



Kisimul Group Limited

# **ED39 - Ethos and Vision**

## **Policy**

## Document Information

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|-------------------------------------|--------------------------------|
| <b>Document:</b>                    | <b>Ethos and Vision Policy</b> |
| <b>Department:</b>                  | <b>Education ED39</b>          |
| <b>Document owner and position:</b> | <b>Head teachers</b>           |
| <b>Document authorised:</b>         | <b>5.05.2022</b>               |

## Document Publication

|                                 |                 |
|---------------------------------|-----------------|
| <b>Date document published:</b> | <b>May 2022</b> |
| <b>Date of last revision:</b>   |                 |
| <b>Date of next review:</b>     | <b>May 2023</b> |

**Authorised Document Change Log recorded at the back of this document**

**This document will be reviewed at least every two years**

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## **1. Standard Statement Aim**

Kisimul School aims to create an inclusive learning environment where everyone feels valued and respects one another. Learners are nurtured to achieve their full potential through a strong pupil voice, high expectations and aspirations with quality learning opportunities which meet individual needs.

### **Legal Status:**

Complies with Part 3(3)(7) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations, *Keeping Learners Safe in Education Statutory guidance for schools and colleges* (KCSIE) (DfE, 2020) and *Working Together to Safeguard Learners* (WTSC) (HM Government, 2018) along with any further amendments as they are published.

### **Applies to:**

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

### **Related Documents:**

- Personal, Social, Health, Economic (PSHE) education and citizenship.
- Spiritual, Moral, Social, Cultural (SMSC) education
- Curriculum handbook.
- Behaviour Policy

### **Availability**

- This policy is made available to parents, guardians, carers, staff and learners from the school office.

### **Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Head teacher.

- An annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

## **2. Our School Ethos**

Kisimul School is an independent school offering a warm, friendly safe and nurturing learning environment for learners aged 8 – 19 with learning difficulties. Learners often join us with a wide range of additional an associated needs including autism, speech, language and communication, anxiety, etc. We have an inclusive learning community where everyone’s contribution is valued and respected.

At Kisimul School we aim to provide a happy, caring and stimulating environment where learners and adults feel safe and valued, and are actively encouraged and supported to achieve the very best they can.

We place the learner at the centre of what we offer, utilising individual EHC plans to structure our provision and support the holistic needs of our learners. At Kisimul School we offer an exciting curriculum that provides a variety of experiences both in-house and within the local community. We ensure that our curriculum is personalised to cater for the needs of all, whatever their interests or ability.

When our learners leave our care they are more confident and ready to take on the challenges that face them in their next step whether than be further education, employment or training. We take great pride in our transition work to ensure that each young person continues to progress and learn following their time at Kisimul School. Life at Kisimul School is shaped by our commitment to provide ‘Learning for Life’ articulated in our ‘meaningful Life ‘document.

We believe that our learners have a unique contribution to make and understanding this is fundamental to our ethos. We never make assumptions, we accept our learners and always listen to them.

For learners with learning difficulties it is important that their unique profile and needs for support are encompassed by a holistic approach to their learning. Schools and colleges have the potential to make a positive impact on their health and wellbeing through promotion of inclusion and equality through awareness of positive relationships and behaviour. We have high ambitions for all learners, for them to fulfil their potential. We have a clear ethos respecting each young person, recognising their strengths as well as equipping them with effective supports to help minimise any barriers or areas of difficulty.

The pedagogy of Kisimul School is informed by carefully selected best practice in teaching young people with learning difficulties and personal and social needs. Our school and college follows elements of a semi – formal curriculum which is applicable to our cohort of learners. Social communication and interaction needs are met with small group sessions, support in class, social experiences and a commitment to meet objectives of each learners statements through the therapy team. Learners have planned scheduled activities with a personalised approach to meet developmental need, interest which are fun and actively engaging. These include activities on and off the school site. During these activities staff support the learners to lower anxiety around an enriching and novel experience. This develops social engagement and communication within the known group in a range of settings and works towards making other experiences less daunting and stretches flexibility of mind sets.

### **3. Kisimul School Approach**

We take a graduated learner centred approach which ensures that the young person remains central to our outcomes based approach. This is underpinned by four key principles



We work collaboratively with parents/ carers, our therapy team and external agencies in order to create a personalised bespoke education plan.

### **The Teaching of Concepts**

We recognise that our learners benefit from a structured approach to learning. Our holistic approach ensures that opportunities for learning are intrinsic rather than being rewards based and embedded throughout the school day as part of the ethos of the school. This has a direct bearing on our curriculum design. We teach concepts such in a structured way that enables our learners to experience and understand them and to link and apply their growing knowledge and generalise to other areas. For example, as scenarios arise, we also teach concepts in context so that learners learn to interpret situations and take responsibility for their actions and learning. All staff ensure that they

- Provide a wide range of personalised appropriate learning experiences, which are both exciting and challenging, meeting needs, interest and aspiration, are interdisciplinary, multidisciplinary, progressive and enjoyable
- Listen and respect pupil voice and their contributions

### **Timing and Preparation**

A learner learns best when they are in the right frame of mind to do so, so we time our teaching carefully. We use incidents and experiences sensitively for learning and reflection. We recognise that we may need to defer teaching when a learner's feelings or senses are overloaded. Staff work with

each learner individually to prepare them for learning, making sure that they fully understand what is expected of them.

### **Holistic Learning**

We look at our learners in all aspects. We create a combined integrated plan for each learner that spans their emotional, academic, social, physical and spiritual development and work with our therapy team to meet their therapeutic needs and their sensory profile. Every member of staff takes responsibility for making sure that the plans are applied every day. Emphasis is placed on; natural respect, integrity, friendship and the need to discover and develop individual talents. **We believe** that with guidance, encouragement, discipline and hard work, every learner can do so much more than he or she may consider possible. Our objective is that our learners should leave fulfilled, enthusiastic, self-disciplined and fully confident to meet the increasingly difficult challenges of life. **We aim** to ensure that each learner's education is compelling and exciting enough to draw them into the magical world of life-long learning so that it becomes a joyous and integral part of their daily experience. We endeavour to find and then enhance talents, whether they be creative, intellectual or athletic, employing the dedicated skills of a versatile and professional staff.

### **24 Hour Curriculum**

All aspects of a learner's day are seen as learning opportunities with wide ranges of additional areas being taught including personal, social, behavioural and self-help skills. Joint planning by school staff, therapy, parents and residential staff as appropriate, will provide a consistent approach in a variety of settings whilst supporting learners to generalise and transfer knowledge and skills across groups of people or from one environment to another over a 24-hour period.

Parents and carers are encouraged to actively contribute and support learners/learners with their education within the residential provision. They will be familiar with and aware of the educational needs and progress of learners they are supporting and are encouraged to communicate with school staff to promote and encourage each learner's personal, social and educational development. Short-term achievable objectives matched to individual need will form part of education and care plans.

#### **4. Our School Attitudes and Behaviour Support**

A school's pastoral approach and approach to behaviour are crucial factors in its effectiveness as an educator of learners for life. Our objective at our school is to develop the highest standards of motivation and behaviour in a supportive environment. To these ends, we endeavour to ensure that each learner develops a strong sense of responsibility, self-discipline, care and tolerance for the views of other people.

##### ***A Positive Attitude***

We are committed to ensuring there is an ethos of enthusiasm in school, with emphasis being placed on positive rather than negative aspects of behaviour. We believe that if learners are praised and rewarded for the positive things they do (e.g. showing sensible behaviour, courtesy, self-control, a caring attitude, hard work, etc), this will serve not only to encourage these desirable aspects of behaviour at school and in the home but also to foster these traits in all aspects of the learner's life. Learners at Kisimul School are made aware that certain standards of behaviour are expected from them. We recognise the need for consistency throughout the whole school, so that all staff expect the same standards of behaviour and that all issues are dealt with in a similar way.

The Behaviour Policy at Kisimul School outlines our positive approach to positive behaviour support for young people with learning difficulties and associated additional needs. Our belief is that challenging behaviour is driven by an individual's needs and that behaviour has a communicative purpose or intent and indeed for some of our learner behaviour may be pre-intentional behaviours. Our approach is based upon having consistency of practice through a common understanding of the individual care plan, an engaging curriculum and relational approaches.

Our behaviour support aims to understand behaviour and informed by an effective functional analysis of the context in which the behaviour occurs. Each learner has an behaviour support plan and a risk assessment which focuses upon the functions of behaviour, triggers, levels of behaviour, reactive and proactive strategies. Proactive strategies enable an individual to learn alternative ways to meet their needs. The behaviour support plan is a key working document which forms an integral part of their

outcomes and Care Plan which aims to promote consistency and continuity of practice from all staff working with a learner.

Staff are all trained in MEAs which is our Build accredited physical intervention programme. The focus is upon de-escalation and enabling young people to co-regulate. The school offers a safe secure and calm base for learner resulting in a low number of incidents and minimal need for the use of a Physical Intervention, which is always seen as a last resort

## Document Equality Impact Assessment – Part A

| <b>Document Title:</b>                                       |        | Ethos and Vision Policy |   |
|--|--------|-------------------------|---|
| <b>Name of person completing Equality Impact Assessment:</b> |        | Farah Quinn             |   |
| <b>Date Equality Impact Assessment completed:</b>            |        | 5.05.2022               |   |
| Characteristics  | Impact |                         | Equality Impact Assessment form completed?  |
|  | Yes    | No                      |   |
| Age  |        | X                       | If <b>No</b> comment:<br><br>This policy applies to all equally and has no impact on any protected characteristics. |
| Disability   |        | X                       |   |
| Ethnicity  |        | X                       |   |
| Gender   |        | X                       |   |
| Religion or belief   |        | X                       |   |
| Sex orientation  |        | X                       |   |
| Socio-economic   |        | X                       |   |
| Gender Reassignment  |        | X                       |   |
| Maternity/Pregnancy  |        | X                       |   |
| Marriage/Civil Partnership                                   |        | X                       |   |

| Equality Target Group | a) Positive Impact |     | b) Negative Impact |     | Reason/Comment |
|-----------------------|--------------------|-----|--------------------|-----|----------------|
|                       | High               | Low | High               | Low |                |
|                       |                    |     |                    |     |                |
|                       |                    |     |                    |     |                |
|                       |                    |     |                    |     |                |

## Document Equality Impact Assessment – Part B

**What is the main purpose or aims of the policy**

To ensure the ethos for Kisimul is clear and offers a learner centred approach

**Who will be the beneficiaries of this policy?**

Young people we support

**Has the policy been explained to those it might affect directly or indirectly?**

All actions required in line with this policy will be explained to individuals during induction and on an ongoing basis

**Have you consulted on this policy?**

Yes –shared with HT for dissemination to teams. Informed from a range of Kisimul policies

**What are the expected outcomes of this policy?**

Consistent approaches and shared understanding of the ethos of Kisimul education provisions.

**Name of Person Completing Equality Impact Assessment:**

Farah Quinn

# Document Change Log

The Document Change Log acts as a register of all authorised changes made to this document.

Changes will not be made unless authorised by the document owner.

| Description of Change | Change made by | Authorised by | Date document republished |
|-----------------------|----------------|---------------|---------------------------|
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