GLADE School
Engagement Policy

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SC13	8	Changed review date to every 2 years 2021 / 2023	Laura Rowe	October 2022	PSC
GSC13	9	GLADE Review and added Transitions / Interventions	Laura Rowe	July 2023	PSC
GSC13	10	Added information about Eastleigh Site & Amendments to 3.1 non-teaching member of staff who has counselling qualifications replaced by member of the pastoral team	Laura Rowe	Feb 2025	PSC
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Contributors.

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Fair Ways Vision, Mission and Values

Our vision
To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission
To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

Our values
Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

PROFESSIONAL	**A**CCEPTING	**R**EFLECTIVE	**T**RANSPARENT
· We do what we say we will. · We approach challenges with optimism and enthusiasm. · We don't judge, we notice. · We put the needs of the service before our own personal gains.	· We don't give up on people. · We value all individuals and are willing to challenge them. · We embrace each other's differences as much as our similarities. · We accept responsibility for our actions.	· We give feedback, we invite feedback, we listen to feedback. · We look inward before we look outward. · We learn as much from our mistakes as from our successes. · We listen to each other, learn from each other and grow together.	· We are always willing to explain why. · We have the courage to be open and honest. · We earn trust through our transparency. · We live by our values even when no-one is watching.

1 Introduction

1.1 Due to the nature of the students that attend GLADE School, it is sometimes necessary to implement a timetable that, at face value, seems to have minimal academic subjects included. There is, however, a solid premise to why we choose to do this.

1.2 Students often arrive to GLADE School following what can often be prolonged periods without education, whether this has been permanent exclusion or only attending for 1 hour a day 3 times a week due to their complex needs. Most students have previously failed in a range of schools and education provisions, which have been unable to cater to their very individual needs and learning styles.

1.3 Students can experience difficulties outside of school which may cause students to dis-engage and present concerning behaviours in school. During these times it may be that, through dynamic risk assessment, school individual timetables need to be adjusted, or an intervention plan implemented to meet their needs with more activity based offsite learning. The objective will always be to minimise stress, arousal levels, and high-risk behaviours and promote positive engagement for all students until they are ready to engage more positively on the main school site.

1.4 At GLADE School, we see each young person as an individual who needs a distinct approach and strategy to re-engage them with education and learning. GLADE School prides itself on working to make the curriculum match the young person, rather than expecting the young person to fit the curriculum. Students who have only attended previous school provisions for 1 hour a day will not only find a full academic timetable too stressful and demanding, causing them to dis-engage, but it will not meet their social, emotional and behavioural development needs.

1.5 There are times during an academic year, we may need to opt out of a 'normal' timetable and use a range of tasks focusing purely on engaging or re-engaging the young person positively. During this time, the student will be placed on a structured Intervention Plan which will be regularly reviewed, with the intention of the student returning to a full timetable as soon as they are able.

1.6 GLADE School focuses offsite activities around developing students' self-awareness, social skills, empathy, managing feelings, motivation, preparing for adulthood and self-confidence promoting positive relationships with staff. Staff will encourage students to work towards goals, guiding them to be more persistent, resilient and optimistic.

2 Transitions

2.1 When a student starts with GLADE School, they are placed on a 6 week transition. During this transition they can meet school staff, build relationships, visit the school, meet other students and use the transition to establish themselves within the school community.

2.2 During the 6 weeks, the student's timetable will start part time and build up to full time with a mixture of academic work but predominantly activities that can allow the important relationships with staff to be built.

2.3 The transitions are recorded on a 'Transition Document' which records the engagement in the process, as well as feedback from staff. At the end of the transition period, a full review is complete by the Senior Leadership Team. If the team feel the transition needs to be extended, the student will be transferred to an Intervention Plan.

3 Interventions

3.1 To enable this, we sometimes find we need to opt out of a 'normal' timetable and use a range of strategies focusing purely on engaging or re-engaging the student in a positive fashion. If the school have adopted several strategies to engage and support individual students to access their timetable (engagement policy), but the student is still too dysregulated and finding it difficult to manage, then the option of the intervention program is applied. The objective is to re-engage the student offsite in both academic and activity-based learning with a strong emphasis on pastoral 1:1 support, attempting targeted pieces of work to support their social and emotional learning.

3.2 During the intervention, there will be a strong emphasis on individualised pastoral work to allow the student to discuss on-going issues in and out of school. The objective is for the student to build or rebuild positive relationships with staff to support them moving forwards to engage in the school timetable, completing both academic work and alternative learning activities whilst offsite. The pastoral team will begin the plan and implement a variety of work looking at individual needs of the student, areas such as self-esteem, social skills, bullying, racism and motivation as well as engaging them back into their core subjects of Math's, English and Science.

The key is to educate the student away from the main school site to defuse any anxieties about school and being around peers within a classroom-based environment. The aim of the plan is to reduce serious incidents, increase attendance,

engagement and increase access to their learning with a differentiated approach. Towards the end of the 3 weeks, the aim would be to slowly introduce the student back to the main school site after assessing their behaviour, social, emotional, and academic learning needs. The plan would be seen to be an intervention only but there may be times when due to the high needs of the student, we may need to continue for a longer period. If the intervention is seen to continue for nearly a term the school will look to consider suitability of placement after discussion with the placing authority or look to identify alternative strategies.

Towards the end of the intervention, a meeting will take place with the Senior Leadership and Pastoral Team to review the progress made during the intervention and whether it needs to be ended or extended to continue to support the young person.

4 Pastoral Work

4.1 It is standard practice for all students to have Pastoral time on their timetable. The emotional benefits of allowing students to offload in a safe, non-threatening environment, speak for themselves. Timetabled with a member of the pastoral team who will work in conjunction with the therapeutic hub, these sessions can be as structured or relaxed as needed to allow students to offload or to just take some time out, all depending on what issues are taking place outside of school. Some students choose to go offsite for a walk in the woods or use this time to play games while chatting with staff – sitting alongside a member of staff is less threatening than facing them. Other students request going out for a drive, again sitting next to staff is less confrontational and gives them the opportunity to talk.

5 Sensory Room

5.1 GLADE School – Totton site also has a purpose-built Occupational Therapy room which can be used by any student that needs the space to support sensory need and regulation. Some students benefit from visits from our Occupational Therapist, which are held in the OT room, using a range of resources to meet their complex and varied needs.

5.2 Both GLADE School sites (Totton and Eastleigh) have regulation rooms, these are purposely planned rooms which provide students with the space and equipment to calm and re-regulate themselves when feeling dysregulated.

6 The Hub

6.1 GLADE has access to The Fair Ways Hub. This offers students the chance to explore their emotions and experiences in a safe environment with qualified staff who can engage with them at an appropriate level.

7 Flexibility

7.1 Ultimately, to engage with our students we need to be flexible and adaptable. We need to find a solution when presented with a problem and this often requires us to think outside of every box possible. There are occasions when timetables are changed at very short notice to try and give our students every possible chance to make a positive choice and engage. Sometimes we encourage students to work separately so that they can then do an activity together. Combined with the weekly points system, students can keep working towards an end of week activity which can be a group event if engagement and work have been positive.

7.2 Changes to timetables are born out of necessity, they are often made after a period of disengagement and always focus on the needs of the young person. It is always the aim for any changes to be temporary, with students returning to more academic lessons as soon as they are ready. Behaviour and engagement are monitored daily for all students with Clear Care being used to record instances of both positive and negative learning and engagement. This allows staff to evaluate the effectiveness of any intervention and adjust it accordingly.

8 Play

8.1 Play is a key way for children and students to learn and develop Play can help to build self-worth by giving students a sense of their own abilities and to feel good about themselves.

8.2 Play is fun for students, and they can become absorbed in what they are doing, which can support with their self-regulation and enable them to more engaged in the classroom.

8.3 Play is used across GLADE Education to help develop language skills, emotions, creativity and social skills. Play helps to nurture imagination and give a child a sense of adventure. It is used to help students learn essential skills such as problem solving, working with others, sharing and much more.

9 Associated Documentation & Legislation

None