

**Five
Rivers®**

**FIVE RIVERS
CHILDCARE LTD**

Curriculum
Policy &
Procedure
Endeavour
House
School

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Policy Owner	Headteacher
Authoriser	Head of Education
Date of Original Issue	01/09/2020
Date of Next Review	01/09/2024
Version	V3

© Five Rivers Child Care Limited [01/09/2017], All Rights Reserved.

The content of this policy is protected by the copyright laws of England and Wales and by international laws and conventions. No content from this policy may be copied, reproduced or revised without the prior written consent of Five Rivers Child Care Limited. Copies of content may be saved and/or printed for use in relation to the business and affairs of the Company only.

Table of Contents

1.	Curriculum Policy EHS	2
1.1	Policy Statement	2
1.2	Terms and Definitions	2
1.3	Data Protection	3
1.4	Disclosure of Information	3
1.5	Trauma Informed Education (TIE) Model	3
2.	Curriculum Procedure EHS.....	6
2.1	Intent.....	6
2.3	Implementation	8
2.4	Impact	12
2.5	Organisation and Planning	13
2.6	The Role of the Headteacher	14
2.7	Curriculum Monitoring and Review	14

1. Curriculum Policy EHS

1.1 Policy Statement

At Endeavour, we recognise that some children have adverse childhood experiences, therefore we seek to enable the children to succeed, despite their starting point. We aim to provide an inclusive curriculum taking every opportunity to celebrate children's successes and their cultural diversity in our school. We have high expectation for our children, hence provide for the children's social, emotional, and academic development. *"We encourage the children to read the words and read the world (Freire, 1972) so that they can be successful in their society."*

Our commitments:

- To use a trauma informed approach to learning
- To seek excellence in teaching and learning
- To provide children with opportunities to learn to read and read to learn
- To develop a critical mind and use evidence to justify their approach
- To provide a safe place and a safe space to foster learning and achievements
- To support children to fulfil their potential

1.1.1 This document is a statement of the aims, values and strategies used for the development of our curriculums undertaken within EHS. The policy aims to take into account diversity of beliefs and needs and provide equality of opportunity paying regards to the protective characteristics set out in the 2010 Equality Act. This policy should be read alongside the Anti-bullying policy, Child Protection policy and the Complaints procedure policy.

1.1.2 The various curriculums mean that all of the planned activities organised are to promote learning and development. It includes activities meeting the formal requirements of the National Curriculum, as well as essential opportunities to provide a nurturing programme, tailored to the complex needs of all pupils. We ensure that all pupils receive a broad, balanced education that considers the individual differences of the pupils' backgrounds, abilities and needs to make the education relevant to their individual circumstances. We aim to teach our pupils how to develop into happy, confident and responsible people, who can trust and co-operate with others while developing their understanding and skills so that they can reach their full potential.

1.2 Terms and Definitions

1.2.1 The below table sets out a number of terms and definitions used within this document:

Term	Definition
SMSC	Social, Moral, Spiritual and Cultural

EHCP	Education, Health, Care Plans
PEP	Pupil Education Plan

1.3 Data Protection

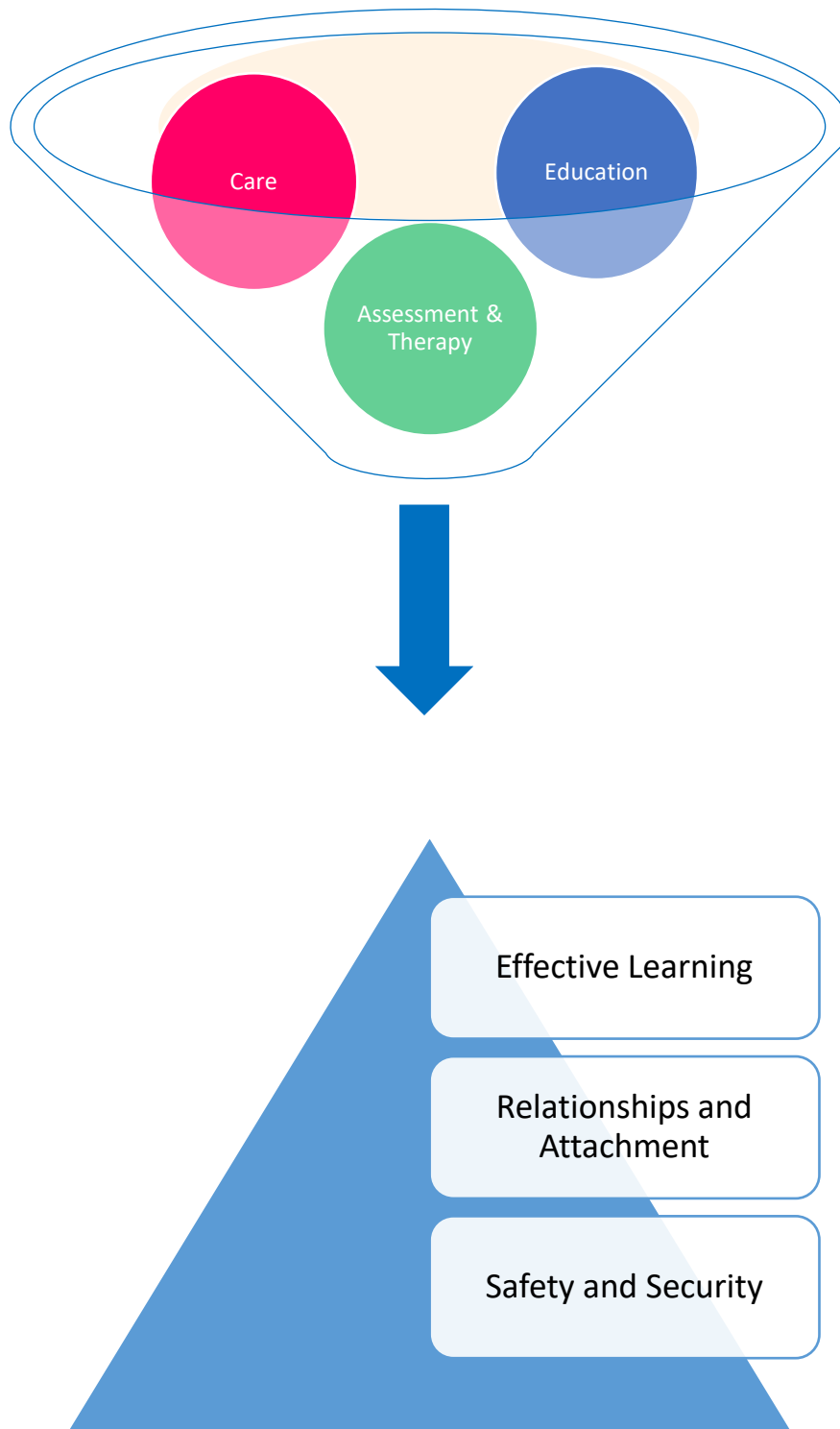
- 1.3.1 Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018
- 1.3.2 Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

1.4 Disclosure of Information

- 1.4.1 Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

1.5 Trauma Informed Education (TIE) Model

- 1.5.1 TIE is an integrated approach to providing education to pupils who have had traumatic or adverse life experiences. It centres upon the collaboration between Five Rivers core services; Education, Care and Assessment & Therapy and works from the ground up to create safety and secure attachments for our pupils to provide them with the necessary foundation to develop their skills and learn effectively.



Safety & Security

- Gain information about the pupil before the placement begins to ensure a bespoke education package is prepared for them from day one
- A&T clinician to provide training for education team to ensure consistent understanding of trauma presentations
- Regular communication between professionals and parents/carers around the presentations of the pupil including daily handovers between home and school and communication around incidents so the pupil can feel the integrated approach
- Consistent response to pupil behaviour from school and home in line with individual care plans rather than a standardised approach

Relationships and Attachment

- Meet the pupil prior to first day at school to begin the process of relationship development and ease potential anxiety
- Initial induction plan to support the transition of the PUPIL into a new education environment which can then inform the creation of a formal bespoke timetable
- Consistent and predictable timetable and rota of education team developed in collaboration with pupil so they always know who will be supporting them in advance
- Quality time spent with pupils to build relationships through activities and play

Effective Learning

- 1:1 support for all pupils to ensure a high level of support that is tailored to their needs
- Bespoke timetable to meet the needs of the pupil
- Conducting baseline tests to establish a pupil's academic abilities and level of need so work is appropriate to their stage of development
- Alternative learning provisions incorporated within the personalised timetables to promote long-term engagement
- Individual rewards and incentive to learn programme for all pupils to create motivation for learning

Progress and Achievement

2. Curriculum Procedure EHS

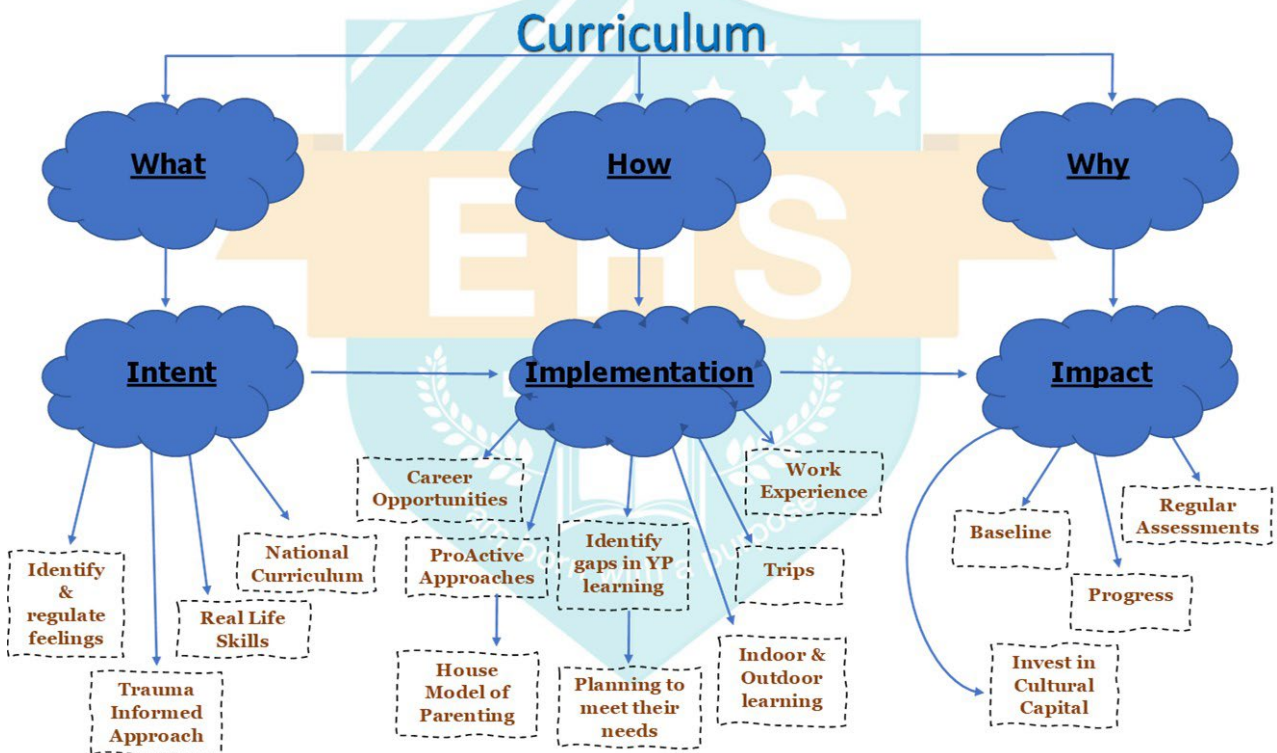


The ammonite diagram represents the education curriculum for Five Rivers Child Care. Our children have been impacted by trauma and we place them at the very centre of the curriculum spiral. We segment our curriculum into seven key sections and support each child to progress through each, building the skills and confidence for them to access life and learning beyond their time in our schools or 1 ACE alternative education outreach provision.



EHS CURRICULUM

Why we do what we do?



2.1 Intent

2.1.1 Our curriculums are the means by which we achieve our objectives of developing successful learners and positive, confident citizens.

2.1.2 The core values upon which we have based our curriculums on are as follows:

- We will treat each pupil with fairness and honesty, providing equal opportunities for all pupils
- We will provide a personalised curriculum that teaches co-operation, self-respect and respect for each other, and the wider community
- Each pupil is unique with individual strengths and challenges; we will value these differences and work with them to develop confident and successful citizens
- To help each pupil to develop intellectually, emotionally, physically, socially and morally in order to become independent, successful, confident, responsible and considerate members of society
- To provide a happy and safe learning environment where pupils can develop key skills such as critical reading, thinking, reasoning, and questioning and not be afraid to join in
- To support them to regulate their emotions using Playfulness, Acceptance, Curiosity and Empathy (PACE)
- To develop a critical mind and use evidence to justify their approach
- To develop pupils' confidence, self-esteem, self-image and resilience so that pupils can progress through education with the necessary life skills to become successful adults
- To promote a positive attitude towards learning to ensure continued progress and achievement towards academic and life goals
- To encourage respect for oneself and others, regardless of individual beliefs, cultures and backgrounds, to work co-operatively and live happily alongside one another

2.2.1 With our curriculum we aim to enable children to pursue **excellence**, be **helpful** and grow in **self-belief**. This is done through developing respect, independence and confidence that is achievable and relevant for that child. At a level appropriate to each pupil's stage of development and ability, pupils will develop the below knowledge, understanding and skills:

2.2.1.1 Respectful

Understand own and other cultures, beliefs and traditions

- Understand the meaning of community and how to be a valued member of the community
- Recognise injustice, prejudice and discrimination and learn to challenge these
- Develop respect for self, as well as others and use encouraging vocabulary for all

2.2.1.2 Independent

- Become problem solvers, and mentors
- Develop thinking and planning skills
- Be able to ask questions, appreciate information and learn from mistakes
- Be willing to try new things.

2.2.1.3 Confident

- Develop emotional awareness
- Develop safe and secure friendships and relationships
- Develop healthy confidence, self-esteem and self-image
- Understand the many aspects of a healthy and happy lifestyle.

2.3 Implementation

Key stage 1 to Key stage 4

Our curriculum inspires our pupils and provides development and learning opportunities, ensures learning takes place, develops key relationships, and makes sure children feel secure, in line with NC documentation. The seven areas of learning within our curriculum cover:

- Numeracy
- Literacy
- Skills for life
- Science and Technology
- Physical Education and Well being
- Creativity
- The World Around Us

The curriculum is divided into key stages (1, 2, 3 & 4). There is a balance of in-door and out-door activities. There is an emphasis on reading and developing Communication and Language, beginning at where the children are at and aim to close the gaps. The children's personal, Social Emotional Development and Physical Development are taught through the well-being and physical development of the curriculum. We recognise that pupils are active learners, and they learn through their senses. Through exploration, investigation, experimentation, listening & watching as well as through play. It is important that our pupils have opportunities to interpret their environment, learn to make choices for themselves and grow in confidence understanding their value in our school community.

English, Mathematics and Science are taught in stand-alone lessons and within other subjects where possible (Cross Curricular).

The use of ICT is an essential resource for our pupils to encourage engagement, allow for independent work and reduce the risk of failure, which may often result in behaviour problems. This is evident in the schemes of work and short-term planning.

The need for a high staff/pupil ratio at the school is recognition of the specific needs of our pupils and the importance of flexibility within or outside the school environment. The teaching process is enhanced by the range of accommodation and adult support opportunities available to us, during the school day.

We start and end the day in a structured manner which allows for the transfer of information from parents/carers, sets the agenda for learning clearly, and allows reinforcement of messages of community and belonging. Although structure and consistency are vital, there are opportunities built into the timetable where pupils may have a choice of an agreed activity (Friday reward afternoons), or individual time with someone to support. This balance is constantly monitored and reviewed to ensure we are responding appropriately to needs and likes as they arise.

All core and foundation subjects take place at varied times of the day. However, certain lessons maybe re-shuffled/embedded at different times, due to the nature and concentration levels of our pupils. This will vary, depending on the pupils present at EHS. Each child at EHS has their own timetable. This is tailored towards the needs and capabilities of the pupil. 'One size does not fit all'.

Cross curricular project work is also an opportunity to provide enrichment activities integrated within the curriculum. The local community is a rich resource, which we utilise wherever possible, for example, for Humanities; historical, geographical and religious research and investigation.

Meeting pupils' needs (Creating a hook)

Tasks and activities are planned with reference to the pupils' needs and interests. The challenge is to re-engage disaffected and insecure pupils in education and therefore we have to choose approaches and resources within curriculum areas which will appeal to them and encourage them to persevere with studies even when it becomes challenging for them. From previous experiences, we know that the majority of pupils with concentration and behavioural issues find their learning very frustrating, which can lead to confrontational situations. This has proven that creating a hook for the pupils has enhanced engagement, as well as increase attainment.

We also have a very careful admissions policy allowing us to collect as much information on each pupil as possible giving us (and the pupil) time to get to know them in more detail through staged entry into the school. This also allows us to prepare an individual behaviour support plan which relates clearly and directly to their abilities, needs and interests.

2.3.1 Extra Curricular & PE:

The school staff team also offer the opportunity for any extracurricular activities, in which the pupils wish to embark upon. One example of this is action links to swimming. During their time at EHS, pupils will have the opportunity to undertake private swimming lessons, which is imbedded into their educational timetable. During the school holidays, this can overrun and therefore link to an extra-curricular activity.

Furthermore, as a part of our pupils' eclectic timetables, PE is also implanted and covered on a weekly basis. Each half term, the pupil's undertake a different activity,

that stretches their physical, mental well-being, creating more confident, well-rounded and physically healthy young people. The activities covered within the 3-year rolling plan, are as follows:

- Tennis,
- Dance,
- Basketball,
- Badminton
- Archery
- Mountain Biking
- Cycling
- Rock Climbing
- Abseiling

The head teacher obtains various links in and around the city and therefore can out-source various experts/coaches in their chosen fields, to offer a wider range of fun and engaging activities. The head teacher also believes that all pupils need to experience a variety of sports, in order to broaden their minds.

2.3.2 Skills for Life:

Also linked with our 3-year rolling plan, is a complex set of PSHE SOW, which covers a multitude of areas from festivals (Eid al-Fitr) and celebrations (Christmas, Easter) to safeguarding and prevent issues (extremism and knife crime).

We believe at EHS, that is extremely important to prepare our pupils for the real world and give them an insight to what happens and what to expect when they join sociality, during the next phase of their life... 'Life After EHS'. The SOW are run once a week and the themes/topics change weekly/half-termly/termly.

Moreover, in order to promote SMSC and British Values further, we host a number of opportunities, to allow our pupils to exercise the freedom of speech. These are as follows:

- A school assembly is held every morning, as well as every whereby the pupils will discuss a range of topics, ranging from; the weekly on-goings in school, to any negativity that may have impacted our daily procedures. There is also a singing assembly every Tuesday morning.
- It's been decided that the pupils of EHS are going to form a school council (Incorporating democracy), so that they can obtain more of a voice in all decisions made within the school.

How will this work?

When a decision needs to be made and the teaching staff feel it's an issue that the school council can to be a part of, then a school council team meeting will be called for that evening, or at the first possible opportunity. Each meeting will take place virtually with the key worker to incorporate pupils who are working off-site. In the

meeting, the pupils will form a panel and the headteacher or a member of SLT will chair each meeting. Notes will be made via the supporting staff and stored on SharePoint.

What can a meeting be called for?

Many scenarios can generate a meeting from being called, these are as follows:

1. A physical incident in school, that requires a united approach to be generated. The pupils will have a voice, in stating what they feel is a suitable consequence or scenario for moving forward.
2. Damage to school, property. The pupils will decide the consequence for the accused.
3. Any racism/bullying in school will generate a meeting, to discuss the incident and what the course of action may be, for the bully and/or their victim.
4. Any building modifications maybe discussed. Pupils may want to have a say in what the décor may look like. i.e., paint colour or what furniture to buy for specific rooms.
5. Trips for end of term outings.
6. Major changes to pupil timetables and/or curriculum.
7. Changes to staffing.

Once the school council has held a discussion and has come to a decision, the headteacher/Senior Leader will then hold a further meeting with the teaching staff to come to conclusion. Once this has been made, then the headteacher will report back to either the council during the following school assembly, or to the pupil that a decision has been made for i.e., for a further actions. Once the council and/or the teaching staff have made their decision, this cannot be retracted.

2.3.3 Example Timing of the School Day:

Monday – Friday	Time:
Early morning activity/ Newsround/Assembly	09:00 – 09:30
Lesson 1 (Reading)	09:30 – 09:55
Check In	09:55 – 10:10
Break	10:10 – 10:25
Lesson 2	10:25 – 11:05
Lesson 3	11:05 – 11:45
Lesson 4	11:45 – 12:25
Lunch	12:25 – 13:25
Lesson 5	13:25 – 14:05
Lesson 6	14:05 – 14:45

2.3.4 Timetable example:

Example EHS Individual Pupil Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday		
9:00-9:30	Early morning activity/ Newsround/Assembly	Early morning activity/ Newsround/Assembly	9:00-9:30 - Reading 9:30-9:45 - Assembly 9:45 - Leaving for the Farm	Early morning activity/ Newsround/Assembly	Early morning activity/ Newsround/Assembly		
9:30-9:55 Lesson 1	Reading	Assessment & Therapy 9:30-10:10		Reading	Reading		
9:55-10:10	Check in			Check in	Check in		
10:10-10:25	Break						
10:25-11:05 Lesson 2	English	Maths	Farm	Swimming	Maths		
11:05-11:45 Lesson 3	Maths	English	Farm	Swimming	English		
11:45-12:25 Lesson 4	Ice Skating	Humanities	Farm	Cooking	Science		
12:25-1:25	Lunch						
1:25-2:05 Lesson 5	Ice Skating	PSHE	Mental Maths	English	Reward		
					Bowling Shopping Creams Jump giants		
2:05-2:45 Lesson 6	Ice Skating/PE	RE	Science	Maths	Golden Ticket	Silver Ticket	Bronze Ticket

2.4 Impact

2.4.1 Our overall goal is to create an environment which allows our pupils to achieve their own academic targets, as well as SMSC values. This includes working in an integrated way, with care and clinical teams to:

- Progress towards their academic age-related expectation.

- Increase social and emotional awareness.
- Pupils that have had long/sustained periods of time out of education, will be presented with the opportunity to follow a personalised educational timetable, studying the 7 areas of learning.
- If needed, pupils can address previous trauma and plan for a positive future (mentally and emotionally), by working closely with their assigned Five Rivers clinical psychologist.
- Allow pupils to build and maintain positive and meaningful relationships with both staff and peers.
- Re-establish trust in adults and their intentions.
- Increase self-esteem and belief in their abilities.
- Develop further communication skills and the ability to verbalise needs.

2.4.2 How will we identify the impact?

The educational team will identify the success of each pupil and the impact that their personalised curriculums have had, via the following avenues:

- *Assessment and attainment – staff are able to link each lesson’s success criteria (regardless of their outcome), that each pupil obtains on a daily/termly basis through the assessment tool ‘Bsquared’. This is then recorded/monitored on each pupil’s ‘Pupil Profile’.*
- *Pupils attitude towards learning – Staff will constantly assess how each pupil presents themselves, when the work/daily timetable is presented/discussed.*
- *Work produced in books/lessons – The marking that is undertaken, will provide staff with the opportunity to assess each pupil’s efforts and the presentation of their work. This is then marked, according to the school’s marking policy and next steps are set/communicated.*
- *Pupil voice – All pupils are asked on a daily (pre-start of their school day), weekly (during the scheduled assemblies) and on a half termly basis (via the official pupil voice electronic documents), on their thoughts and feelings, relating to how they feel in school and what resources/activities would they like the school staff to purchase/create for future use. Also, during the assemblies, various topic and themes are covered, ranging from what’s going on around the world, to what’s happening in school, that week.*
- *Pupils using their knowledge in the wider setting - From what the pupils have learnt, they are then able transfer their knowledge/skills developed. For example: ‘Hygiene’ (PSHE); from the associated lessons, they are then able to understand why it’s key to remain clean and lead/maintain a healthy lifestyle.*
- *Review of objectives and targets set from PEPs and annual EHCP reviews.*

2.5 Organisation and Planning

2.5.1 The curriculums have been planned to close learning gaps and work towards National Curriculum requirements, and that progress is made in the key areas of learning:

- The World Around Us
- Science and Technology
- Creativity
- Skills for Life
- Numeracy
- Literacy
- Physical Education & Well Being

2.5.2 Planning is organised on several levels; long term curriculum mapping to ensure progression in all curriculum areas throughout Key Stages 1 to 4 medium term plans to indicate which subjects and topics are to be taught and when, as well as which skills will be developed. Each subject is carefully and individually planned through schemes of work and mapped across the curriculums.

2.5.3 Planning is adapted on a regular basis to take into account the individual and whole group needs of the pupils.

2.6 The Role of the Headteacher

2.6.1 The role of the Headteacher:

- Ensure appropriate coverage of the curriculums.
- Monitor pupil progress.
- Keep up to date with national developments.
- Regularly review planning, progression and teaching strategies.
- Manage resources and appropriate differentiation.
- Ensure planning & learning is tailored to each pupil's stage of development & individual needs.
- Keep EHS staff informed of short, medium and long-term plans, developments and strategies across all key stages.
- Ensure that each pupil has a voice via the numerous pupil voice opportunities.

2.7 Curriculum Monitoring and Review

2.7.1 Reviewing planning and policies is an essential practice to ensure that pupils are receiving the highest quality of education available. Our curriculums are regularly reviewed by the headteacher, head of education, and clinical lead, in consultation with all EHS staff. Opportunities to liaise with educational staff in the local area and across the Five Rivers organisation, will be taken whenever possible.