Breaking the Cycle of Peer Exclusion

Learning With Care Team – Primary
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#KeepThePromise

Rationale – Care experienced YP whose learning capability was unknown due to extensive trauma. Gap between child O and peers growing larger at pace due to him constantly leaving the class. Unknown whether behaviour was reason for slower learning or learning was reason for behaviour.

Stretch Aim: By June 2022, pupil O will know 20 initial phonics to close the attainment gap and allow for increased peer interaction. Benchmark December 2021: 2 phonics and 15% of session successful with peers daily.

Outcome measures:
By Easter 2022, daily heightened/aggressive incidents will reduce to 1 per day. Benchmark: Average 6/7 per day.
By Easter 2022, pupil O will experience 50% of his day socialising with peers. Benchmarks 15%
By Summer 2022, pupil O will access 5 hours per day in education. Benchmark: 3 hours per day.

Method

- Participated in Fife Quality Improvement Training (1 full day, 6 twilight sessions.
- Created a safe environment for O to be based in until social and emotional programme could be used. Recorded behaviour and targeted one area at a time to reduce incidents.
- Designed a phonics programme suitable for pace of developing learning. Explored ways of presenting learning for maximum engagement.
- Developed a positive solution focussed relationship with carers.

Process Change

* Use Star room
* Tally mark behaviour
* Build bank of de-escalation & pro-active measures
* Daily phonics routine
* Tally mark recognition of phonic

Achievements

Model of using Star Room, classroom and active small group tasks daily since March after targeting behaviour 1 at a time.
Social skills have improved after building from 1 peer, to small group, to class exposure. So peer interaction is possible daily.
Class learning is possible daily as focus was changed to structured learning and teaching time.
Phonics presented in a variety of ways daily with pace slow to embed.
Play-based learning accessed daily with timetabled support.
Joint responsibility remains for O between LWC and mainstream so less exclusion from peer group.
Pace of academic retention faster than predicted with repeat presentation of phonics, use of ICT and story. Also daily writing.
O able to say how he feels and why on occasion. Recognising when he feels excluded.
Variety of locations used for phonic development.

Results

- Not enough date collected daily
- Driver diagram problem solving tool
- Joint responsibility so not me who gathers data
- Data wasn't specific enough to give a finalised approach

Conclusions

Collecting data is challenging as I don't work with LWC children on a daily basis for their full session. The Driver Diagram has allowed me since this focus to problem solve jointly with the school staff I am working with for each of my children. This has proven more successful in developing a model focussed on learning by using data to work out the exact barriers and finding pro-active ways of breaking them down. Focussing on one area of learning also helped in finding the more specific way child O learns. The simplicity this process has helped me to look for will be beneficial in all other children who are supported by LWC Primary.

Key Learning Points

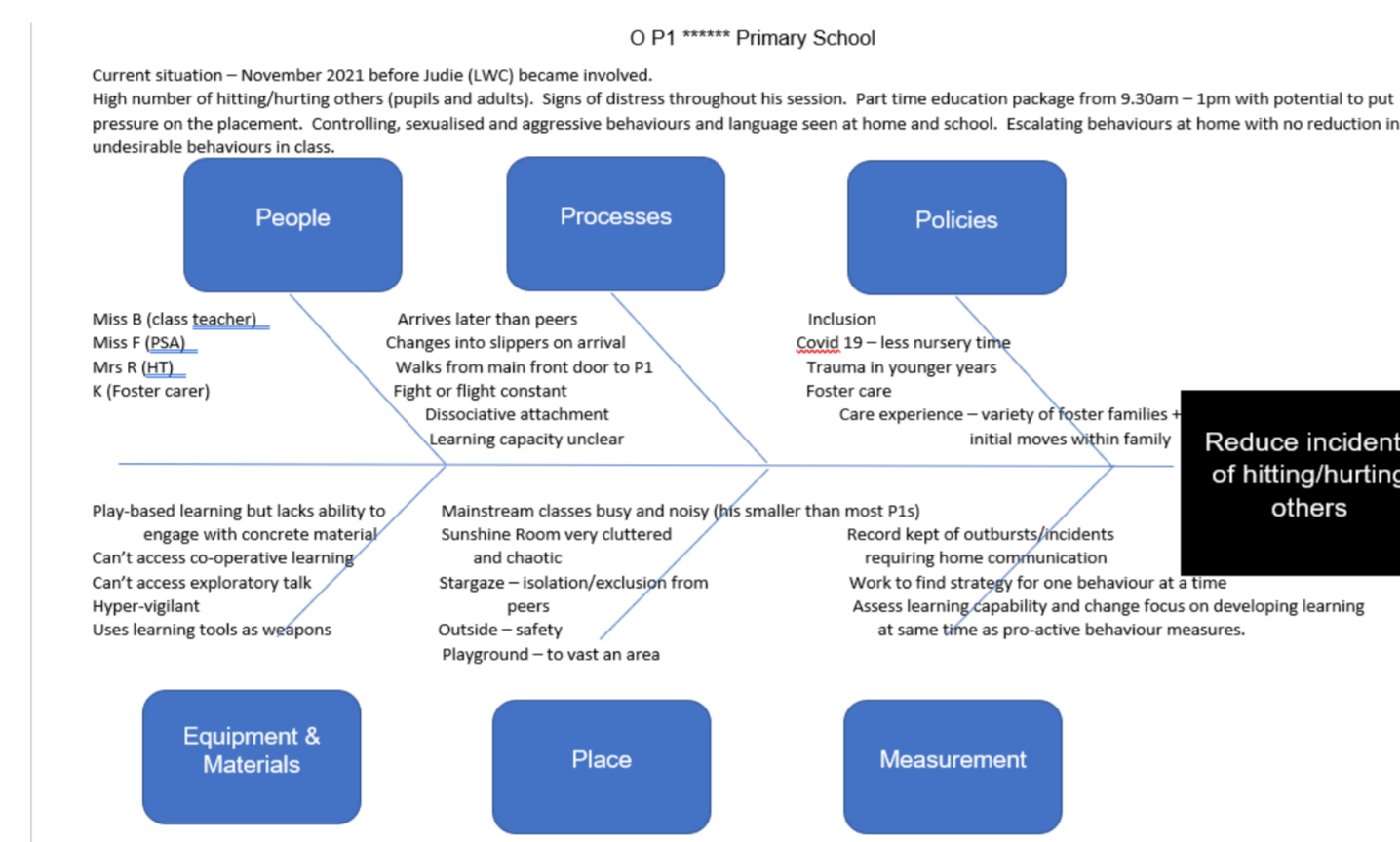Been instrumental in promoting joint responsibility and inclusion.
Class teacher

"I can make friends in my new school if I stay in class."
Pupil O

Using data to improve inclusion for CEYP and progressive learning opportunities will be essential to me sharing a positive journey with both LWC children and staff in mainstream schools. I may need to adapt the methods used and perhaps some intensive daily work would give me refined data to start with. A recordable improvement would then be common data for TAC.
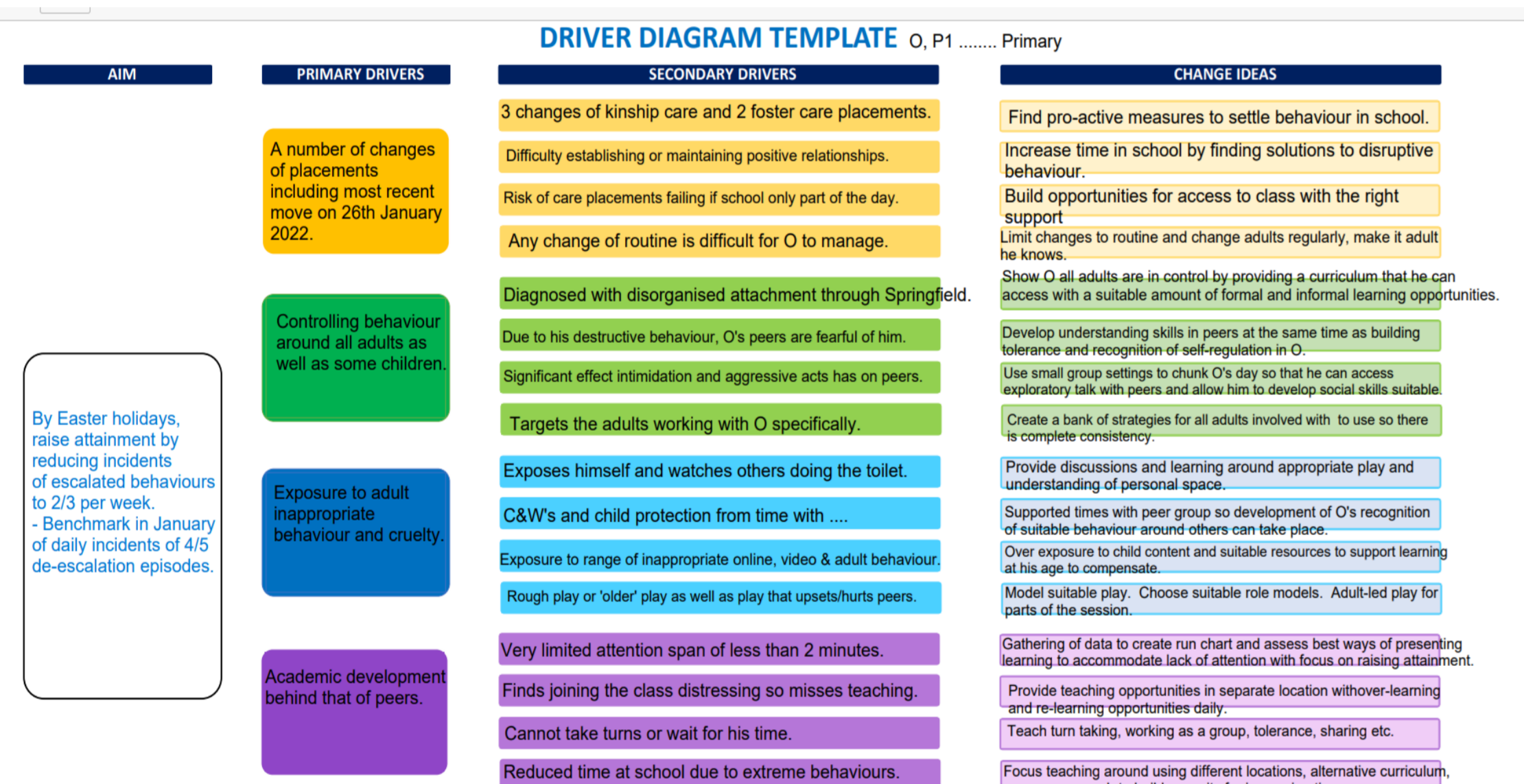
Next steps

I intend to use these tools in their entirety for each new child referred to LWC Primary. It will give me a constant, progressive picture of improvement for each child to share with TAC.