARNING TODAY?</p> <p>no</p>							
<p>HEAD OF LEARNING COMMENT:</p> <p>A great day - good to see you used keys to cope with horse anxiety</p>		<p>PARENT/ CAREER COMMENT:</p>		<p>HOMEWORK:</p> <p>use the words in sentences Bring in newspapers</p>							
<p>HOW MUCH HAVE I ENJOYED SCHOOL TODAY?</p> <p>NOT AT ALL 0 1 2 3 4 5 6 7 8 9 10 SOME VERY</p> <p>10</p>		<p>WHICH OF MY 5 KEYS HELPED ME / WOULD HAVE HELPED ME IMPROVE TODAY? Be a leader You only truly fail when you stop trying</p>									

Figure 12: The above example is of a completed day page in our reflective journal

This example (see figures 11 and 12) is from a previous school refuser who had been out of school for over a year. Note how much they enjoyed school that day (10 with lots of ++++++). They were able to articulate that going to see the horse made them anxious because they didn't know if the horse would like them and identify what keys helped them (being a leader not a follower, you only truly fail when you stop trying). We can also see that their target score was 5 for attainment and 3 for safety, rather than the maximum score of 6/3.

It took this young person (see figure 13 on the adjacent page) till the end of the day to write down why they had struggled (family argument) and which key would have helped them sooner (know that school is a safe environment where there are people who value you and will listen when you speak). However, they enjoyed school (10) and thought they had been a rich learner (10).

What we discovered was that when we presented the opportunity for reflection, although it was often uncomfortable that our children could learn to get much better through our supportive approaches. We began to be able to collect data at individual pupil level about which times, subjects or days they struggled so we could plan and support more effectively. It highlighted for us just quite how hard transitional times were for our children as anxiety ebbed and flowed depending on a range of factors that were never the same for any two children and were often different for individuals from day to day.

Our reflective journals gave us lots of additional daily intelligence such as an unrealistic target scores or poor parental engagement that could give clues to potential underlying problems and through our pre- and post-school briefings we could adapt individual provision with a truly personalised approach.

The glue that really helped hold everything together was the pastoral work undertaken by our key working team with our young people. The pupils had regular timetabled one to one sessions to make space for reflection and ensure all pupils had a consistent positive adult role model who could hold them in mind, empathise with them, support their social and emotional learning and build relationships with home.

HOW I AM FEELING	HOW HAVE YOU BEEN AS A LEARNER TODAY?	LEARNING OBJECTIVE	ATTAINMENT MERITS	SAFETY LEVEL	STAFF COMMENT						
	<p>POOR</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>RICH</p>	Relaxation	$\frac{1}{1}$	1 2 3	A little silliness. Turned it around and made good choices						
	<p>POOR</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>RICH</p>	Literacy - I can read/listen and answer questions on Alice in Wonderland	$\frac{5}{5}$	1 2 3	Listened well						
	<p>POOR</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>RICH</p>			1 2 3							
<p>DAY: Tuesday</p> <p>DATE: 15/12/11</p> <table border="1"> <thead> <tr> <th>COMMENTS</th> <th>TARGET SCORE</th> <th>ACTUAL SCORE</th> </tr> </thead> <tbody> <tr> <td>LEVEL</td> <td></td> <td>3 J</td> </tr> </tbody> </table>						COMMENTS	TARGET SCORE	ACTUAL SCORE	LEVEL		3 J
COMMENTS	TARGET SCORE	ACTUAL SCORE									
LEVEL		3 J									
<p>HOW ANXIOUS HAVE I FELT TODAY?</p> <p>NOT AT ALL</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>VERY</p>		<p>WHY?</p> <p>Family argument</p>		<p>HAS ANYTHING STOPPED ME LEARNING TODAY?</p> <p>no</p>							
<p>HEAD OF LEARNING COMMENT:</p> <p>A good day today. Made good choices Sam. Well done!</p>		<p>PARENT /CAREER COMMENT:</p>		<p>HOMEWORK:</p> <p>Silent C</p>							
		<p>HOW MUCH HAVE I ENJOYED SCHOOL TODAY?</p> <p>NOT AT ALL</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>SOME</p> <p>VERY</p>		<p>WHICH OF MY 5 KEYS HELPED ME /WOULD HAVE HELPED ME IMPROVE TODAY? Know that school is a safe environment where there are people who value you and will listen when you speak</p>							

Figure 13: Example of a reflective diary for an afternoon (see appendix 9 for a range of emoticons that children could choose)

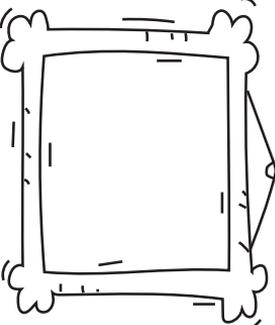
<p>TODAY'S TASK</p> <p>To support another pupil who has been diagnosed with Tourettes</p>	
<p>WHICH OF MY 5 KEYS HAVE I USED TO COMPLETE MY TASK?</p> <ul style="list-style-type: none"> • Be sensitive to own needs + consider others • Understand rules + consequences • Seek solutions instead of problems + conflicts 	<p>HOW ANXIOUS DO I FEEL TODAY?</p> <p>NOT AT ALL VERY</p> <p>0 1 2 3 4 5 6 7 8 9 10</p> <p>HOW MUCH HAVE I ENJOYED THIS TASK?</p> <p>NOT AT ALL VERY</p> <p>0 1 2 3 4 5 6 7 8 9 10</p>
<p>KEY WORKER COMMENTS AND SCORE</p> <p>Nathan openly discussed his TS with the other pupil which was very helpful, + also reminded himself about how TS affects him + his life</p>	<p>ISSUES DISCUSSED</p> <p>How TS affects me How I manage it How does it make me feel?</p>

Figure 14: Key worker paperwork in relation to a session in which a pupil discussed the impact of his tics