



'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 the school with a 'new day, new opportunity' ethos and are capable of becoming 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.

Wonderful

Excellent

Lovely

Clever

Outstanding

Magnificent

Enthusiastic

(Acronym created by White Trees pupils)

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 Independent 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 on 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.

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WHITE TREES 'BUILDING BRIGHTER FUTURES' FRAMEWORK

ENRICH

We **Enrich** our pupils through educational experiences. Our 'classrooms' can be anywhere - at one of our school sites, the forest or anywhere within the community. Our innovative approach to teaching maximizes opportunities for learning every day for our pupils.

EQUIP

Our goal is to **Equip** pupils with the necessary social, emotional and academic tools they need to live healthy and successful lives as adults. We establish caring relationships with staff that are underpinned by positive support, appropriate boundaries and empathy. 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.

EMBRACE

We **Embrace** the uniqueness of every pupil. Each Young Person who comes through our doors brings with them their own story and an individual set of strengths and challenges. First and foremost we work with them to accept and embrace who they are and reimagine what the future holds for them with us guiding them every step of the way.

EMPOWER

Everything we do is aimed to **Empower** our pupils to develop beyond academic, vocational and technical skills. We 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. We are the White Trees family and we encourage our past pupils to keep in touch with us and continue our support of them into adulthood.

EDUCATE

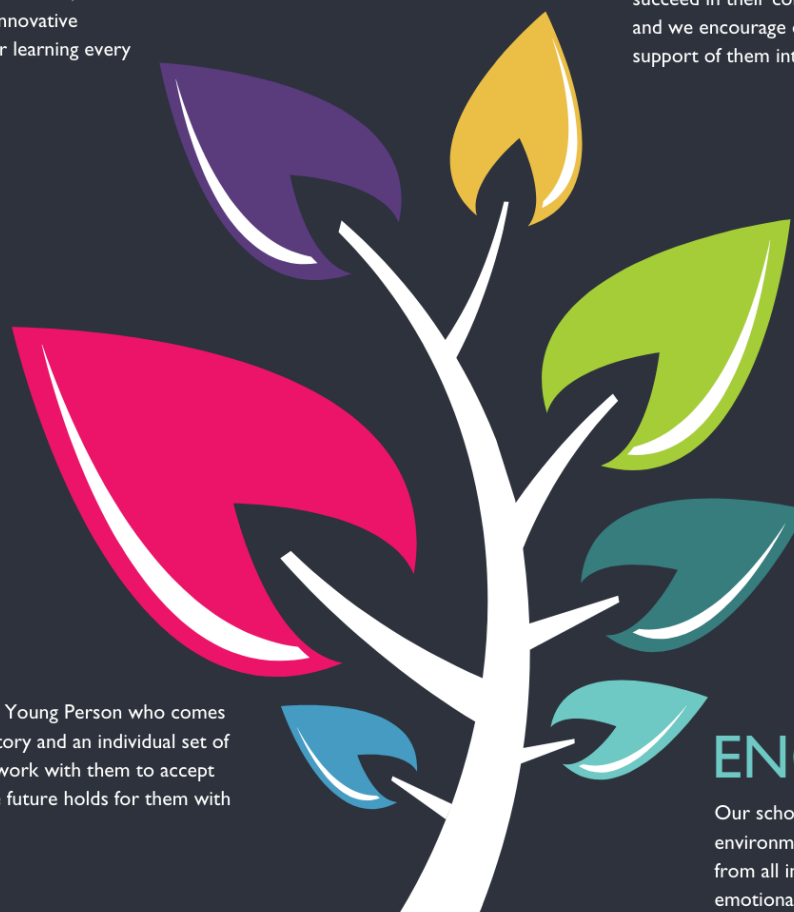
We aim to **Educate** our pupils in the way they need. Some of our pupils may also have histories of rejection and exclusion from previous educational settings. We ensure that the knowledge and skills we equip our young people with is personalised to them. To support them and meet their needs, they are often taught by us 1:1 in satellite locations and work towards being able to access a small classroom environment when they are ready.

ENCOURAGE

We **Encourage** staff and pupils to enjoy learning everyday, making it as creative, adventurous, fun, diverse and, most of all, as successful as possible. We all need encouragement to grow because it often involves an element of risk taking - putting ourselves out there with the knowledge we may fail. We encourage ourselves, each other and the young people in our care to get back up and try again.

ENGAGE

Our school is set up to **Engage** pupils in learning. We create positive environments and experiences that promote sustained engagement from all involved. We achieve this by working to meet the pupil's emotional needs first, creating positive relationships and delivering a high-quality curriculum, planning and teaching experience.



Our approach 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 to 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.
- **Creating positive relationships** that allow pupils to trust and feel cared for is difficult with our pupils but if we can build those all-important relationships, we will change lives and 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 have an 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 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:

Our Curriculum

Our STEPS Curriculum underpins the fundamental aims of the school. The curriculum must be seen as the major component of a pupil's education which, together with the pastoral care and the residential activities offered, help pupils to develop a wide range of key and transferable skills so that they leave the school equipped to become a valuable member of society. Our planned curriculum activities are organised to promote learning and personal growth and development. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm for learning, intellectual curiosity, creativity, personal growth, and development.

Fundamental to the ethos of White Trees Independent School our determination to provide an active learning environment for limitless minds. The school places great importance firstly on the individual development of each pupil, secondly, on the acquisition of the skills of research, evaluation and judgement required for independent study; thirdly, on the development of individual enthusiasms, both curricular and co-curricular; and fourthly on its pupils' development of qualities such as leadership, initiative and creativity.

The teaching at White Trees School is committed to inspiring, motivating and enriching the learning opportunities of its Pupils in terms of both curricular and co-curricular delivery. Teaching styles are adapted to meet the varying needs of our pupils. Our schemes of work are designed to bring the curriculum to life and are interpreted creatively by teachers to inspire and challenge Pupils. To this end the aim of White Trees School is to provide a broadly based academic curriculum that will be delivered within the context of the school's aims and mission.

The curriculum underpins the fundamental aims of White Trees Independent School. The school encourages its pupils to develop intellectual independence and an enduring love of learning for its own sake, equipping them for the challenges of a rapidly changing world. The programmes of study at the school are inclusive of the National Curriculum. They include not only the full range of academic subjects but also a wide variety of physical and creative experiences. Pupils benefit from opportunities to exercise initiative, develop team-working skills, and participate in visits beyond the classroom. The curriculum not only supports pupils' academic progress but also fosters in them awareness and understanding of a range of spiritual, moral, cultural, and social issues. In this way, it promotes their development into compassionate, empathetic, and confident individuals.

We strive to ensure that all tasks set are appropriate to each pupil's level of ability, modifying teaching and learning as appropriate for all pupils. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunity's legislation covering race, gender, and disability. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion and aims outlined in individual pupils EHCP's. We have high expectations of our pupils, and we believe that their work here at White Trees Independent School is of the highest possible standard they can achieve.

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EFFECTIVE PLANNING

The STEPS curriculum must be seen as the major component of a pupil's education that, together with the pastoral care and the residential activities offered, helps pupils to develop a wide range of key and transferable skills so that they leave White Trees Independent School equipped to become valuable members of society.

Our planned Scope and Sequences and Programs across the STEPS are organised to promote learning and personal growth and development. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm and love for learning, intellectual curiosity, creativity, personal growth, and development. When teaching we focus on motivating the Pupils and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school STEPS curriculum and associated programs in subject areas to guide our teaching. This sets out the aims, objectives of the school and details what is to be taught to each pupil.

We base our adaptations of teaching and learning activities in subject programs on our knowledge of the Pupils' level of attainment. Teachers make ongoing assessments of each Pupil's progress, and they use this information when planning their lessons. It enables them to consider the abilities of all their Pupils. Our prime focus is to develop further the knowledge and skills of the Pupils. We strive to ensure that all tasks set are appropriate to each Pupil's level of ability. When planning work for Pupils with special educational needs we give due regard to information and targets contained in the Pupils ILPs, One Page Profile and recorded in subject area programs each term.

Teachers modify teaching and learning as appropriate for Pupils with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities' legislation covering race, gender and disability. We strive to meet the needs of all our Pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our Pupils, and we believe that their work here at White Trees Independent School is of the highest possible standard.

We set academic targets on the STEPS curriculum for each pupil each academic year and we share these targets with Pupils and their parents/guardian/carers. We review the progress of each Pupil at the end of term. Our lessons have clear learning objectives. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the Pupils' work. We evaluate all lessons so that we can modify and improve our teaching in the future.

The Teaching and Learning Team is led by the Headteacher. The Lead Practitioner - Teaching Excellence and the Lead Practitioners in subject area develop the curriculum and assessment materials and monitor the quality of education.

Teaching staff are to ensure they complete planning and lesson reviews daily to ensure that they are adapting the teaching programs to meet the needs of their pupils. In conjunction with this it is expected that teaching staff evidence pupils learning through recording assessment data on the class tracker and record a minimum of 1 evidence for learning entries per subject area each week.

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:

SUBJECTS OFFERED AT WHITE TREES SCHOOL

UPPER KS2	Year 7	Year 8	Year 9	Year 10	Year 11
STEPS				STEPS/ BTEC's	
		AQA's/Entry Level/Functional Skills			GCSE's
Emotional Support & Development, PSHE & 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					

White Trees Independent School has created a curriculum and education plan in the form of STEPS Curriculum. Our Curriculum covers the national curriculum and is designed as a 5-year curriculum in most subjects. Pathways lead directly into further qualifications and also account for pupils with below age-related levels, incorporating objectives from upper KS2. Our Curriculum also includes a deep and wide offer of learning and development beyond academic, vocational or technical through PSHE 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.

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

Teaching & Learning

Teaching takes many different forms at White Trees Independent 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 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

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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 them 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 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 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.

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Baselines, Planning & Assessment

Every pupil that is placed at White Trees School is assessed to establish a baseline level in each subject in order to account for any prior learning and progress. This takes the form of looking at prior achievements in former schools and assessing pupils using a range of assessment tools at our disposal. These include GL diagnostic assessments in English, Maths and ICT and YARC reading assessments. This establishes a pupil's strengths, weaknesses 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) term. Pupils are placed on STEPS levels appropriate to them in specific subject areas. Termly Programs have been written for each subject area and STEP. Staff use these programs as a baseline for their pupil/s and adapt the teaching and learning content and activities as needed.

As lessons are delivered, work and data is kept in our Evidence for Learning (E4L) system and copies of work are kept by staff. Completed objectives are evidenced on Teaching Programs and on E4L.

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 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 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 (Class Dojo).
- 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

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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 academics to support pupils to successfully move on.

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

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 6) 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.

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- **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.
- **Cooperation 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
- We always try our best

PATHWAY TO THE CLASSROOM & 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 pupils 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 site 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 either of the main school buildings at The Mill in Bishops Stortford, Woodlands in Gaston Green or Purley Farm, Coggeshall, which are designed to incorporate a more formalised educational setting allowing pupils to develop the skills they will need to be successful in their future endeavours.

The Readiness for Reintegration Scale (RRS) is an assessment tool developed by Doyle (2001) for use in assessing the readiness of children with social, emotional, and behavioural difficulties to transition from nurture groups to the mainstream classroom environment. It measures five key areas: Self-control and management of behaviour, Social skills, Self-awareness and confidence, Skills for learning and Approach to learning. The RRS was specifically chosen as our pupils have not been able to cope with or effectively engage with mainstream education and will need specific support in order to build the skills necessary to help them access further opportunities once leaving White Trees. The RRS is suitable for us also as the process of transition from our 1:1 more flexible timetable on the Return to Learn (RTL) programme or as

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part of our virtual classroom to the more structured group environments is similar enough that of the transition from a nurture group to a mainstream classroom and measures the areas which will also predict our pupil's ability to access the more structured environments.

The RRS used at White Trees is split into three phases to match each of our provisions (Phase 1 is RTL or Virtual, Phase 2 is KS3 at Purley Farm and The Mill where the pupils learn in small groups with one consistent teacher and Phase 3 is KS4 at Purley Farm and Woodlands where pupils are in small groups and access a variety of different subject teachers) which the pupils should progress through.

Phase 1 pupils should typically score within the red area (below 40% of skills solidified), Phase 2 pupils within the orange area (40-65%) and Phase 3 pupils between the yellow and green areas (65% and above) Specifically identified life skills are integrated into learning at each different phase in order to build a solid foundation of skills for each pupil to be able to utilise to access age-appropriate opportunities and prepare them for the next step on leaving White Trees.

As well as group targets, an action plan is created for each individual pupil identifying three targets coming from areas highlighted as a concern in their RRS scores. Their progress towards these targets is discussed as part of the year end case reviews. The RRS is collected at the beginning of the year, midway and at the end in order to track progress. The targets are readjusted and replaced as needed based on changes in scores and staff feedback on improvements.

Pupils who demonstrate RRS scores that are significantly below target receive extra support. Depending on the identified area of need, this can be a targeted academic intervention or sessions with the wellbeing tutors designed to work on SEMH 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 individual's 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:

- 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



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- Calculator
- Fidgets and games for break time and socialising
- Headphones
- o Planning and resources for the activity/day/week (APPENDIX 2 & 3)

VALUES, ATTITUDES & PERSONAL DEVELOPMENT

Social and emotional development is central to our curriculum and ethos. Breakfast, break time, lunch and PSHE 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 PSHE 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 and Health Education (PSHE) and Spiritual, Moral, Social & Cultural Development (SMSC) across the curriculum. As well as fulfilling the objectives in our tailored PSHE 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

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 PSHE 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.

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Self-appreciation & New Beginnings British value: Individual liberty	Knowledge & Tolerance British value: Mutual Respect	Ambition & Responsibility British value: Rule of Law
Perseverance & Resilience British value: Democracy	Curiosity & Independence British value: Tolerance of different faiths and beliefs	Confidence & Coping with Change

Our values:

- Form the basis for learning conversations around the school.
- Contribute to the planning and content of discrete and formal PSHE lessons.
- Teach PSHE formally at KS3 & 4, following our own Scheme of Work in accordance our

Whole school values curriculum which emphasises:

- o Developing our confidence and making the most of our abilities, including setting ourselves goals and celebrating achievements.
- o Preparing to play an active role as citizens and developing our awareness of the importance of the communities to which we belong.
- o Developing a healthy, safer lifestyle and knowing how to stay safe online.
- o Developing good relationships and respecting the differences between people

PSHE & Social Skills

- o Formally teach a Relationships and Sex Education (RSE) to our pupils which aims to:
- o Help pupils develop an understanding of the different types of relationships, including family relationships.
- o Help pupils to develop skills in forming and maintaining relationships with others, including their peers.
- o Teach pupils about the changes to their body that occur during puberty.
- o Introduce pupils to reproduction.
- o Formally teach online safety to pupils of all ages across the school, according to age and ability. Please see our online safety policy
- o Formally teach PSHE to all pupils on a regular basis which focuses on:
- o 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.
- o The development of anti-discriminatory understanding including knowledge and understanding of bullying, cyber-bullying, racism, sexism, homophobia, transphobia and religious tolerance.

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- o 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.
- o Providing opportunities for reflection, thinking, discussion and formal argument
- o Helping our community, supporting charity, and helping others
- o Linking with curriculum-wide weekly trips which aim to develop pupils' understanding & experience of the world including artistic, religious, cultural, and sporting.
- o Personal health and how to stay healthy with specific focus on nutrition and exercise.
- o The development of the understanding of risk and keeping safe in everyday life
- o An understanding of the world of business and consumers through enterprise projects and fundraising for projects and/or charities.
- o 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 PSHE 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 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 Framework 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:

- o Characters and Attitudes
- o Self-care
- o Independence
- o Social Interaction
- o 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 to watch pupils 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.

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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 at 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
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 personal support day(s) 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 4) and reviewed by SLT.

PERSONAL SUPPORT DAYS, EMERGENCY REVIEWS & ENDING PLACEMENTS

In extreme cases, the head teacher may send a pupil home for a 'personal support' period of time typically, one or two days. When the decision is taken to provide this support to 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 assess the appropriateness of the pupil's placement at White Trees.

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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 incidents 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

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.

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 their peer bullying representative or bring up concerns during pupil voice or reporting any concerns anonymously in the pupil concerns box/file.

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).

CHILD ON CHILD ABUSE

White Trees Independent School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of "banter" or "growing up". We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of peer-on-peer abuse within our school and beyond. In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. We recognise that peer on peer abuse can manifest itself in many ways such as:

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- Child Sexual Exploitation
- Sexting or youth produced digital imagery.
- Upskirting and Downblousing
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour.

Some of these behaviours are explored further in other policies such as the anti- bullying policy, Safeguarding and online safety policy.

IMPARTIAL CAREERS INFORMATION, ADVICE & GUIDANCE

Careers guidance is a planned aspect of the PSHE 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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