



# 'What We Do & How We Do It'

## **Vision, values, teaching, learning, curriculum, personal development & behaviour**

**See also, anti-bullying, online-safety, safeguarding, physical intervention and attendance policies.**

Our vision is to provide pupils with the confidence, skills, and ambition to achieve a successful and productive life. We aim to ensure they leave us with the opportunities and are able to become positive members of their communities. To do this, we have 3 principles that underpin our policies, practices, and everything we do:

- Everyone can learn, achieve, and has the potential to be successful.
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another.
- We have high expectations in everything we do.

**W**onderful  
**E**xcellent  
**L**ovely  
**C**lever  
**O**utstanding  
**M**agnificent  
**E**nthusiastic

(Acronym created by White Trees pupils)

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Created by White Trees Independent School, July 2019
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## WHO WE ARE

SureCare was opened in 2008, to offer a residential and therapeutic home provision for some of the most complex, vulnerable and in need children in the UK. SureCare takes great pride in being able to offer a provision that puts the children first.

Historically, provisions such as secondary schools, specialist schools and PRU's were used as educational placements for children residing with SureCare, but this resulted in the young people being temporarily and sometimes permanently excluded for their behaviours; a continuation of the difficult and often traumatic cycle the children have experienced. White Trees School inception came in 2014 when it became clear that the local provisions available were not going to be able to meet the young peoples' educational and behavioural needs.

From the start, it was clear White Trees School would have to be a specialist provision. It would need to offer a nurturing environment that works around the pupils' needs in order to enable the pupils to be able to access their education. The development from idea to opening was a long and complex journey and it continues to grow in order to provide the best possible outcomes and opportunities for its pupils. This developed into the consideration that the best way to meet many of our pupils' complex needs would be to explore the potential for education to be provided anywhere and not just within the four walls of a classroom. We also make it a priority to focus on developing the 'whole child' not simply focusing academic progress or achieving qualifications, but ensuring our pupils are truly ready for life after school by developing the social skills, character and attitudes that will help them be positive members of their communities.

It is our intent to use an approach that puts the pupil first and doesn't try to fit them into a generic system that has already failed them, often time and time again, White Trees has been able to engage and offer an education the most complex of pupils. To do this, we have three main focuses each day:

- **Meet emotional needs first.** Staff ensure that they have a deep understanding of each child and their needs and aim to juggle overcoming any anxieties, upsets and other concerns with their education.
- **Create positive relationships** that allow pupil to trust and feel cared for is difficult with our pupils but if we can build those all-important relationships, we will change lives be able to better support our learners in and out of 'the classroom'.
- **High quality curriculum, planning and teaching** that has to be specific to each pupil and incredibly flexible as each pupil works at a different pace and has very different challenges to overcome that the teacher needs to be able to support and adapt to each day. This includes adapting to how pupils learn and balancing the blending of the groups and classes they will be working in.

So far, White Trees School has been able to succeed in offering education and moving pupils on to further education, employment or training for pupils who were unable to access other forms of education. This success is credited to building relationships with our pupils, the nurturing environment, the extensive work on social and emotional needs, close working partnership and communication with parents/carers and the extensive planning and logistics considered each and every day.

Currently, almost all pupils at White Trees School has education, health and care plan (EHCP) for social, emotional and mental health (SEMH) needs. Most pupils' EHCPs identify additional needs such as Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia and Oppositional

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Defiant Disorder (ODD). White Trees School takes great pride in being able to support these young people to overcome their challenges and feel privileged to be a part of their journeys.

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# WHAT WE DO

## Curriculum, Qualifications & Development

With developing the 'whole child' clearly identified as a priority alongside academic progress, our education has a clear structure with defined processes, expectations and opportunities that ensure pupils learn, develop and grow:

UPPER KS2	Year 7	Year 8	Year 9	Year 10	Year 11
Pupil Pathways				BTEC's	
AQA's/Entry Level/Functional Skills			GCSE's (External Partner)		
Emotional Support & Development, PSHCEE & Social Skills, Reading, Values, Learning Around Character & Attitudes, Work Experience, College Courses, Enriching Experiences, Trips, Celebrations, Visits, Independent Careers advice, Community Engagement and Wider Opportunities to Develop					

### Pupil Pathways

White Trees School has created a curriculum and education plan in the form of Pupil Pathways. The Pathway covers the full national curriculum and is designed as a 5-year curriculum in most subjects. Pathways lead directly into further qualifications and account for pupils with below age-related levels, incorporating objectives from upper KS2. The Pathway also includes a deep and wide offer of learning and development beyond academic, vocational, or technical through PSHCEE and Social Skills pathways. Pupils learn about careers, social skills, character, attitudes, and other areas that will set them up to succeed in life after White Trees. Pupils, at the end of Year 9, are given the opportunity to choose their options/qualifications for KS4 – they can choose 4 subjects to study (column highlighted in yellow) on top of their compulsory subjects (please see the options table below). Other certificates/opportunities that are also on offer to achieve are listed in the 'other' column.

### Development

To develop pupils beyond the academic, vocational and technical we work diligently and robustly to support and develop our pupils' emotional needs, their understanding of the world and their ability to cope, contribute and succeed in their community once leaving school. This is explored in more depth as part of the 'How We Do It' section of this policy but it can be simplified into three levels of approach:

- A therapeutic approach (pre-emptive and reactive)
- Social, emotional and behavioural interventions (educational, pre-emptive and reactive)
- Education and experiences

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## Qualifications

White Trees is continually developing the qualification offer and uses pupil interests and other opportunities to guide this. Currently we offer:

Compulsory	Options	Other	
<p><b>Core</b></p> <p>Functional Skills English Functional Skills Maths Functional Skills ICT Applied Science BTEC Work Skills L1</p> <p>Duke of Edinburgh Award (Bronze)</p>	<b>BTEC's</b>	Circles farm	Circles Beauty
	Sport & Active Leisure L1	Music	Work Experience
	Cooking level L1 & 2	Forest Schools	Rally Sports
	ICT Users L1	<p><b>GCSE</b> English Language Maths</p>	
	Business Administration L1		
	Creative Media L1		
	Performing Arts L1		
	Planning & participating in work experience L1		
	Public Services L1	<p><b>Certificates to gain during outdoor education:</b> Paddle power star award canoeing Paddle power kayaking NICAS climbing level 1</p>	
	Travel & Tourism L1		
	Creative Media L1		
	Art L1		
	Teamwork & personal skills in the community L1		
	Construction L1		
	Health & Social Care L1		
	<b>Asdan short courses</b>		
	Animal care		
	Life-skills challenge		
Personal finance			

All pupils are to study the compulsory subjects listed under the 'core' section; they then choose 3 subjects from the 'options' category to study on top. Other courses and experiences that are on offer are also listed in the far-right column which are available to the pupils.

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## Teaching & Learning

Teaching takes many different forms at White Trees School in order to cater for individual needs. Leaders work with staff to improve and maintain a high standard of teaching which is measured over time.

All teaching is underpinned by key expectations that contribute and combine with our teaching cycle (APPENDIX 1) to ensure teaching is to a high standard and opportunities to learn in and out of the classroom are maximised. Every teacher is expected to:

- **use clear learning objectives and differentiated success criteria** for each lesson.
- **facilitate learning using a diverse range of activities** and strategies borne out of in-depth knowledge of our pupils.
- **where appropriate, use starters to check for prior understanding and plenaries to check that our pupils have fully understood the objective** of the lesson, and if they haven't, we adapt our plans and spend time with pupils to ensure they do, before moving on
- **plan and teach in reference to bespoke schemes of work** that identify appropriate annual and termly targets from the parts of the curriculum the pupil is working on.
- **assess learning and progress throughout lessons.** This assessment should allow the lesson to be adapted to maximise learning.
- **use formative assessment to plan the following lesson/learning.** This could include re-covering learning to ensure it is consolidated or to adjust the learning to ensure the pupil is appropriately stretched.
- **teach according to our pupils' preferred learning styles** (visual, auditory and kinaesthetic) and forms of intelligence (mathematical/logical, visual/spatial, interpersonal, musical) as best we can.
- **ensure the best possible environment for learning** by developing a positive atmosphere in which pupils feel safe and that they belong, enjoy learning and being challenged, trust that they can take risks with their learning and know that they can and will succeed.
- **ensure that teaching builds on previous learning** and that constant praise, engaging learning tasks and positive use of our behaviour system keeps pupils motivated.
- **ensure learning tasks are varied and tailored to individuals**, and include investigation and problem-solving tasks, computing and use of interactive whiteboards, debates, role-plays, design and making activities, critical thinking tasks and time for reflecting on our learning. Pupils work in a variety of ways – in groups, pairs, with the whole class or independently, depending on the task and the individual
- **encourage pupils to take responsibility for their own learning.** Pupils are aware of their learning objectives and what they can do to stretch their learning. They are involved in setting their own termly targets, which they work towards each term, and teachers ensure that pupils' interests and suggestions are incorporated into the curriculum as much as possible.
- **engage pupils in self-assessment throughout lessons** and use a traffic light system to enable to communicate to the teacher how far they felt they achieved the learning objective and steps to success in the course of a lesson or activity. In this way, pupils can feel in control of their own learning and teachers are able to use this feedback in order to inform their planning for the next lesson.
- **effectively deploy team members and support staff** to ensure pupils are supported and challenged in order to maximise progress each lesson.
- **have calm, informative and celebratory environments.** We update displays every term so that the classroom reflects the topics being studied by the pupils and use progress walls to

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celebrate pupils' learning and progress by displaying their work.

- **support pupils with English as an additional language (EAL)** through planning differentiated tasks during lessons, offering focused vocabulary support and also provide targeted literacy support on a 1:1 basis if this is appropriate.
- **involve parents and carers where possible. We believe that parents and carers have a fundamental role to play in helping pupils learn** which is why we ensure that parents and carers receive half termly reports as well as contact several times a week from school.
- **be monitored by leaders and governors to gauge the quality of teaching through learning walks and formal observations** to ensure that findings are moderated to ensure robustness. The production of overviews provides clear strengths and weaknesses which leaders identify and provide support and training around in a cycle of data (observations), analysis (finding strengths and weakness in teaching) and impact (training, support, and updates to processes)
- **support emotional and behavioural needs effectively.** Leaders and teachers work together to ensure the appropriate support and blending is found through logistics planning each week. Supporting behaviour is very much a part of effective teaching and our endlessly positive approach, the use of class dojo and the celebration of all successes should be present at all times.
- **homework is provided at an intensity and frequency appropriate to the pupil.** Where a pupil has missed a substantial amount of education, requires 1:1 support and has complex learning difficulties, it may be most suitable to set short, simple tasks that can further embed previous learning or help them access future learning. Whereas a pupil preparing for BTEC's and GCSE's would be expected to complete coursework and supplementary homework independently and frequently, as prescribed for them by their teacher.
- **pupils have the opportunity to read and progress in reading is tracked** via programs and pathways the school has in place.

## Baselines, Planning & Assessment

Every pupil that is placed at White Trees School is assessed to establish a baseline in each subject in order to account for any prior learning and progress. This takes the form of looking at prior achievements and assessing pupils using assessment tools at our disposal. This establishes a pupil's strengths, weakness and often the large gaps in their learning and development that a typical referral to White Trees has encountered.

Using assessments and any evidence of prior learning, the teacher can plan specifically what learning objectives the pupil needs to complete to fill any gaps and to make expected progress (if not more) each half term. Schemes of work are created each half term for each pupil and identify their individualised learning plan and as lessons are delivered, work is kept in Pupil Journals and completed objectives are dated on the Pathway. Teachers plan to use the Pathway curriculum in a 'block' format, as opposed to a spiral curriculum. This is because teachers must constantly review and adapt to prior learning, or inconsistent prior learning because of absence or erratic educational histories.

As identified, teachers assess and reflect on lessons and learning each day to establish what the pupil has learnt and what to teach next. This is bespoke to each pupil and allows teachers to create, adapt and deliver individualised lessons that adjust to and track their daily, weekly, termly and annual progress.

## We mark pupils' work and offer feedback to:

- Show that we value the pupils' work and encourage them to value it too.
- Boost the pupils' self-esteem through use of praise and encouragement.
- Help pupils learn. If pupils' work is well matched to their abilities, then errors that need to be

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- corrected will not be so numerous as to affect their self-esteem.
- Promote self-assessment and peer assessment.
- Follow up on pupils' self-assessment. For example, if a pupil leaves a red or amber traffic light in their book to indicate that they did not understand the work, the teacher will respond with verbal feedback before the next lesson.
- Offer the pupils specific information on the extent to which they have met the lesson objective and success criteria/or the individual targets set for them.
- Provide a basis both for summative and for formative assessment.
- Provide the ongoing assessment that should inform future lesson-planning.

### We ensure that:

- The pupil can read and/or respond to any comments made and is given time to do so. Where the pupil is not able to read and respond in the usual way, other arrangements for communication are made.
- Comments are appropriate to the age and ability of the pupil.
- Comments focus on only one or two key areas for improvement at any one time.
- Whenever possible, marking and feedback involves the pupil directly, there then, or after completion while the work is still fresh in the pupil's mind.
- Ticks are normal where work is correct, and crosses or corrections where errors have been made.
- Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems.
- When self or peer assessment has been undertaken (i.e., pupils may mark their own or another pupil's work) the teacher must always review this marking.
- All team members are permitted to participate in marking and giving feedback provided they have been prepared/briefed on the teacher's expectations of the lesson and outcomes and that their input is reviewed by the teacher.

## Progress, Outcomes & Preparedness for Life After School

The inevitable aim is to prepare pupils for life once they leave school and ensure that they have as much opportunity as possible to achieve and become positive members of their communities. Leaders use formative assessments as part of the Pathway Curriculum, progress towards qualifications and point in time assessments for emotional wellbeing and development to track, analyse and positively impact on progress and development through interventions, adjustments to planning and resources and focus weeks.

The aim is for Key Stage 4 pupils to move on after year 11 and go on to further education, employment, or training. However, the school extended its offer in early 2019 to allow pupils who are not yet ready to move on, and/or who are unable to access appropriate local provisions, to stay on and continue to develop further under the caring and supportive environment at White Trees. We offer bespoke development packages for pupils staying on, with a focus on social and emotional support alongside academic to support pupils to successfully move on.

All data that is collected is part of an efficient planning and assessment for learning process– these methods have been designed to have minimal impact on workload. All progress is reported to governors who explore, challenge and then published a summary at the end of each term.

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# HOW WE DO IT

## Behaviour & Personal Development

As a school that caters for pupils with extremely complex needs, often the result of experiencing trauma during the early years, it is imperative to identify the root cause of any behaviour to support their social and emotional needs. Therefore, it is of the highest importance that policies about behaviour and supporting emotional needs are flexible, effective, and centred on building positive relationships and being endlessly positive.

Our pupils also have histories of rejection and exclusion from previous educational settings. To meet our pupils' complex needs, they are often taught 1:1 in satellite locations, or in the mobile classroom (see Appendix 7) and work towards being able to access a small classroom environment when **they** are ready.

To ensure this is effective, we have a well organised and supportive team who use a combination of strategies to support, encourage and reward behaviour that is conducive to learning and focuses on achievements and values wherever possible.

Further considerations are that many of our pupils have not experienced secure attachments throughout their early years and developing positive relationships with staff members can help to make up for some of the social and emotional development that has been missed. Each pupil is supported differently but the key principles for all support will include:

- **Unconditional positive regard** for our pupils and everyone we work with
- **Caring relationships** with staff that are underpinned by positive support, appropriate boundaries and empathy.
- **Consideration of any need** that is not being met and the possible years of difficulty that has led the pupil to their current situation and level of need.
- **Communication that is clear, consistent, and positive** (or in some cases, appropriately passive)
- **Consistency in support, interactions and (high) expectations** for behaviour and learning – being predictable is very important.
- **Co-operation with pupils to explore their emotions and reflect** on how they may have been feeling and working together to overcome challenges or difficult behaviours.

These principles are important whether pupils are supported in classrooms onsite or at a satellite location using our 'Classroom in a Bag'.

## OUR EXPECTATIONS

Because of the complexities and uniqueness of the behaviour and challenges we face; we have two simple expectations that act as our school rules:

- We respect each other, our school and ourselves

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- We always try our best

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## **PATHWAY TO THE CLASSROOM (RRS) & CLASSROOM IN A BAG**

As identified, our challenge is to continue to support and educate our learners in spaces that are not your 'typical' classroom. To ensure that the learning outside of the classroom was to a high standard and therefore a positive tool to overcome barriers, we developed a program to cater for these pupils and give them the best chance of success in the classroom and beyond school life.

### **Readiness to Reintegration Scale**

At White Trees we measure the progress that our children make socially, emotionally, and behaviourally as well as academically. We use this information to place them in the best position to allow them to flourish and succeed, allowing them to prepare for their next steps.

There are three stages at White Trees: (1) off-site pupils whose learning takes place primarily outside of the classroom and in the community with their designated tutors; (2) some/all learning takes place at the PTC building where pupils have lessons with their designated tutor(s) in their own classroom, but can socialise during lunch/break times in common areas; (3) learning takes place at the main school building at Gaston Green which is designed to incorporate a more formalised educational setting allowing pupils to develop the skills they will need to be successful in their future endeavours.

We will assess pupils' readiness to move from one stage to the next using the Readiness to Reintegrate Scale (RRS; Doyle, 2001). The RRS has been used to assess readiness for pupils to begin a programme of reintegration into the more formalised educational structure and increase their social communication with their peers. The RRS is comprised of five scales: self-control and management of behaviour, social skills, self-awareness and confidence, skills for learning and approach to learning. The assessment is completed once per term. The numerical score of each scale is calculated and can be used to identify their areas of strength, as well as areas which require further development. These results will allow us to set targets and track progress from one term to the next. We will then use these scores, alongside other factors, to determine the pupils academic and emotional readiness to continue to the next phase.

We have adapted the scale to create the three stage to reflect pupil's journeys at White Trees:

- Phase 1 assesses off-site pupils' readiness to join the Pathway To Classroom (PTC) building
- Phase 2 assesses the PTC pupils' readiness to move to the main on-site building in Gaston Green.
- Phase 3 is the final assessment stage in which we monitor the pupil's stability in their capacity to maintain their ability to be educated in the formalised setting to ensure that every pupil is receiving the support most suitable to their needs.

Alongside the RRS we also utilise the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1998), which is a self-report screening tool that allows us to identify specific motional or behavioural needs. Each pupil is assessed on their arrival and then termly to monitor their progress. The scores are used by our intervention team to identify those who may require additional support. Once a pupil is identified, the intervention team will liaise with the pupils designated tutor to devise a suitable intervention that will target the specific areas highlighted in the SDQ and RRS.

We also use our Readiness To Reintegrate scale which is based upon proven educational research which is used to assess where our pupils are in terms being able to access a small group or classroom environment and are always working on the skills, they require to enable them to join a small group or class, where a decision will be made as to which site they will be accessing at the beginning of their journey. These PTC scales are reviewed termly, where pupils' programmes will be adapted to meet the individuals social, emotional and academic needs.

We use a 'Classroom in a Bag' kit, to ensure resources offsite, are as high quality as on site. The kit includes:



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- A travel bag.
- A laptop with web browsing, Microsoft office, remote device management and web filtering
- An internet activated smart phone with hotspot ability.
- Pens
- Pencils
- Ruler
- Stapler
- Colouring pencils
- Glue sticks
- Notepads
- Calculator
- Fidgets and games for break time and socialising
- Headphones
- Planning and resources for the activity/day/week (APPENDIX 3 & 4)

## VALUES, ATTITUDES & PERSONAL DEVELOPMENT

Social and emotional development is central to our curriculum and ethos. Breakfast, break time, lunch and PSHCEE are focal points for the facilitation of this development; however, it is acutely important that social and emotional learning is embedded throughout the entire day.

Developing our pupils' social skills and teaching them about healthy living, preparing them for life in modern Britain and enabling them to make positive life choices is of considerable importance. A weekly formal lesson of PSHCEE is not enough in a school setting such as ours, which is why we have an embedded values-centred curriculum and family-style lunchtimes where possible.

We also link Personal, Social, Health, Economic & Citizenship Economic Education (PSHCEE) and Spiritual, Moral, Social & Cultural Development (SMSC) across the curriculum. As well as fulfilling the objectives in our tailored PSHCEE schemes of work at all Key Stages, we aim to develop all pupils':

### Spiritual development (s)

- ability to be reflective about themselves.
- use of imagination and creativity in their learning.
- willingness to reflect on their experiences.

### Moral development (m)

- understanding of right and wrong
- respect for the rule of law in modern Britain
- understanding of the consequences of their behaviour and actions

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## Social development (s)

- use of a range of social skills in different contexts.
- willingness to participate, cooperating well with others and being able to resolve conflicts effectively.
- understanding of & engagement with the fundamental British values of democracy, mutual respect, and tolerance of those with different faiths and beliefs

## Cultural development (c)

- understanding and appreciation of the range of different cultures within school, in London and in the United Kingdom
- knowledge of Britain's democratic parliamentary system
- positive participation to artistic, sporting and cultural opportunities
- improving understanding of and showing respect for different faiths and cultural diversity

## Values and British Values

White Trees School incorporates the promotion of its values through PSHCEE lessons and at any other appropriate opportunities throughout the school year. Each half-term we highlight a different set of values, explore what they mean and why they are important for us as a school and as part of a wider community.

<p style="text-align: center;"><b>Self-appreciation &amp; New Beginnings</b></p> <p style="text-align: center;">British value: Individual liberty</p>	<p style="text-align: center;"><b>Knowledge &amp; Tolerance</b></p> <p style="text-align: center;">British value: Mutual Respect</p>	<p style="text-align: center;"><b>Ambition &amp; Responsibility</b></p> <p style="text-align: center;">British value: Rule of Law</p>
<p style="text-align: center;"><b>Perseverance &amp; Resilience</b></p> <p style="text-align: center;">British value: Democracy</p>	<p style="text-align: center;"><b>Curiosity &amp; Independence</b></p> <p style="text-align: center;">British value: Tolerance of different faiths and beliefs</p>	<p style="text-align: center;"><b>Confidence &amp; Coping with Change</b></p>

Our values:

- Form the basis for learning conversations around the school.
- Contribute to the planning and content of discrete and formal PSHCEE lessons.

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- Teach PSHCEE formally at KS3 & 4, following our own Scheme of Work in accordance our whole school values curriculum which emphasises:
  - Developing our confidence and making the most of our abilities, including setting ourselves goals and celebrating achievements.
  - Preparing to play an active role as citizens and developing our awareness of the importance of the communities to which we belong.
  - Developing a healthy, safer lifestyle and knowing how to stay safe online.
  - Developing good relationships and respecting the differences between people

## PSHCEE & Social Skills

- Formally teach a Sex and Relationships Education (SRE) to our pupils which aims to:
  - Help pupils develop an understanding of the different types of relationships, including family relationships.
  - Help pupils to develop skills in forming and maintaining relationships with others, including their peers.
  - Teach pupils about the changes to their body that occur during puberty.
  - Introduce pupils to reproduction.
- Formally teach online safety to pupils of all ages across the school, according to age and ability. Please see our online safety policy
- Formally teach PSHCEE to all pupils on a regular basis which focuses on:
  - The development of social skills including managing anger and emotions, building relationships, dealing with conflict and making positive choices, including online as part of online safety education.
  - The development of anti-discriminatory understanding including knowledge and understanding of bullying, cyber-bullying, racism, sexism, homophobia, transphobia and religious tolerance.
  - Preparation for life in modern Britain and knowledge of Fundamental British Value, including cultural diversity, mutual respect, the rule of law, democracy, right & wrong, consequences and the range of faiths, religions and values in Britain and London.
  - Providing opportunities for reflection, thinking, discussion and formal argument
  - Helping our community, supporting charity, and helping others
  - Linking with curriculum-wide weekly trips which aim to develop pupils' understanding & experience of the world including artistic, religious, cultural, and sporting.
  - Personal health and how to stay healthy with specific focus on nutrition and exercise.
  - The development of the understanding of risk and keeping safe in everyday life
  - An understanding of the world of business and consumers through enterprise projects and fundraising for projects and/or charities.

Carefully planned and differentiated activities ensure that all pupils begin to view and understand themselves in the context of wider society, in a structured and supportive way.

In addition, our PSHCEE Pathway also ensures that pupils have the opportunity to:

- Contribute to our community through activities such as raising money for local causes and charities.
- Learn about public institutions and services in England (for example, the royal family, government, national health service, fire service, the police)
- Develop an understanding of the importance of tolerance and equality whilst challenging prejudice and discrimination. We teach specific lessons which promote tolerance of different family structures and

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recognise that whilst not everyone's families are the same, they should all be respected and valued as part of an inclusive school community.

- Use morning time (breakfast and exercise), breaks (time for healthy snacks & water) and lunchtimes (family style service in each class) to learn and practice personal skills including turn-taking, sharing, and making positive and healthy choices.
- Receive independent careers advice to support them in planning their futures.

The Social Skills Pathway aims to work alongside general emotional and behavioural support and give a framework to the expectations on pupil development outside of academic, technical, and vocational. It includes learning around:

- Characters and Attitudes
- Self-care
- Independence
- Social Interaction
- Community Understanding

## BEHAVIOUR: CONSEQUENCES, REFLECTION & RESTORATION

Rewards and positive consequences play a key role in supporting our pupils effectively. To create a culture where staff focus on celebrating positives, we use class dojo to track and share positive behaviours throughout the day. Class dojo is a cloud-based program that allows a teacher to create an account for watch pupil and award them points for different positives throughout the lesson. It is secure and can only be accessed via a login link set by the teacher. The teacher can send access to TA's, parents, careers and professionals who can monitor the behaviour, shared work and 'work ons' for each child at any time. This system forms an ongoing score that can be used to track improvements in behaviour over a day, week, term or year. Teachers use it to track behaviour and engagement and also decide whether pupils achieve rewards each day, week or term. This includes termly reward trips where the pupil gets to choose the activity with some support from staff as the goal is to allow them to have a reward that they have earned but also ensure they are still engaging in activities where they are developing their social, emotional and independence skills.

Negative consequences primarily involve missing out on positives, continuing the focus on being endlessly positive. However, at times, it is important to establish appropriate boundaries, particularly in instances where there has been a serious incident, bullying, peer to peer abuse, abuse around the protected characteristics or when safety has been compromised. In situations such as these, staff implement a Reflect & Restore process which involves a consequence appropriate to the behaviour and then conversation where the pupil reflects on the behaviour and causes of the behaviour and how they might overcome those challenges in the future. The discussion then looks to restorative actions and the pupil decides on steps they should take. The stages and relevant recommendations are:

Stage	Behaviour	Consequence	R&R
1	Minor incident Verbal abuse (relative to pupil) Damage	Restorative action Partial loss of reward (catch up) Follow up from teacher	Informal follow up with staff member best placed to follow up. Most commonly this would be the lead teacher or teacher leading the lesson in which the behaviour/incident occurred

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2	Persistent verbal abuse Persistent or moderate damage Moderate/Serious incident Presenting risk to others Repeating stage 1 behaviour	Restorative action Significant loss of reward Follow up from leader	Formal follow up with lead teacher after the incident or the next morning. Staff member and pupil work through the formal R&R.
3	Attempt to harm or Presenting significant risk to others Significant damage Serious incident Repeating stage 2 behaviour	Meeting with SLT, parents and relevant professionals before returning to school	Formal follow up with lead teacher or leader. Pupil to be brought in after the start of the day at a time agreed by leaders. Staff member and pupil work through the formal R&R. Staff to be confident the pupil is reflective before returning to school.
4	Serious Assault Repeating stage 3 behaviour	Short term exclusion and meeting with leader, parents and relevant professionals before returning to school	Formal follow up with lead teacher or leader. Pupil to be brought in after the start of the day at a time agreed by leaders. Staff member and pupil work through the formal R&R. Staff to be confident the pupil is reflective before returning to school.

There is a R&R form to record the process on and is completed by the adult hosting the R&R. All R&R's are recorded (APPENDIX 6) and reviewed by SLT.

## EXCLUSIONS, EMERGENCY REVIEWS & ENDING PLACEMENTS

In extreme cases, the head teacher may exclude a pupil for a fixed term of, typically, one or two days. A fixed-term exclusion of more than two days is exceptionally rare. When the decision is taken to exclude a pupil, an explanatory letter is always posted to the parent/carer on the same day – as well as to the placing authority – and homework is provided.

In very exceptional circumstances, such as a pupil bringing illegal drugs or weapons into our schools, the head teacher and chair of governors may make the decision to permanently exclude.

When we cannot meet a pupil's needs, we will call for an emergency annual review with the placing authority to re-evaluate the suitability of the placement and recommend that another provision be sought. This is not the same as exclusion.

## RECORDING AND COMMUNICATING BEHAVIOUR MANAGEMENT EVENTS

- General positives behaviour and minor negative behaviour is logged on Class Dojo.
- Physical interventions are logged in our handwritten Physical Intervention Log
- Serious incidents and incident of concerning categories such as bullying, and discrimination are logged on CPOMS.
- Accidents, injuries and use of first aid are reported using the school's accident books.
- All events logged are analysed by the leadership team on a weekly basis and changes are made proactively and rapidly to avoid repetition.

## PHYSICAL INTERVENTION

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## White Trees School 'What We Do & How We Do It' Policy

This policy must be considered alongside our physical intervention policy. Physical intervention (known as positive handling or restraint) is only used as a last resort. It is not used as a behaviour management strategy – it is used when there is a risk to the safety of a child or others. The focus of this training is on de-escalation rather than needing to physically intervene with children.

Staff receive physical intervention training from NFPS, and every incident of physical intervention is recorded on a physical intervention form in the physical intervention book, which is reviewed by leaders. This is also communicating to the parent/carer and appropriate professionals. Leaders review the number of incidents, serious incidents, and restraints to identify patterns in pupils, staff, lessons, days and more. (APPENDIX 5)

## **BULLYING**

This policy must be considered alongside our anti-bullying policy. All types of bullying, including outside of school and all forms of online bullying, must be followed up with the same rigour and using the same processes outlined above. Pupils can report concerns via a form that available to them at school.

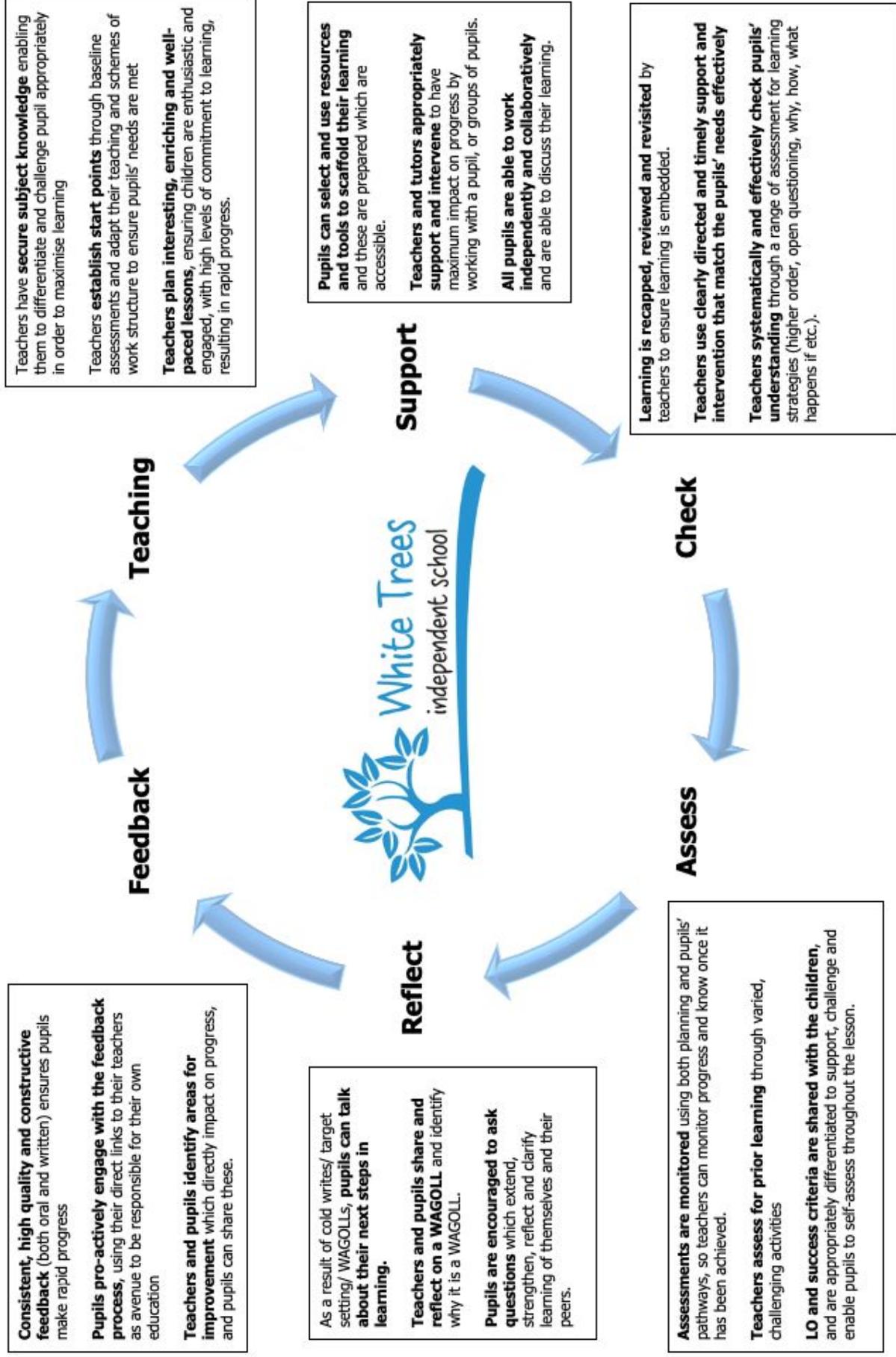
## **ONLINE SAFETY**

This policy must be considered alongside our online safety policy as many online safety incidents will be considered behavioural incidents (many may alternatively/also be safeguarding concerns and should therefore be considered as part of our safeguarding strategy).

## **IMPARTIAL CAREERS INFORMATION, ADVICE & GUIDANCE**

Careers guidance is a planned aspect of the PSHCEE curriculum for all pupils, focusing on the range of career opportunities, suitable roles related to skills, qualifications and experiences, goals, next steps and raising aspirations – which links to our values centred curriculum, especially the term's unit on 'aiming high and achieving goals'. Furthermore, all year 9 and 11 pupils will receive impartial careers guidance through a qualified worker from Hertfordshire County Council.

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<b>APPENDIX 1</b>		

White Trees School 'What We Do & How We Do It' Policy

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## APPENDIX 2

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# White Trees School 'What We Do & How We Do It' Policy

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Richard McCabe

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White Trees Independent School

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Name of home	Date

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## White Trees School 'What We Do &amp; How We Do It' Policy

## APPENDIX 3

Assessment Processes at White Trees Independent School				
Assessment	Frequency	Purpose	Process	QA
<p><b>Assessments are being used at White Trees in the following ways</b></p> <ol style="list-style-type: none"> <li>1) To identify the progress that has been made by the pupil since the last assessment point over a period of time and provide tangible opportunities to celebrate the progress that staff see over time.</li> <li>2) To identify areas of weakness or to identify areas that have not been taught to the pupil yet and need to take priority.</li> <li>3) To provide qualifications that can be taken by the pupil on to the next stage of their education.</li> <li>4) To investigate potential learning needs that may have been overlooked in previous schools or educational settings that White Trees will seek to address through their provision or organisation of resources.</li> <li>5) Non-academic areas such as Social and Emotional Needs can be assessed and plan created to support these often complex needs that are barriers to learning and social inclusion.</li> </ol>				
Academic	Y7-11 Skill builder	Start of Term Skill Test	Tutors will complete the assessments with the pupils individually and the results are assessed and used to identify next steps learning	Site Leads check and support completion of assessments and translation into plans for learning
	Y7-11 Skillbuilder IT		Unit is completed and handed in by the pupil. The Tutor assesses the work against the criteria. Work is stored in an individual student folder	QN and IV check marking by the staff and ensure that criteria have been met
Social Emotional Behavioural	Y10-11-12-13 BYEC Assessments (See Plan )	Termly	Provides the pupil with feedback about the work completed and what they have learned so far. Enables a check on how the pupil is progressing through the course	
	Learning Journal	Daily	Provides an on-going daily record of tasks and activities completed and summarises the progress of the pupils	Site Leads check and support completion of Learning Journals
Internal SEND identification	SDQ	On arrival at WT school		
	WEMWBS			
Communicating success	RRS	Referral from Pupil/Tutor/Parent or professional. Could result from an interim meeting or SENCO may spot a reference when going through paperwork		
	Visual Stress		To see pupil will benefit from having coloured overlays and/or coloured paper for worksheets or to write/record their work as well as having a coloured screen on their computer.	Staff should be trained Coached by the SENCO if they are administering the assess
	Dyslexia Screening Assessment (Rapid)	Provides a centile rank for 3 areas from a list according to the age of the pupil. These are combined to give an indication of the likelihood of Dyslexia. It is not a full dyslexia assessment	Use the software provided by GL Assessment approximately 15 mins. Report can then be generated automatically using the software.	
<p><b>Summative documents for the assessments to be recorded and shared with pupils, parents and local authorities as required.</b></p>				
<p><b>Annual Reports (Annual) -</b> These are the customary reports that the school produces to summarise the pupils achievements and targets going forward based on their academic and social emotional needs</p>				
<p><b>ILPS (Termly Reviews)</b> These focus on the targets set in the pupils Education Health Care Plan . They try to address the pupils areas of need whether they be academic, social emotional or coping and regulation of sensory responses. The document identifies the strategies being used that are helpful and progress in the targeted areas. These are</p>				
<p><b>PEP (Termly)</b> These reviews are statutory. Completed for all pupils looked after they are a check by the local authority that the needs of the child are being considered and that bespoke provision is in place . External records are made by the Social worker and targets are set for the school to meet. The targets are set in collaboration with the pupil and other</p>				
<p><b>Annual Reviews (Annually)</b>These reviews are statutory and should be completed until the child/young person is 25 years of age if there is education and training in place. These reviews should collate all of the progress data, professional input and reports that have happened in the previous year and plan for the coming year including . if needed careers , medical, care etc needs and potential input. It is important that all parties including parents and carers attend so that there is holistic approach and the views of the young person should be taken before the meeting independently and represented by them in person or by a trusted adult.</p>				

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## APPENDIX 4

### Planning and assessment off site

Subject	Focus (term)				Effort	Progress
	1	2	3	4		
SOCIAL SKILLS						
PSHCE						
ENGLISH						
MATHEMATICS						
PE/BTEC SPORT						
SCIENCE						
Topic/BTEC						

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## **APPENDIX 5. ONSITE DAILY PLANNING**

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<b>Daily Lesson Plan</b>		<b><u>Subject</u></b> (Picture of subject)																
<b>Date:</b>	<b>KS</b>																	
<b>Lesson:</b>	<b>Teacher:</b>																	
<b><u>Pathway Objectives:</u></b>  <b><u>Areas of Development: Dojo:</u></b>	<b><u>Pupil Outcomes</u></b> <b>All will achieve:</b> •  <b>Some will achieve:</b> <b>Pupil:</b> •																	
<b><u>Content overview:</u></b>  <i>The students will learn how to</i>  <i>Resources needed:.</i>  <b>Lesson starter:</b> • Recap on prior learning	<b><u>TA Support:</u></b>																	
<b>Lesson Content:</b>	<b><u>Differentiation:</u></b>																	
<b>Plenary:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;"><u>Pupil</u></th> <th style="text-align: center; padding: 5px;"><u>Differentiation</u></th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td> </td></tr> </tbody> </table>		<u>Pupil</u>	<u>Differentiation</u>														
<u>Pupil</u>	<u>Differentiation</u>																	
<b><u>Cross Curricular Links:</u></b>	<b><u>SMSC:</u></b> .																	
	<b><u>AFL: RAGB</u></b>																	

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**APPENDIX 6****Reflect & Restore (R&R) Formal Follow up**

<b>Date</b>	<b>Pupil</b>
<b>Date of incident</b>	<b>Level of R&amp;R</b>
<b>Staff member</b>	<b>Incident form No.</b>

**Pupil Reflection – run through the events: did something happen before, how did they feel, what happened, triggers, escalations, frustrations (always look for WHY)**

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**What did you need at the time/what were you feeling and what made you feel that way**

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**What could have changed the outcome? Think about pupil's choices, ways staff could have helped better, better options and support for next time this situation might occur**

**LEADER NOTES**

Pupil sign (if appropriate)	Staff sign off	Leader sign off
Date	Date	Date
Sign	Sign	Sign

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## APPENDIX 7

### Classroom in a van



The vehicle has extraction fans, night heaters, air conditioning, sophisticated battery bank system, hook-up, Wheel-Chair Accessible, Awning, 240V Inverter + 24v split charging system, air suspension, warm hand washing facilities, fully insulated coach converted body, onboard wifi and telecommunications system. The vehicle has working areas for up to 3-4 pupils and will have a fully insured and licenses driver – who will also act as a TA as well as maintaining the health and safety of the van and the relevant tutors for the pupils accessing the van.

### Day Van



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