



Hampshire Achieves Secure & Specialist

Securing Success: Reward, Recognition and Restoration Policy and Procedures

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1.0 Introduction

Hampshire Achieves is the single curriculum area within the Participation and Lifelong Learning Service of Hampshire County Councils Children's Services Dept. Hampshire Achieves provides a range of directly delivered and sub-contracted learning programmes, including Apprenticeships, Supported Internships and Adult & Community Learning and Multiply programmes at different venues across the county.

The Secure and Specialist Education Service is a direct delivery area within the wider Participation and Lifelong Learning Service of Hampshire County Council's Children's Services Directorate. The Service provides the full education and enrichment programme to young people in the following areas:

- Leigh House Hospital
- Bluebird and Austen
- Future You
- Swanwick Lodge

Both Services are committed to creating a culture of learning where everyone, regardless of starting point, can experience success. This policy has been developed with key staff from across all provisions, in order to ensure its relevance for everyone within the Young People's Learning and Secure and Specialist Teams. Best practice, from all areas, has been shared, explored, combined and refined to create the theoretical basis of this policy.

Consistent adoption of this policy and its linked toolkit of practical strategies will ensure that the high expectations and ambitions of the services are realised and aligned to the wider performance standards and measures in place.

1.1 Related Policies

This policy is developed in the context of other related policies, including:

- Teaching, Learning, Assessment (HA) & Feedback (S&S)
- Curriculum (S&S)
- CPD
- SEND Policy

2.0 Purpose

The purpose of this policy is to ensure that the Secure & Specialist and Young People's Learning delivery teams use the findings of best practice to create productive learning environments for all and to meet the overall aims and values of the service.

Both Services are committed to continuously improving the quality of teaching and learning by creating an environment which successfully addresses the needs of every learner.

2.1 Policy Objectives

This policy outlines the procedures and strategies that staff are expected to adhere to, to ensure that a productive learning environment is established for all which maximises learning opportunity. The primary outcome of the policy is to ensure every

learner is able to access high-quality learning, which meets their needs and enables them to make progress.

The objectives of the policy are:

1. To enable learners to be supported in developing the skills required for learning and life.
2. To provide learners with access to a strengths-based culture which enables them to meet the high aspirations of the service.
3. To support learners whose progress is at risk to enable every learner to achieve success.

3.0 Scope

This Policy applies to all learners supported by The Secure and Specialist Service and Hampshire Achieves' Young People's Learning teams. All staff are made aware of the policy through induction. The policy is reviewed on an annual basis through the service performance groups. The successful implementation of the policy depends upon those with delivery responsibility, with support provided by the Senior Management Team.

This document sets out the provision and procedures required to enable every learner to overcome barriers or circumstance to achieve and progress. Conditions required to establish and maintain a culture of success and strength are outlined as well as the monitoring processes required to ensure all are embedded.

This policy provides a theoretical commentary of the underlying principles, with explanation of the processes required to successfully incorporate these into practice. The accompanying toolkit provides an extensive bank of additional information, further exemplification and strategies which can be utilised to achieve the identified objectives and outcomes of the policy. Whilst not exhaustive, it is expected that this framework will act as a practical support tool for delivery across the range of learners supported by the Services.

All staff new to the service will have the opportunity, as a part of their induction package, to learn about each of these aspects. Refresher opportunities will then be accessed through Inset days, personal CPD and team best practice and development. For staff requiring additional support, the use of peer mentors with particular skillset will support in the development of understanding and application.

4.0 Objective 1

To enable learners to be supported in developing the skills required for learning and life.

Skills for learning and life are fundamental to the success of this policy. To ensure this objective is met staff need to understand the stages that learners progress through, in order to be able to tailor the curriculum to the respective circumstances of the learner. This implementation means that an appropriate package can be developed based on readiness for learning and development of the skills for independence, including motivation, resilience and study skills.

4.1 Appropriate Package for Learning Readiness

Successful admission is comprehensive (as outlined in the SEND policy) and ensures that an appropriate pathway is identified. In doing this, it is necessary to identify which phase of readiness for learning can be accessed by the learner, and then the programme can be built around this (***further information available in the accompanying toolkit pg1-5***). It is important that all staff understand that this is not necessarily a linear process and therefore learners may fluctuate between areas.

Stabilisation – those at the stage of stabilisation are likely to have experienced chaotic situations which mean at this point they are not in the position to be able to start formal learning. At this stage the focus should be on developing relationships to support the learning at a later point and to ensure the learner reaches a point where the environment is consistent and not chaotic. This is not likely to be the stage for most new learners and therefore is only appropriate where these needs have been identified as a significant barrier that needs addressing, prior to learning.

Engagement – most learners will start at this stage and the focus should be on establishing the relationships, expectations and environment which will facilitate future learning. For some this may be quite a brief stage, whilst for others this could take a longer amount of time. The focus throughout this stage should be on promoting readiness for a full learning programme to be undertaken.

Learning – at this point the learner is ready to start making progress in their learning. It is at this point that progress will be learning focused and learners will be expected to engage with the full programme on offer.

4.2 Developing Skills for Independence in Accessing Learning

Independence can only be achieved once learners have developed the triad of skills required to activate and sustain independence: motivation, resilience and study skills (***further information available in the accompanying toolkit pg6-9***).

Building Motivation

Motivation is an internal process that initiates, guides and enables a person to remain goal-focused and make goal-focused choices. Building motivation requires the key psychological needs of belonging, empowerment and fun to be met, as in doing so intrinsic motivation is increased.

This can be achieved by:

- Developing a shared culture that all contribute to through the co-development of a learning code,
- Ensuring all learners have clarity on the steps to progress and success and that these are appropriately scaffolded,
- Having visual aspects around the learning environment which indicate expectations for the learners,
- Ensuring achievements are celebrated in a way which suits the learner.

Building Resilience

Resilience and academic buoyancy are necessary to enable a learner to cope with different challenges, making mistakes and getting stuck. Building resilience means that learners are more able to accept and move on from the setbacks they might experience.

Resilience can be built by:

- Developing a growth mindset through working with learners to see mistakes and challenges as opportunities rather than failure,
- Using language to re-frame how mistakes and challenges are interpreted,
- Ensuring small steps and scaffolding is used to ensure appropriate pitch of materials,
- Having visual reminders around the learning environment, reiterating the importance of growth mindset.

Developing Study Skills

Alongside motivation and resilience, independence can only be achieved when learners have secured the fundamental study skills that enable them to access learning. Study skills required include: task deconstruction, planning and preparation, problem solving, reflection and review.

These skills can be built by:

- Explicit identification of when different skills are being implemented and deliberate practice in these areas,
- Modelling and shared approaches to learning to ensure all are clear on how to apply these skills,
- Discrete planning of the development of these incorporated into session plans and delivery,
- Incorporation into individual goal setting and learning plans.

4.3 Monitoring

The effective and consistent development of these skills will be monitored through:

Individual Learning Plans

- Checking that an appropriate package has been generated
- Checking that admission gathered the information required for the programme
- Goal setting that is incremental and focuses on the skills for independence, including resilience and motivation
- Clear success criteria

Planning for Delivery

- Planning which scaffolds and builds independence, whilst supporting resilience
- Planning which is tailored to the individual and pitched appropriately

Observation of Delivery

- Evidence of delivery that scaffolds and breaks learning into small steps
- Evidence of use of modelling and shared practices in delivery
- Evidence of explicit reference to practice of study skills

- Evidence of language promoting a culture where mistakes are encouraged
- Evidence of appropriate celebration of success where learning has been mastered and required resilience
- Consistent attendance demonstrating a growing resilience and motivation with the learning
- Punctual learners who are motivated to attend
- Learners who demonstrate the skills of being self-led

Visual Environment

- Evidence of shared expectations linked to resilience, motivation and independence
- Celebration of success, where appropriate
- Clear success criteria, where appropriate

5.0 Objective 2

To provide learners with access to a strengths-based culture which supports enables them to meet their potential and the high aspirations of the service.

A strength-based culture is the underpinning basis of this policy and is implemented by the inclusion of a consistent approach by all. A strength-based approach allows our staff to promote independence, resilience, decision making and wellbeing by making considerations about the person's strengths, capabilities and support needs. The staff positively focus on what the person can do whilst also identifying what else they may need to be assisted in to progress further.

5.1 Strength-Based Approach - Implementation Areas

To successfully implement this approach there are some key fundamentals that need to be considered:

- **Promoting positivity** – staff will focus on what can be achieved and is being achieved and how these successes can be utilised to support growth. This can be achieved by using:
 - visual displays which create the tone and provide reminders to staff and learners,
 - clear success criteria,
 - consistent uses of language and framing,
 - timely interventions that support and scaffold progress,
 - sharing of high expectations and aspirations personalised to learners,
 - planning which explicitly incorporates the needs of learners and scaffolds steps to success,
 - development of shared expectations.
- **Achievable goals** – staff will use goal setting needs to enable the learner to have successes and to see their progress, to motivate them in continuation of the plan.

The way expectations and aspirations are communicated are fundamental to securing positive outcomes. Articulating these areas clearly, creating an

environment of belonging and choosing learning activities carefully can positively impact on these areas.

Achievable goals will be achieved by:

- goal setting which is SMART, achievable for the learner, scaffolded and understood by the learner,
 - co-development of goals which are regularly reviewed,
 - success criteria which is explicit and referred to throughout the learning cycle,
 - delivery that uses small steps and scaffolds towards independence,
 - planning which is personalised to learners and outlines appropriate support strategies,
 - the use of Individual Learning Plans to set and review goals with learners,
 - timely reviews which enable success to be celebrated.
- **Mutual respect** – staff will establish the context around the learner which requires there to be a situation of trust. Therefore, time must be invested in building a mutually trusting relationship in order for this collaboration to be achieved. Consistency of approach also supports in this development.

Mutual respect can be achieved by:

- shared expectations which are generated collaboratively,
 - consistent uses of language, positive framing and respect,
 - all involved being able to have a voice and be heard.
- **Creating a culture** – staff must engage with this approach and fully adopt it, for it to be engaged with by all consistently; this then enables for culture to have an ethos shift. Adherence to the components of the 3 objectives of this policy will enable this to happen.

Culture creation should be achieved by:

- staff and learner conduct and treatment of each other established through role modelling, communication, language and relationships,
- visual reminders which indicate key priorities and cultural expectations for all in the space,
- authentic recognition and celebration of successes,
- co-development of all areas, including goal setting, review and progression.

5.2 Strength-Based Approach – Culture Creation

In order for staff to create a strengths-based culture there need to be consistent focus on: celebration, reward and recognition, role models, language and consistency of approach. This, alongside staff who can provide appropriate and timely information and guidance help to establish the culture required (**further information around these areas can be found in the toolkit pg12-16**).

Part of this culture will be ensuring the learning environment is safe for all with particular focus on treating others with respect and ensuring no prejudice is

experienced. This should be integrally built into the culture but will also be addressed if it occurs through objective 3.

5.3 Monitoring

The effective and consistent development of this approach will be monitored through:

Individual Learning Plans

- Goal setting that is incremental and focuses on the skills for learning
- Clear success criteria
- Goal setting that is reviewed regularly and where achievement is celebrated
- Co-development of goal setting and reviews
- Stakeholders being integral to the process

Planning for Delivery

- Planning which scaffolds and supports success
- Planning which is tailored to the individual and pitched appropriately to enable them to achieve their goals

Observation of Delivery

- Evidence of delivery that scaffolds and breaks learning into small steps
- Evidence of educators acting as role models through language and behaviours
- Evidence of language promoting a culture where mistakes made are positive
- Evidence of language being used to frame situations positively and to avoid apportioning blame
- Evidence of appropriate celebration of success
- Evidence of clear success criteria and expectations
- Evidence of stakeholders being heard
- Learners who are positive about their learning experience
- Respectful behaviour between all at all times

Visual Environment

- Evidence of shared expectations linked to respect
- Celebration of success, where appropriate
- Reminders linked to the strengths-based approach
- Clear success criteria, where appropriate
- Reminders linked to language and positive framing

6.0 Objective 3

To support learners whose progress is at risk to enable every learner to achieve success.

In order to ensure success for all, there are likely to be times when intervention is required to more formally structure the strategies and processes to be used to enable success (***further information can be found in the toolkit pg17-22***).

6.1 Responses to Situations of Challenge

Analysing Situations

Behaviour as a tool for communication. Therefore, rather than thinking about behaviour being positive or negative it is important to rethink how we view behaviour to use it to help identify what is the underlying communication, if there an unmet or unexpressed need and how best we can support. Every behaviour is appropriate in the moment for communicating a need and our role as educators is to be curious as to what the behaviour is telling us and to shape the appropriate responses to these or provide opportunities for learning about alternative approaches to managing any difficulties.

Developing Self-Regulation

Due to the contextual information regarding our learners, there is a likelihood that some may have difficulties in regulating themselves, their actions and emotions and therefore this is an area we need to support the development of, in order to maximise learning success. It is important to not make assumptions regarding abilities of learners based on age and be prepared to incorporate explicit development of these skills as part of the restoration package.

Reparation and Restoration

There is always the potential that a situation, event or plan may not go as anticipated. To ensure that every opportunity is taken to promote learning opportunities the concepts of reparation and restoration are vital.

Reparation and restoration are key components in the repair and resolution of any relationships potentially affected by a situation that may occur (***specific processes and scripts available in the accompanying toolkit***).

Successful reparation and restoration can be achieved by:

- Analysing the triggers for things that have happened,
- Ensuring restoration conversations are appropriately prepared following the agreed guidance,
- Implementing as swiftly as possible to the event that has triggered this,
- Valuing the process as part of the learning experience and an opportunity to develop empathy and awareness,
- Development of a restoration strategy that incorporates explicit teaching of self-regulation skills.

6.2 Support Packages

Transparency over the expected standards and desirable behaviours are necessary, however if these are repeatedly an area of concern, then support packages are required. These should be implemented when a learner is at risk of not meeting the expected success criteria.

Support packages must follow the advised process for the curriculum delivery area and must involve stakeholders, as co-developers, to ensure all are in agreement with the next steps. Support packages are likely to be more regularly reviewed and

should include precise goals, to ensure the learner remains on the expected trajectory.

6.2.1 Secure and Specialist – Physical Settings

Where progress is at risk an additional Multi-disciplinary team meeting should be called in order to ensure complete co-development and therefore that all have agency in the steps being agreed. Updates will be made to Individual Learning Plans.

In this meeting there should be exploration of: current curriculum pathway, adjustments in place and current goals. As a result of the meeting there will be adjustments made to enable success for the learner.

6.2.2 Secure and Specialist – Future You

Where progress is at risk the action planning meeting between the referrer, learner, parents and Future You staff will be used in order to review the current package in place. If through co-development it is possible to revise the programme to better suit the individual then this will happen. If this is not the case, then the provision will be brought to a close in place of one which better meets the needs of the individual.

6.2.3 Young People's Learning Specific Information

A traffic light system will be in place to support both behaviours and attendance, both of which can be indicators that the learner is experiencing difficulties.

Behaviour Approach for Young People's Learning

All will be part of the development of development of the shared expectations and therefore all will be expected to adhere to these. Where this does not happen the following stages should take place, in order to positively manage the situation:

- **Stage 1** – verbal reminders and encouragement to make positive choices
- **Stage 2** (Yellow card stage) – yellow card is presented and learners are spoken to in a one to one context to try and identify causes of difficulties and therefore strategies to negate. Strategies will then be implemented in line with those agreed.
- **Stage 3** (Red card stage) – red card is presented and learners are spoken to in a one to one context. Contact is also made with parents / carers to share difficulties and to discuss strategies and goals for improvement. Discussions and outcomes are recorded on the learner file
- **Stage 4** (Formal contract) – formal meeting arranged with learner, parents / carers and any other linked agencies. Contract will be established with specific goals to be met and strategies that will be implemented to support. Once in place the contract will be reviewed weekly and progress reported back to the Programme Manager and through Team meeting minutes

Attendance Approach for Young People's Learning

- Green attendance – at or above 90%. This level of attendance will be shared as a positive with parents / carers / linked agencies and senior staff
- Amber attendance – between 80 and 89%. This level of attendance will result in a meeting with parents / carers and senior staff to identify an appropriate support package and short term improvement goals. These will be reviewed fortnightly in Team meeting minutes and in learner files

- Red attendance – below 80%. This level of attendance will result in a formal contract being completed with learner, parents / carers, linked agencies and senior staff. This contract will then be reviewed weekly as is with the contract above

6.3 Monitoring

The effective and consistent development of this objective will be monitored through:

Individual Learning Plans

- Goal setting that is appropriate for success, and adjusted to be in line with the learner needs
- Clear success criteria
- Goal setting that is reviewed regularly and where achievement is celebrated and support is identified
- Co-development of goal setting and reviews through review processes
- Inclusion of goals linked to self-regulation and reparation, where appropriate

Planning for Delivery

- Planning which is adjusted to be in line with the revised plans and support packages
- Planning that takes into account any support actions identified and review of previous challenges

Observation of Delivery

- Evidence of explicit expectations in relation to self-regulation
- Evidence of explicit development of self-regulation skills, as required
- Evidence of language being used to frame situations positively and to avoid apportioning blame
- Evidence of stakeholders being codevelopers in their learning
- Evidence of a culture where reparation and restoration are used to move any challenging situations forward

Visual Environment

- Evidence of expectations linked to self-regulation, reparation and restoration
- Clear success criteria, where appropriate
- Reminders linked to language and positive framing

Support Packages

- Evidence of packages implemented in line with the expected procedures
- Evidence of packages which have been co-developed
- Evidence of packages that are enabling success and progress to be made

7.0 Monitoring Summary

This is a summary of the different areas monitored within the scope of this policy and how this monitoring will be undertaken.

Monitoring area	Objectives covered	Monitoring processes
Individual Learning Plans	1, 2, 3	<ul style="list-style-type: none">• Completion of courses• Line managers• Learner Support Manager• SEND audit
Planning	1, 2, 3	<ul style="list-style-type: none">• Line managers• Curriculum audit• OTLA audit
Delivery	1, 2, 3	<ul style="list-style-type: none">• OTLA audit• Session scrutiny• Learning walks• Learner feedback
Visual Environment	1, 2, 3	<ul style="list-style-type: none">• Education / Curriculum managers• Team meeting minutes• Learning walks• Curriculum operations and Performance groups
Support Packages	3	<ul style="list-style-type: none">• SEND audit• OTLA audit• Learning walks• Individual learning plan review• Team meeting minutes• Curriculum operations and Performance groups

Appendix 1

Young People's Learning Contracts

Learning Behaviour Contract

Name :

Date:

Course:

I _____ (Learner Name) agree to the following targets

1.

2.

3.

Help I may need to achieve these targets

Learner Signature

Tutor Signature

Skills Coach Signature

Parent/Carer Signature

Date for review of contract : _____

Attendance Contract

Name : Date: Course:

Current Attendance:

Barriers to attendance

Actions to support attendance (Learner)

1.

2.

3.

Actions to support attendance (Parent/Carer)

1.

2.

Actions to Support attendance (Hampshire Achieves)

1.

2.

Learner Signature

Tutor Signature

Skills Coach Signature

Parent/Carer Signature

Date for review of contract : _____