

CURRICULUM POLICY

'HOW WE DO IT'

Company Operations

ADO SERVICES C.I.C.

Version 1.4 ©2021

Current Version Valid from 1st February 2022

Next Scheduled Review - February 2023

Reviewed by the ADO Management Committee

2021-2022

1. Policy Overview

This policy document is called the 'How We Do It'. It is part two of our Curriculum Policy. Part one of the Curriculum Policy is the 'What We Do' element. This guide has been created closely following the '**Independent School Standards**' (guidance for independent schools).

The main objective of the Curriculum Policy is to explain how we manage our student's behaviour, and how we deliver our holistic therapeutic approach throughout the school.

This policy content includes, but is not limited to:

- How we manage behaviour.
- How we promote 'PRIDE'.
- Our values curriculum.
- Our student's needs.
- How we support positive relationships.
- How we develop social, emotional and behavioural aspects into the curriculum.
- How our therapeutic approach helps with student's behaviour.
- Rewards and minuses.
- What students are expected to wear.
- Recording of information.
- Physical interventions.
- Rules on recording.
- Online safety and bullying.
- Allegations.

The Curriculum Policy is valid for the following services:

RIVER VALLEY AP

This policy closely links to other ADO policies including the **Curriculum Policy Part One – What We Do**, **Behavioural Modification Policy**, the **Prevention of Bullying Policy**, the **Online Safety Policy**, and the **Safeguarding Policy**

2. How We Manage Behaviour

As a Specialist Outdoor Further Education Setting for KS4-Post 16 students with Social, Emotional and Mental Health (SEMH) needs, we feel it is paramount to recognise our students' efforts in managing their behaviour and acknowledging progress as opposed to just focusing on the negative elements. Our setting is based in 6.5 acres of woodland and farmland, we do have timber buildings for students to study in inclement weather however our learning zones are traditionally outdoors (with basecamps and parachute areas utilised when it is raining). Within the timber buildings, we have a silo layout with individual student

desks with technology, and swing chairs that they can engage in a collaborative activity/ inquiry based learning if required. If students are inside the timber buildings, we try as hard as possible to have the windows and or doors open and they each have access to 'noise cancelling headphones'. We feel confident that our acoustics are appropriate for the students that we have, being surrounded by nature has a calming effect which will reduce emotional dysregulation. Our students feel a sense of belonging and many have faced high levels of rejection throughout their personal and educational lives and need the assurance that ADO can be a continual and longstanding part of their lives.

The majority of our students have an educational health and care plan (EHCP) and some will be in the process of obtaining one. Our students are all on their own journey, some have been (and still are) victims of trauma and abuse which are adverse childhood experiences (ACEs).

Our ethos stresses that students walking through the gates in the morning is the biggest achievement, anything else that we are faced with is progress, because they are with us and are safe. We create a feeling of community, which is in line with our 'Not for Profit Community Interest status'.

Our nurturing approach encourages students to keep trying their best in every aspect of school life and within society. We actively express an 'unconditional positive regard' for our students which is care, empathy, consideration and patience towards them. This we feel is particularly imperative for our LAC caseloads. Having an unconditional positive regard ensures that students will always feel wanted, irrespective of their actions. We remind students that every day we wipe the slate clean, and it is a new day. From having relationships such as this with the students, it helps them to gain respect and acknowledge our expectations of them.

Although we express these factors, we do teach the students the importance of personal boundaries between them and staff. We hope that this helps them throughout society in knowing what is appropriate within a professional relationship. We are seen as role-models for our students, we always ensure that our body language is warm and approachable along with having awareness of our emotional reactions. Students can be very sensitive and need assurance and support from our therapy staff and beyond.

We treat each student as an individual, taking into consideration their additional needs, emotional intelligence, and social parameters. We know that factors such as these can have a wide impact on a students' ability to succeed in education if they are baselined against mainstream students of their own calendar age.

We ensure that students are made aware of our expectations from the outset when it comes to behaviour. We clearly communicate this with them and highlight our '**Behaviour Modification Policy**' and have visual reminders that are situated around the school grounds. Our approaches to behaviour throughout the school all directly link back to our therapeutic interventions. Non therapy staff are internally trained on our therapeutic strategies to ensure that any student needing support are provided with the same approach at all times, for continuity purposes.

3. How we promote 'PRIDE'

We have many key elements that help us manage behaviour within our school. We have set expectations that the students follow when they are with us. Which are:

Polite
Responsible
In control
Do your Best
Earn and Give

We have visual reminders of 'PRIDE' that are accessible for students to see, we also encourage them to remind peers of this acronym when it is required. We have direct strategies that work hand in hand with 'PRIDE' which are as follows:

- We use reward points - Students have the opportunity to earn up to six reward points a day (one per lesson), along with bonus points for alternative efforts.
- With our reward points we ensure that the students get the opportunity for individual praise and incentives.
- We also have group reward targets, which encourages students to work together and try their hardest as a collective. Group totalled reward points can lead to external trips, parties, and other memorable experiences for the students.
- We never take away reward points that have been earned, irrespective of what happens.
- We do run a 'minus' system which is separate to the reward points, this is used to help motivate students to get back on track.

4. Our Values Curriculum

Our values and ethics are encompassed in everything that we do. We have a strong ethos that links directly to:

- Fundamental British Values
- Cultural Capital
- Citizenship

In addition, we also follow the 'Skills Builder' Framework. Every half term, students carry out a wide variation of exercises in order to achieve certification in key modules. These key modules help to form our values curriculum. The modules are listed below along with the checkpoints (half terms) that they are each covered:

- Checkpoint 1: Listening
- Checkpoint 2: Speaking
- Checkpoint 3: Problem Solving

- Checkpoint 4: Creativity
- Checkpoint 5: Staying Positive and Aiming High
- Checkpoint 6: Leadership and Teamwork

5. Our Student's Needs

Listing every aspect of our student's needs would be impossible, as they are all so diverse, they evolve and alter every day. However, we feel it is important to note down some of the key characteristics of our students, in order for us to support them effectively. Also, for them to see that such characteristics can be shared amongst their peers, which can be a normalising experience for them.

Some of the standard behaviours and characteristics we see are:

- Difficulty in understanding own emotions, and emotions of others.
- Lacking empathy and understanding.
- Hyper or hypo vigilance.
- Hyper or hypo sensitivity.
- Rigidity in thinking.
- An intense need to be in control.
- An inability to see things from another person's point of view.
- Not processing or understanding sarcasm, jokes, and body language of others.
- Difficulty in communicating, sometimes being completely unable to communicate.
- Intense feelings of self-esteem, failure, worthlessness, envy, and jealousy.
- Risk taking behaviours which can include impulsivity, self-harm, lack of awareness, and defiance.
- Issues surrounding attachment. This could mean that a student struggles to bond with any other person, disassociating from society to prevent themselves from being hurt. It can also mean that they can attach themselves to a person, being clingy, overpowering and having no understanding of appropriate boundaries.

Our staff manage these behaviours along with challenging and emotional situations on a day-to-day basis. We ensure that our staff are looked after through therapeutic support, supervision and being taught direct strategies that help to increase emotional resilience. We help our staff to apply their invisibility cloaks, their armor, and allow them to learn the skills to disassociate the behaviour from the student (Neuro-Linguistic Strategy).

We do not have a magic wand, but what we do have is patience, a fantastic setting where students can express themselves in a safe and secure way and have more opportunities than most traditional settings to re-ground the students through our earthy and natural holistic approach. Aspects such as this can allow a student to make significant and long-lasting progress both emotionally and academically.

6. Our Curriculum Promise

In line with every subject that we teach at ADO, whether it is for Year 10, 11 or Post-16, we ensure that our Schemes of Work (SOWS) not only educate on the specific subjects content, but also in other important ways to promote student development. Our curriculum promise outlines what else is incorporated into our SOWS as standard. We ensure that our educators consider the below fundamentals when creating their subject SOWS, however for environmental purposes these factors are not listed on the front of each individual document, instead a note is listed on them signposting any reader to this section on our Curriculum Policy (to avoid excessive printing). Please note that each SOW is quality checked by our Head of Service and Managing Director. Whilst we appreciate that our SOWS have an alternative approach to traditional settings, we feel it is paramount for us to look at the 'whole student' given the reasons as to why they have been referred to us. We aim to recognise progress and effort through life skills, whilst acknowledging cross curricular

<p>Teaching, Learning and Assessment Method:</p> <p>Our plan within each subject is to include a variety of active learning methods, which take account of and help develop all learning styles and <i>personal, social and employability skills</i> where relevant</p>	<p>Internal:</p> <ul style="list-style-type: none"> • Educator-led presentations • Baseline assessments • Holistic approach • Formative assessments • Demonstrations • Open discussions • Practical tasks • Collaborative exercises • Individual activities • Group and paired tasks • 1:1 support staff • Peer observations • SMART targets (via Individual Learner Plans) • Peer marking 	<p>External:</p> <ul style="list-style-type: none"> • Functional Skills IV • Summary Guide (Quality Assurance Process) • Standards Verifier Sampling
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Aspects in addition to the subject-specific content, can be viewed on the following page.

<p>Equality Diversity and Inclusivity</p> <p>How have you planned to promote equality and diversity in the programme/course</p>	<ul style="list-style-type: none"> • Collaborative equality activities • Use the 'feedback theory' • Promote the 'constructivism' theory • Allow students to support one another, and use a buddy system approach for any students who may have more knowledge in this subject to motivate other peers. (Blooms Taxonomy approach) • 1:1 support staff to help students to write as proxy for those who cannot write • Digital options for students who may struggle with handwriting • Visual aids where required • Notepads for students to write down feedback if they are too anxious/selective mute • Extra support sessions for any students who require more support • Promote fundamental British values • Allow all students to speak freely, and have mutual respect for one another
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Identifying Gaps in Learning and how we Close Those Gaps/ How we Support Students Exceeding Expectation

At ADO, students may have gaps within their learning due to missing prolonged periods of education due to Adverse Experiences or Associated Traumas/ Mental Health, or they may just have relatively minor learning gaps within a specific subject or skill.

We pride ourselves on supporting and nurturing our students on an individual and bespoke basis. With this in mind, if we were to identify gaps within a student's learning we could close them by carrying out any of the following strategies as required:

- Within our lesson plans, we ensure that we have a 'how to make the lesson simpler' section. This ensures that our educators are prepped to simplify if required without students feeling impacted if they are struggling with the tasks at hand
- We put interventions in place to ensure students have access to catch up sessions (this can be at lunch times/ in student development sessions or in some cases after school and in holidays)
- We scaffold student learning by showing them a similar piece of work, breaking down how to create it, and altering our teaching methodologies to meet that individual students learning style
- We bridge the gap for our students by giving them bespoke timetables to promote success, we also are heavily based on vocational learning
- We always prioritise Social and Emotional Learning, and Mental Health. This is something we prioritised even before the pandemic, but even more so now!

For our students who are high-achievers/ over exceeding expectations we promote the following:

- We ensure we praise them, but not to the detriment of their mental health (some students do not manage or cope with praise and this could cause them to regress)
- We give them choices and opportunities for what they can work on next (creative capacities and self-expression) CONTINUED ON NEXT PAGE

- We allow them to carry out project work which we have found is an excellent way of enabling high achieving students to work on a topic of interest to them (within reason)!
- Using technology is beneficial to encourage high achievers to complete challenging tasks within lessons, we have a variety of tablets and laptops which encourage independent work. Online quizzes and other forms of material can also be found digitally
- Encouraging the students to problem solve or complete challenges is a positive way of engaging our high achieving students
- Buddying the high achieving students up with a peer who may be finding a task difficult can be a very effective way of nurturing and developing both individuals

7. Supporting Positive Relationships

As mentioned above, our staff are highly skilled in managing students' needs and often have to be the role-models that help them understand how to build positive relationships. We feel that our approach helps nurture students and build trust in adults, which is something that does not come naturally to some due to Adverse Childhood Experiences (ACE).

Our staff help to build students trust through:

- Being patient.
- Being reliable.
- Encouraging the students to be the best version of themselves.
- Expanding their confidence.
- Recognising their needs, triggers and difficulties. This helps to interrupt an experience of heightened emotion.
- Never holding a grudge. Disassociating the student from the scenario.
- Praising every effort, however big or small.
- Being their voice when they are struggling.
- Trying new strategies to help students succeed.
- Normalising the need.
- Knowing the history, by staff being aware of the student's past experience enables them to avoid or promote specific things in order to help them manage.
- Having warm and approachable body language, The staff's faces ache by the end of the day from smiling!

8. Developing Social, Emotional and Behavioural Aspects into the Curriculum

As a holistic Further Education Setting, we feel confident within our approach to improving the social emotional and behavioural needs of our students. Such aspects are at the forefront of our entire aims and objectives. We provide 'skills for life' for our students through our lessons, and through our general approach.

We truly believe that social and emotional learning should be embedded throughout the entire day. Daily activities help the students to develop a wide range of skills to help them succeed throughout life.

Some of our activities that promote the above include:

- Basecamp time.
- Daily mindfulness and relaxation sessions.
- Group creative education sessions.
- Adventure sport team building sessions.
- Debates.
- Cultural capital sessions.
- Skills builder frameworks.
- Role-play.
- Assisted activity sessions (non-outcome focused group therapeutic sessions).
- 1:1 therapy sessions (where required).
- General play (some of our students have never had the opportunity to play). This is something that is a vital part of a child or young person's (CYP) development. Play helps students to learn and is something that we have to boundary to avoid students displaying inappropriate behaviour. This is through no fault of their own, but often due to being exposed to play too late.
- Having multiple 'emotion stations'. Within our setting we are fortunate enough to have outdoor space in abundance, which means we can provide the students with a sense of space when it is needed most. Our emotion stations are places of reflection and are accessible to students, at all times.
- Having mediation willow tepees to conduct restorative justice meetings between students when required.
- Having visuals that help students communicate and label how they may be feeling, or allowing staff to point to the visuals if the student feels unable to do this themselves.
- Carrying out courses within PSHE about emotions and doing this as a group helps to normalise which is important for our students.

9. How Our Therapeutic Approach Helps With Student's Behaviour

At ADO we always focus on the positives. We feel that instilling this into our students will help them with their own mental health as they grow. We are fortunate enough within our setting to have a huge variation of natural therapeutic aids that we can access if a student may be struggling, however our staff are highly skilled to manage challenges even without the aids. We feel that ensuring each student has structure is one of the biggest keys to success.

Each individual student has a timetable. They are given time breakdowns throughout the day which helps them to feel a sense of preparation and control for any upcoming changes, such as a snack time or rotation to the next lesson. We have 'student specific' approaches to different scenarios, such as providing 1:1s where required, or creating a visual timetable-social story for students who require them.

Some of our approaches to managing behaviour are:

- Remaining calm, by doing this it can naturally calm the students.
- Have warm and approachable body language, this encourages students to naturally mimic our behaviours.
- We never shout!
- We are endlessly positive. As echoed throughout this two-part policy, we focus on the positive behaviours that students demonstrate as opposed to negative actions. We recognise effort however big or small, we hope that this approach will continue to support our students with a 'solution focused', and 'try your best approach'.
- We do not compare the students. For example, one student may be making massive progress if they write their name, or if they say hello. Another student may be making massive progress if they can engage in a lesson for the full amount of time. We equally praise efforts, irrespective of the topic.
- We have a wide variation of therapeutic aids and strategies that we can support students to tap in to as and when required.
- We have 'Gerald', our emotion snake! Gerald, our emotion scaling snake is a pretend version of our real-life snake, also called Gerald. He helps the students to highlight their emotional state, whether it be positive or negative emotions.
- We are trained in desensitise, disengage, and breakaway techniques.
- We always rotate staff. We feel it is important for students to build relationships with a wide variation of staff members, so they do not become fixated with one individual. If one staff member attempts to settle a student are unsuccessful, we will change them over, as often a fresh face will have a positive impact on the situation.
- We help the students to label their emotions. One way of doing this is when we help the students to bring the emotion to life, give it a name, face, and character. So then they feel that they are tackling a funny gargoyle type creature as opposed to this big daunting feeling that feels unmanageable to face!
- We help students to normalise their emotions, helping them to feel that they are not on their own with how they are feeling. However, we never say comments such as "I

know how you feel" as we are not in their position. We follow an ethical therapeutic approach and use statements such as, *"I can hear how upset you are by that"* or *"it makes sense that you are feeling this way"*. This allows the student to feel listened to, but not compared to others.

- We model our feelings. Within reason, we feel it is important for ADO staff to talk about their own feelings and emotional reactions to help students to learn. However, this is carefully managed, so it does not impact the professional relationship and boundary that has formed.
- We ensure that our students feel reassured, safe, comforted, challenged, where required and provided with a secure environment to desensitise within nature.

10. Rewards and Minus's

At ADO, we do not use the term 'sanctions' (as listed in the Independent Schools Standards). The main reason we do not use this term, is because it could cause a trigger or flashback for our ACE students who may have been sanctioned before. Therefore, we avoid this terminology for the welfare of our students. We believe it is important to encourage students to work towards something that they would like. Many of our students have never been given the opportunity before to work towards an incentive. We feel that this not only has an impact on a student's determination and work ethic, but also has the ability to help students feel a validating purpose.

We have varied options for offering rewards which include:

- Our reward counting system on Scholarpack where staff can see progress and points made, along with sharing with students and their families.
- Individual and Group Merit Points- we set a target for students to individually obtain 100 merit points per term. We also factor in a bespoke combined target for the full peer group, depending on the amount of weeks per term and the number of students we have at any one time.
- Visual rewards such as sticker charts (individual or group where relevant).
- Increase of independent tasks to help students feel mature and recognised for their positive actions.
- Use of our 'buddy system'. The buddy system enables students to support other individuals who may be new, struggling, or simply need some guidance. This helps the student to feel a sense of responsibility and compassion for others. This can give students a boost of self-importance which is great for them.
- Certification for effort, or achievements.
- Positive termly reports (minimum x2 per year).
- Students getting the chance to choose an activity (relevant to age, ability and interests) to enjoy which helps us recognise effort. This could be something such as a relaxing session with our horses, or reptile handling.
- External rewards and trips (such as park trips, visits to the local water sports centre or climbing wall).

We do run a 'minus' scheme, this is run separate to the 'rewards' scheme and does not impact the reward progress that a student has made. It is simply an aid that we use to help students to recognise the difference of how good they feel when they receive reward points, against the feeling of being given a minus. We feel it is important for students to see that there is a consequence for poor behaviour, but that it does not outweigh the positives. It is equally as good for other students to see there are repercussions for peers behaving inappropriately. We hope that this approach helps students to recognise how much better they feel when they are given positive reinforcement. A minus point is not given out lightly, it would be a significant situation that has caused a student to get a minus, such as absconding or oppositional behaviour. Our approach is far more nurturing when we focus on the reward points, and what they could get as opposed to focusing on the negatives.

Some minus consequences can include:

- Time for reflection, where a student can focus on a situation that has occurred along with their emotions and actions towards it.
- Removal of a lesson, if the student is putting themselves or others at risk of harm or distress.
- Therapeutic interventions and or restorative justice input if a student is needing help to reflect on a situation that has happened. This is never addressed as a consequence but naturally can be a strategy input that is used to rectify the situation.
- Community Approach Repairs - This is a very important approach and ensures that any student who purposely damages property has to take the time to repair what has been broken. This helps the student to see the financial impact of re-purchasing resources and labour costs for our land support supervisor to repair what has been broken. This consequence works hand in hand with staff expressing their feelings towards a situation, helping students to learn that it can upset us when we see our hard work being damaged.
- Catch up time - Where students are asked to catch up on work they have missed in their lesson due to disruptive behaviour.

From this point on, the actions are very occasional and are if every strategy and effort has been unsuccessful, however, this is rare. Documentation of any below action is sent out to the parent-carers and professionals to highlight the reasonings behind the decision.

- Student Suspension (Early Collection) - If a student has had access to every strategy and staff have been unable to manage the behaviour or safety of the individual, then parent-carers may be asked to come and collect them.
- Internal Exclusion (internal Reflection Day) - An internal exclusion is where a student still attends school but is kept separate from others and focuses solely on specific tasks set by their educators. Students are strongly encouraged to use this period as a form of 'reflection' on their behaviour and the situation that has caused them to be in the position that they are. The internal exclusion means that the student is kept separate from peers and will be with either the SENCO, deputy head, or head of school.

- External Exclusion- An external exclusion is a day or period of time where a student has been asked to stay off from school and reflect on the situation that has led them to be staying at home. We do highlight that an external exclusion is a consequence of a serious situation and that the student must take the severity into consideration but without frightening them. Due to the nature of our setting, students do not usually wish to have time off away from us, like perhaps they would have at a traditional setting (as they want to be with us). Our approach is very different to traditional settings, so the decision for them to stay at home and not be allowed in is often enough for the students to not make the same mistake again.
- We ensure that parents are kept informed of student behaviour that may result in the beginning of our Three Strike Procedure (Behaviour Modification Policy). Parents will receive 'At Risk' letters if their CYP finds themselves in this position.

11. Student Dress Code

At ADO, we operate an alternative approach to traditional settings that require uniforms or dress codes to be adhered to.

The main difference at our setting is student's lessons are based outside for the majority of the day. Therefore, we have to ensure that our students are comfortable and safe within their surroundings at all times. We have an **ADO Student Handbook**, covering off the health and safety requirements that must be followed in order for a student to attend. This includes a summer code (caps, sun- screen, refillable drinks bottle for example) and a winter code (base layers to include thermal socks, vests, and outdoor boots, a warm lunch in a flask, hat, gloves and scarf). We ask where possible, for students to wear neutral colours, so not to cause any hypersensitivity or sensory overload for their peers.

Student's attire must adhere to the handbook, as if not they may be unable to enter if we do not deem it safe.

We do not discourage students wanting to express themselves through their appearance, as long as it does not impact peers.

We do not allow hooped earrings to be worn on site, for health and safety reasons.

12. Recording Behavioural Events

At ADO we use our daily registration and data management system '**Scholarpack**' (*will be changing to Arbor in circa May 2022*) to log the following:

- Incident reports.
- Record of concerns.
- Reward points.
- Minuses.
- Follow up actions.

- Communication reports, logged conversations between us parent-carers and professionals.
- Observations.
- Support actions (confidential tab).
- Safeguarding or child protection notes or concerns (confidential tab).
- On occasions, paper versions of the above may be created and if so they are stored in our secure locked unit at our ADO Head Office and kept on record for 5 years.

13. Physical Intervention

At ADO, we pride ourselves on being able to support a child without having to use any physical input. Our staff are trained in breakaway techniques, but these are only ever used if our distract and disengage strategies are not working, thus causing the student to be putting themselves or other individuals at harm.

We are trained in 'safe-holding' approaches that allow students to be held comfortably. We always try to get a student to sit on a chair and if this is not possible, then on the floor or if more relevant we will walk with the student. We avoid any elements of traditional restraint, it is against our ethos and could bring back trauma related flashbacks for our students who may have been restrained at home, school, secure adolescence units or hospitals. Physical interventions can include a therapist working alongside the breakaway staff in order to help relax the CYP. Additionally, by doing things such as grounding techniques, for example, shoes and socks off feeling the grass or other sensory methods and breathing techniques and visualisations to, situations can be managed under control.

We ensure that as soon as students emotional state calms, we reduce or remove our physical contact and always highlight softness in our approach to help students to see we are just trying to keep them safe. We make it very clear to students, families and professionals that interventions such as safe holding are not used as a behaviour management strategy, not used through malice, but simply to promote the safety and well-being of all students. We are pleased to say that this method is used very rarely, due to our therapeutic approach and setting, and it really is the last resort option.

14. Rules on Recording

We request at ALL times, that students are not recorded by any person(s) at any point, including when they are in crisis. Recording a student will often be against the wishes and agreements of them and their family and can be incredibly shaming for them and could make the situation much worse. We are fortunate in our setting that times of crisis can be managed in private areas, so not to cause the individual further distress or impact the other students. We have a high number of therapeutic areas where students can access the space required in order to work through the crisis. However, if a crisis was seen by any individual, we ask them to respect the student with no judgement against their emotional state. Any form of recording, MUST be consensual and therefore is managed within our ADO office under the GDPR-Data Protection and privacy.

Any individual who is seen recording any of our students, will be investigated in line with our safeguarding policy.

15. Online Safety and Bullying

For detail surrounding these aspects, please revert to our '**Online Safety Policy**' and '**Prevention of Bullying**' policies.

The two above concepts are becoming a very real part of society, and therefore require separate policies which outline our action plans to tackle them. Both online safety, and bullying are often related to behaviour issues and therefore work hand in hand with our suite of other policies.

16. Allegations from Student to Student

Naturally, within a school environment, pupils will report of minor aspects that they feel are unfair about one another. In most instances, situations such as this can be explored and covered off within one of our other policies, such as our 'Behaviour Modification' or 'Prevention of Bullying' policies. However, in cases that are more serious we naturally work with our 'Safeguarding Policy' to investigate the allegation.

Serious allegations from student to student could include but are not limited to:

- Physical abuse - Violence, pre-planned or sporadic, with or without weapons.
- Drug or alcohol abuse - Forcing the use of drugs or alcohol on to a student.
- Bullying - Either online, face to face which could include blackmailing, threatening, intimidating behaviours.
- Sexual abuse - Indecent exposure, up skirting, touching, sexual violence, sexual harassment, sexual exploitation, sexting, forging pornography, sharing revenge porn.

In cases such as the above, we would work hand in hand with the Metropolitan Police to ensure that the situation is investigated, and any new learning aspects for ADO staff are taken into consideration to prevent future cases.

Any of the above examples, or anything similar would be initially investigated by one of our Designated Safeguarding Leads and the content of the investigation would be kept on the confidential tabs for safeguarding on Scholarpack (soon to be Arbor), where only DSLs can access.

17. Tracking

In order to support students fully, staff track and monitor progress to gain data and understanding through a variation of methods.

- The Revised Child Anxiety and Depression Scale (RCADS) is a questionnaire with subscales including, separation anxiety disorder, social phobia, generalized anxiety disorder, panic disorder, obsessive compulsive disorder, and low mood. This process is completed by the student, every term. In addition, parent-carers are asked to complete a separate RCADS document that is directed at care givers. The findings of these questionnaires are compared against historic versions the student, Parent-Carer has completed in order to track any changes and the feedback is shared within end of term reports.
- The Boxall Profile is a two-part assessment tool designed to track the progress of cognitive development and behavioural traits of CYP through their education. This is an internal tool that staff complete and it is based on their viewpoint as to where a student is at. The Boxall data is shared through a graph format at the end of every term, and further information surrounding this is available on request.
- The ADO internal Emotion Scale. This is an internal, informative approach to measuring a student's emotional state. Our scale is an image of a snake (Gerald), Gerald is scored from 0-10 on a weekly basis within therapy sessions by students.
- Gerald's head scores a 10 (the worst a student could possibly feel), with the tail being a 0, which is as 'cool as a cucumber', the best they could feel). Gerald has stickers that mark the numbers from 0-10 which helps us to carry out regular checks with students to monitor their emotional state. Data from this process is detailed on the end of term reports.

18. Review

All ADO policies and procedures follow ITIL guidelines to ensure version control, change control and release management of any documents. As a matter of policy, documents can be updated at any time to reflect changes to ADO procedures, legal changes, OFSTED or Pearson directives or any other reason to ensure the policies and procedures are accurate and correct. This involves consultation with stakeholders and approval from the directors and management committee. All policies and procedures are reviewed at the very least on an annual basis. Regular communication through newsletters, social media, text systems and through our website within the ADO Library is part of our Release Management.

19. References

All internal ADO References can be found highlighted in this document in **bold red text**.

All external links or references are highlighted in ***bold black italics***.

20. Contact

This document was produced by the ADO Operations team in partnership with our advisors and management committee. This version supersedes any previous versions and will be reviewed annually.

All correspondence with regard to this policy, or any other operational policy and procedure should be directed to the ADO Chief Operating Officer by e-mailing gmp@adoservices.co.uk or calling 0208 855 6778, requesting to speak to the Chief Operating Officer or in writing c/o Chief Operating Officer, ADO Services., Head Office, 126 Upper Wickham Lane, Welling, Kent, DA16 3DP.