

The Bridge School (PRU) Nurture Case Study

Context:

Pupil A came to the Bridge following a five day FTE, as a result of persistent disruptive behaviour, aggression towards staff and absconding. He was placed in the Bridge School KS3 Nurture classroom, with the focus being upon identifying and developing strategies to overcome the barriers to learning that were preventing him from successfully accessing his mainstream placement.

Placement Targets:

Target 1:	To demonstrate increased levels of self-awareness.
Target 2:	To show increased levels of resilience by responding appropriately in challenging situations.
Target 3:	For Student A to demonstrate improvement in his social and emotional literacy. For the Outreach Team to offer relevant strategies at end of placement, that should be adopted by parent school during and following the faded transition support.

Nurture teacher report

Student A appears motivated to re-engage with a mainstream school after a positive spell at The Bridge. Student A joined the school in October 2020 as an engagement student.

Since Student A has been attending The Bridge, he has shown some excellent progress in his attitude to learning. We have observed a real reduction in any behaviour incidents and he has engaged well with the routine and the structure of the school. He has been happy, friendly and enjoyed lessons. He also has an excellent sense of humour. His attendance has been **97.8%**.

Nurture Reintegration Readiness Scale

The Readiness Scale assessment shows the key areas which Student A would benefit from developing.

	Assessment 1		Assessment 2	
	Nov 20		Dec 20	
Self-control	33/52	63%	35/52	67%
Social skills	49/80	61%	52/80	65%
Self-awareness	26/52	50%	33/52	63%
Skills for learning	48/84	57%	53/84	63%
Approach to learning	24/44	55%	28/44	64%
TOTAL	180/312		201/ 312	

**Reintegration threshold: 218/312*

Student A' readiness scale shows that he is a little below the recommended re-integration score of 218.

The area, in which Student A initially scored lowest, was his self-awareness. This sometimes presents itself as a lack of confidence and some anxiety towards new situations. After some intensive work in

PSHE and one-to-one ELSA sessions, the December data shows pleasing progress in this area, although more work in this area will be needed on his return to St Chad's.

Behaviour and Learning

Student A has formed positive relationships with key staff. He did initially try to test boundaries, but settled in quickly to the structure and routine. He has particularly enjoyed the physical activities offered to him through Outdoor Education. Student A's learning style leans towards kinaesthetic and he shows the most success in practical lessons, such as science, practical, food tech and art.

Student A can present as confident (however this can mask insecurities). With support he is capable of producing good work and enjoys sharing his successes with other members of staff. Student A enjoys making people proud of him.

Student A initially showed an anxiety around maths and science lessons and would sometimes demonstrate demand avoidance, or try to sabotage the lesson. We realised that he also experienced some anxiety around forming working relationships with unfamiliar staff members. Once a positive relationship had been formed, Student A was keen to engage. Student A responds very well to rewards and praise.

Student A sometimes presents as vulnerable around his peers. He could be easily coerced in to making poor choices in a bid to fit in or gain popularity. We have addressed this issue by setting clear boundaries, expectations and consequences and rewarding positive choices. There has been regular PSHE content, exploring relationships, sense of self and social convention.

	Assessment point 1/ DATE: Nov 20	Assessment point 1/ DATE: Dec 20
Reading	7D	7S
Writing	6D	6S
Numeracy	5S	5M
Science	6D	6D

Although Student A is a little below age-related expectations academically, he presents as verbally confident. He has engaged well in class discussions and has shown creative ideas when planning narrative writing. He has a tendency to rush and needs reminding to go back and improve or edit his written work. Student A enjoys reading and has started each day by reading aloud to a member of staff.

He responds well to writing frames and checklists to help him scaffold his work. He is prone to give up easily if he finds the work challenging – although with support he will re-engage.

Student A feels insecure in maths lessons. He doubts his own ability. He has, recently engaged very successfully in maths lessons and benefits from practical equipment to support his learning. When he is clear of the activity and the learning expectations of the lesson, he has actually shown enjoyment for maths.

Student A is very motivated by rewards, such as: activities at break and lunch time; outdoor education; raffle tickets and Friday reward time. He will be totally focused when he knows he needs to earn points to access rewards.

We have seen Student A become frustrated if he feels that he has let himself, or other people down. Student A will sometimes become emotional if he struggles with his behaviour. He responds well to a quiet space in which to reflect, or a trusted staff member to talk to.

Boxall Overview

Student A's Boxall profile states that *'he may have difficulty understanding the expectations of the school or setting and in predicting adult responses to behaviour.'* This would explain his possible anxiety around unfamiliar adults.

Student A can also struggle to give purposeful attention. We have found that with support (either in the form of an adult or with scaffolded work) he is able to engage more productively in lessons.

Student A appears to be seeking attachment and has insecurity about his worth and the regard in which others hold him. He can demonstrate attention seeking behaviour in a bid for recognition or admiration. Student A does take time to trust adults and on first joining the school, he was initially suspicious of some adults.

Once Student A feels secure and safe in a learning environment, he will start to take supported risks and engage with activities ordinarily outside his comfort zone. Student A responds well to clear and robust boundaries. Student A needs the security and predictability of clear instructions.

Student A has engaged well in ELSA sessions and has been comfortable talking about his feelings with trusted staff members.

Learning Mentor report:

During his placement at The Bridge School, Student A has engaged well with mentoring sessions, with the focus being on his targets, as set out in his SLA.

Student A has engaged well in sessions and he seems keen to develop himself personally and to have a successful transition to a mainstream high school.

Student A has developed a sense of awareness about his tendency to follow others. Student A is aware of how this impacts his behaviour and this awareness needs to be maintained and further developed.

Student A would benefit from further mentoring around personal development. We, of course would like to support in his initial half-term of re-integration.

Student A really benefits from the security offered by a nurture model and the chance to work consistently with key member of staff, with whom he has the confidence to confide.

Student A has commented on his time at The Bridge School, saying that he likes it here *"because staff listen to me and explain things"*. It appears that being listened to and understood is *very* important to Student A.

Allowing Student A to reflect upon his behavioural and social choices will support him to develop his emotional literacy. Additionally, it could help him to develop strategies around making good decisions regarding the influence his peers have on him.

Behind Student A's behaviour, seems to be a drive to 'fit in', which is rooted in low self-esteem and a lack of a developed sense of self and values.

Student A would benefit from work which would help to develop positive values around positive relationships with others. Also, helping Student A to find a peer group, or peer mentor who could act as a role model, could have a significant impact upon his ability to cope. Student A is really keen to please

others. Therefore, setting behaviour targets between home and school would, I feel, help him to consider making positive choices during his time in mainstream.

Lead Teacher conclusions:

During his time at The Bridge School, it has become apparent that Student A is someone who is incredibly keen to please and enjoys receiving praise for his successes.

It is also evident that, although making huge improvements, Student A is a young man who still finds it difficult to resist inappropriate peer influence.

There have been moments where Student A has responded inappropriately to challenge from staff or has responded to negative peer influence, but for the vast majority of the time he has been a pleasure to have in school. He has developed excellent relationships with key staff and replication of this will be crucial to Student A succeeding when he returns to his mainstream school after Christmas.

Along with his strong relationships with staff, Student A's love of drawing and painting has been central to the behavioural progress he has made:

- he enjoys sharing his artwork with staff (I have several of his pictures on my wall, which he enjoys bringing and sharing);
- It is an activity which is excellent for his self-esteem (the power of creating something that consequently makes someone else happy should not be under-estimated)
- Most importantly, it is something he is starting to use as a behaviour self-management strategy. If he is struggling to cope, using his doodle pad has shown to act as a valuable distraction and calming influence.

We saw that, initially, Student A would try to use demand avoidance tactics when faced with lessons in which he struggled (Maths and Science). However, with support, he has become increasingly resilient and is happier to try things which he finds challenging. This confidence relies on knowing he has the support of key staff, as mentioned earlier. Again, replication of this will be crucial when he returns to his mainstream school.

Recommended strategies:

- Scaffold all tasks: use frames and chunk tasks wherever possible.
- Give Student A the opportunity to share his work with key staff and senior staff: the more he feels valued and senses that he is a part of the school community with a role to play, the more his responses will be positive.
- Positive relationships between Student A and staff are the key to long-term positive outcomes. The stronger the relationships and the more he feels that staff understand him, the more responsive he will be at times of challenge (remember that he may be naturally cautious about forming relationships initially and this may come across to staff as reluctance or rejection).
- Use rewards as positive motivators (these always work better than threats of punitive action). Always scaffold the steps to success clearly and positively so that Student A understands what positive steps he needs to take in order to achieve the reward.
- Continue with ELSA sessions. These have proved very successful in the short time Student A has been at The Bridge School. Ensure there is a consistent member of staff delivering all sessions.
- Ensure that Student A has well established, clear boundaries, with clear consequences for both following and not following the rules.

- Use a visual timetable. Allow Student A to take one home, so he has a clear understanding of how his day is going to look before he enters school.
- If at all possible, book-end Student A' day with a 1:1 session, as a check-in and check-out, allowing him to deal with issues, both before he starts school and before he goes home.
- Give staff a script of what to do and say when Student A is struggling. Involve Student A in the development of this, so he understands how it will work. Additionally, set his expected responses at the same time (if he feels it is a plan which supports him *and* the teachers, he will be more engaged in the process). Outreach mentors will be available to support the school in the development of this strategy.
- Send praise postcards home whenever the chance arises. Developing the understanding that contact with home is for positive and not just punitive reasons will have a beneficial impact.
- Work towards small targets that Student A can achieve throughout the day. This will work better than working towards one big target at the end of the week (although having a reward at the end of the week as a result of hitting his smaller targets will work).
- Allow Student A to carry a doodle pad with him in his bag, as a behaviour self-management strategy.
- Opportunities to share good work and successes within the wider school will help to raise Student A' self-esteem.
- Clearly outlined rewards and consequences and identify the steps needed to achieve success.
- A visual reminder of expectations during lessons. This could take the form of a points sheet and will feed in to a weekly total.
- Prompt dissemination of these strategies to **all** staff who will be working with Student A.
- Continue Outreach Mentor sessions for the duration of the first half-term.
- If Student A has a positive week, his teacher and TA at the school to meet Student A at the Bridge School at the end of a school day, for a hot chocolate and a chat about how things are going. This can happen weekly, if felt beneficial. Mainstream would need to facilitate Student A' travel arrangements.