

# Glebe House



Friends Therapeutic Community Trust

## **CURRICULUM POLICY SEPTEMBER 2023**

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### 1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all learners.
- Enable learners to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support learners' spiritual, moral, social and cultural development.
- Support learners' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- Provide subject choices that support learners' learning and progression, and enable them to work towards achieving their goals.
- Develop learners' independent learning skills and resilience, to equip them for further/higher education and employment.

Research into recidivism suggests that by increasing the resilience factors in the lives of young people, we reduce the likelihood of re-offending. Resilience factors focus on positive reinforcement in areas such as educational achievement, independence skills and increased self-esteem. As a staff team, we intend to maintain the momentum and to continue to expand the education horizons for the young people in our care.

This curriculum policy focuses on the educational provision at Glebe House, but the school does not function in isolation. The attached document will provide an in-depth explanation of the contribution of therapy and care in the lives of the young men who live and learn at Glebe House.

## 2. Legislation and guidance

This policy reflects the requirements for schools to provide a broad and balanced curriculum as per The Education (Independent School Standards) Regulations 2014

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards (in our case The Trustees) set out in the Department for Education's Governance Handbook.

## 3. Roles and responsibilities

### 3.1 The Trustees

The trustees will monitor the effectiveness of this policy and hold the Head of school to account for its implementation.

The trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is providing a broad and balanced curriculum which includes Literacy, Numeracy, PSHE and Digital Literacy.
- Proper provision is made for learners with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant statutory assessment arrangements.
- They participate actively in decision-making about the breadth and balance of the curriculum.
- Learners are provided with independent, impartial careers guidance, and that this is done in conjunction with the team of internal and external professionals (Virtual school, social workers, YOT officers, etc...) who work with the young people at Glebe House.

### 3.2 Head of School

The Head of school is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual learners will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the trustees.
- The Head manages requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The trustees are fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The trustees are advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for learners with different abilities and needs, including children with SEN.

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## 4. Organisation and planning

### 4.1 Programme of study

Our study programme is tailored to individual pupils, and combines the following principles:

- Academic, applied or vocational qualifications that stretch pupils, linked to training, employment and/or higher education.
- English and Maths, where pupils have not yet achieved a GCSE grade 4/C or above.
- Work experience that gives the opportunity for pupils to develop career choices and apply their skills in real working conditions.
- Other non-qualification activities to support progression and develop pupils' character, skills, attitude and confidence.

Our provision takes into account the complex needs of the learners. A majority have SEN needs and most have missed Key stage deadlines so we do not work with traditional year groups or Key stage groupings in our programme. The timetable for each learner is developed according to their ability, prior learning and ambitions.

The school day consists of eight formal lessons (seven 30-minute sessions, one 45 minutes lesson) if no SEW Group, and approximately 1.75 hours of Community Meetings.

The Community meetings take place daily - (Before school: 45 minutes, Lunch time: ½ hour, Evening ½ hour). They are the means by which some of the spiritual, moral, social and cultural as well as personal development parts of the curriculum are delivered.

Education is compulsory for all Glebe House residents. School time can be made up of any combination of academic, vocational and work experience choices from our offer, depending on the individual's age, prior learning, career ambitions, and ability.

As part of our normal way of working we also have Enrichment days in each term. These can take the form of a trip out to visit different institutions, workshops dedicated to a particular topic or cultural days integrated into the school day.

During the summer the school runs an Enrichment Programme. Whenever possible the projects done during this enrichment time will be linked to some form of social enterprise.

## **4.2 Our Offer**

Each young person has a unique pathway through the Glebe House programme. We aim to provide a broad range of subjects to those who are of compulsory school-going age. The following core subjects are taught to all in that age group – Maths, English, ICT, PSHE, Sport and Science.

Our offer is described in the diagram on page 16. We are registered with a variety of awarding bodies to ensure our ability to tailor the learning to the individual. We are able to offer courses ranging from Entry Level to A level depending on their needs. If a student chooses an A Level subject that is not on the list we are able to engage external tutors to help them through the course.

## **Relationship and Sex Education**

The learners at Glebe House have a history of sexually harmful behaviour so this is a key part of the Glebe House curriculum. The Relationship, Sex and Health Education is delivered through the Science and PSHE courses as well as in Community meetings and by the Clinical team during therapy sessions, the Offence Focussed therapy group sessions, and the Social Emotional Wellbeing intervention groups. Please refer to the RSHE policy for more detail of this provision.

## **Maths, English and ICT**

These subjects are part of the core curriculum at Glebe House. All learners are encouraged to complete qualifications in these subjects regardless of their age. If the learners are of compulsory school age these subjects are compulsory. Baseline tests are completed and courses offered range from Entry level 1 to A level.

## **Science**

Science is a compulsory subject for those of school age (15-16). We have access to learning platforms to deliver the science lessons in interesting and novel ways because we do not have a science lab at Glebe House. We are working with local schools and universities to gain access to a lab should any learners be capable of achieving a science qualification as there are some compulsory practical ideas that need to be evidenced.

## **Sport**

Physical Education is delivered both on-site and off-site through links with external resource providers; making use of specified hire times at local community sports facilities for activities, such as swimming and badminton, etc. We have ample outdoor space on site for most sporting activities and the use of a theatre for indoor activities. There is also an outdoor gym for the use of the learners. Sport is delivered as a timetabled lesson that is compulsory for those of school going age. The older learners are encouraged to do at least one session of sport even if they are not working towards a qualification. It is delivered in small groups or in individual sessions. Those who wish to take a qualification can do a BTEC in Sport and Active Leisure.

## **Art and Design**

Art is used in some of the therapy spaces at Glebe House. All learners are offered opportunities during enrichment days or as part of the set timetable to take part in recreational art. Some students do art to gain an Arts Award or as a GCSE subject depending on area of interest and ability. Art at Glebe House is well resourced and popular with the learners.

## **Vocational Subjects**

Carpentry, Multi trade Skills, Health and Safety (CSCS), Motor Vehicles, Home Cooking and Hospitality are all on offer for the learners at Glebe House. These courses are optional and are linked to career ambitions. They are offered through WJEC qualification at Entry Level and BTEC qualifications at Level 1 and Level 2.

## **Humanities**

Religious Education, Geography, History, Music, Drama are all on the Glebe House programme in some form. These are offered as optional subjects in which it is possible for learners to gain qualifications through OCR Entry Level or GCSE or as Art Awards. Drama is offered for the group in some therapy spaces and there is an annual workshop with the Geese Theatre Company - Interactive theatre performances, creative workshops, film-making projects and issue-based group work designed to engage, motivate and inspire young people. Previous projects have explored themes such as: self-esteem and self-efficacy, identity, peer pressure, hyper-masculinity, gender-based violence, gangs, knife crime, mental well-being.

## **Driving**

Those who are 17 and above are given lessons to help them pass their Driving Theory test and have the opportunity to practice driving on the car track within the grounds.

### **4.3 Transitions Programme**

The transitions programme has two parts to it. The Life skills lessons leading to a qualification in personal development and readiness for working life as well as the Independence Week away. The pastoral part of the transitions programme is managed by a separate team who stay in contact with the boys even after they leave as part of the Circles Programme. The Life Skills lessons have aims in areas of Personal and Social Development, Independent Living Skills and Pathway to Employment.

The boys who are in the transition part of the programme (final 6-month period at Glebe House) get an opportunity to experience life hands on. A house is rented for the week in Cambridge and the learners stay there with a minimum of staff support. During the week they are given a range of tasks to help further their understanding of how to be a responsible adult. The tasks include attending interviews, one of which is at the Job Centre, opening a bank account, getting a passport and applying for a driving licence.

#### **4.4 Work experience**

The available options are Administration, Site maintenance, Gardening and Catering work experience in our kitchens. The boys are treated as interns in the different departments and are paid for completed tasks. There are also off-site work experience opportunities at a local farm.

The work experience sessions are timetabled as part of the school week for the post- 16 learners. All the residents of Glebe House also take part in two week-long Work Experience weeks.

There are also opportunities to do work experience away from the school at some local businesses but this is dependent on the required supervision levels of the particular learner. Please see our Careers Policy for more detail.

#### **4.6 Therapy**

Each of the learners is required to attend an hour of each of the following each week:

1. Social Emotional and Wellbeing intervention group therapy (e.g. anger management or relationships).
2. Offence focussed group therapy.
3. Individual therapy sessions with a dedicated therapist.

#### **4.7 Facilities**

Our school grounds cover 3 acres in rural Cambridgeshire. We have multi- purpose classrooms that include a motor vehicles workshop, a woodwork shop, a theatre/drama and music studio, a reading room and an art room. We have plenty of outdoor space that has sports facilities e.g. flood lit football pitch and tennis court. The FTCT owns woodlands that we use for enrichment activities such as orienteering. All our indoor learning areas are spacious and well lit. Our team works hard to maintain a welcoming and professional environment for our learners. Learning and teaching at Glebe House is enhanced by good quality IT resources.

## **5. Inclusion**

Teachers set high expectations for all learners. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able learners
- Learners with low prior attainment
- Learners from disadvantaged backgrounds
- Learners with SEN
- Learners with English as an additional language (EAL)

With the leadership of our Head, teachers will plan lessons so that learners with SEN and/or disabilities have a positive experience in our school and that there are no barriers to every pupil achieving. The SEN development lead also ensures the effective use of team members to support lessons.

Teachers will also take account of the needs of learners whose first language is not English. Lessons will be planned so that teaching opportunities help learners to develop their English, and to support learners to take part in all subjects.

We engage the services of an Educational Psychologist to inform our practice and to ensure that all young people entering our service receive a tailored educational package that is relevant to their needs. Whatever the education level of the young men on arrival, we aim to enable them to reach their potential.

## 6. Monitoring arrangements

The Head of School will monitor teaching and learning throughout the school by:

- The analysis of classroom documentation and materials, such as forward plans, schemes of work, learning or lesson plans, pupils' work and classroom display.
- Interview with individual members of staff about the teaching and learning process, classroom methods and issues such as appropriateness of activities, behaviour management and support for staff during supervision sessions.
- Active participation in classroom activities.
- Co-operative teaching.
- Data analysis
- Direct observation
- The Head of School will also have responsibility for monitoring the way in which resources are stored and managed.
- This policy will be reviewed annually by the Head of School. At every review, the policy will be shared with the trustees.
- The next review date of this policy is September 2024

## 7. Links with other policies

This policy links to the following policies and procedures:

- SEN policy
- Teaching and learning policy
- RSHE policy
- Careers policy



## 8. The contribution of Care and Therapy Provisions to educational outcomes of the Glebe House School – braiding Education, Therapy and Care

### Context

The Trust runs a Therapeutic Community and School working with older teenagers with a history of Harmful Sexual Behaviour. The pupils are all full-time residents of the Glebe House Therapeutic Community. Young men who are accepted on the Programme at Glebe House will stay for at least 2 years and following a completion of this Programme they will be offered 18 months Transitions Support from a dedicated Team (usually involving a Circle of Support and Accountability). Young people can join the Community at any point in the yearly cycle, and therefore also can leave at any point. This intake is due to the referral process (which often includes fixed release dates from the Secure Estate). This creates some structural issues in managing educational courses.

Typically, pupils at the Glebe House School have had very challenging upbringings including a history of significant educational disruption. Many will be prevented from attending mainstream schools as a result of their Sexually Harmful Behaviour history.

Future planning is undertaken within the context of a range of restrictions set either through the Court process or through Risk Management plans including those established by MAPPP arrangements.

The component parts of the Therapeutic Community are:

- Education
- Care
- Therapy

It is in recognition of the unique nature of the service that the Trust has developed the concept of 'Braiding'. This recognises that the different components of the service are separate entities, with different origins and cultures. However, by being together in one place, and providing a service of support and development for the young people we work with, they have become holistically integrated in delivery and experience. As such, these elements are braided together to form a wraparound service that seeks to foster positive change in young people on an otherwise desperate life-trajectory. This policy paper seeks to place the context of Care and Therapy within the School Educational framework.

### Philosophy

In line with the holistic Therapeutic Community approach undertaken at Glebe House there is a cohesive link within the spheres of influence of the core elements of Education, Care and Therapy. The educational programme offers 26¼ hours per week, delivered in formal lessons or through Clinical led groups that have an educational component (Community Meetings and Link Group) These Clinical and Care interventions are timetabled and include components that support the development of skills, knowledge and understanding in relationships and sex education, PHSE and building citizenship attributes and British Values.

As an organisation we recognise that such blurring can potentially create regulatory issues but valuing opportunities such a flexible approach makes to facilitating long-term positive change. Such change has been evidenced by a substantial long-term independent outcome evaluation of young people who have graduated from the Programme:

[https://www.ftctrust.org.uk/imgstore/gh\\_report\\_oct\\_2014.pdf](https://www.ftctrust.org.uk/imgstore/gh_report_oct_2014.pdf)

This comprehensive research foundation recognised the significant positive impact of the programme at Glebe House in reducing future risk and crime. There is an increasing research identified correlation between Sexually Harmful behaviour in young people and an increase in risk of future crime of both a sexual and non-sexual nature.

Our working model for this correlation includes factors in a number of dimensions:

- Poor behaviour relating to sexual boundaries
- Experience of the Looked After system
- Level Emotional Intelligence
- Ability to emotionally regulate
- Development of positive future aspirations

These factors can clearly be positively influenced by a pro-education attitude. There is a clear crossover between the Clinical and Care aspirations and the Educational aspirations for the young people. This is recognised in the Therapeutic Community Practitioner Core Competencies. This competency set is included in all staff Job Descriptions AND in the induction process for all the young people (pupils). It is recognised that different roles within the organisation might require different levels of competency but that ALL members of the Community (including the pupils) should be aspiring to improve their competency level:

### **Essential Core Competencies for a Therapeutic Community Practitioner**

- Ability to gather information and to analyse that information and feedback to the Community.
- Hold a capacity for empathy and understanding
- Maintain compassion even in adversity
- Understand the significance and importance of expertise gained through experience
- Ability to promote processes of self-help and recognise the value of mutual help
- Understanding the significance of relationships and attachments
- Understand Group Process

These two models have a clear crossover to the 'British Values' embedded in school curriculums are considered:

The five British Values are:

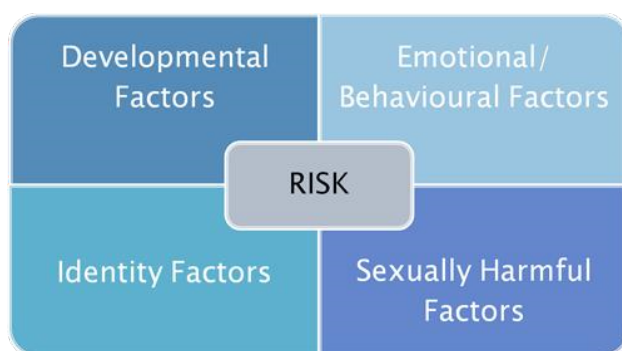
- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect.
- Tolerance of those of different faiths and beliefs.

The Community Meetings and Link Group are therefore vital in both the Clinical and Educational pathways for the young people at Glebe House. There are four Therapeutic Principles or 'Cornerstones' that underpin the community meetings, these are communalism, democracy, reality confrontation and tolerance. The Link Group space is a group therapy space that explores emotional expression and identity using music, art, drama and creative therapy techniques.

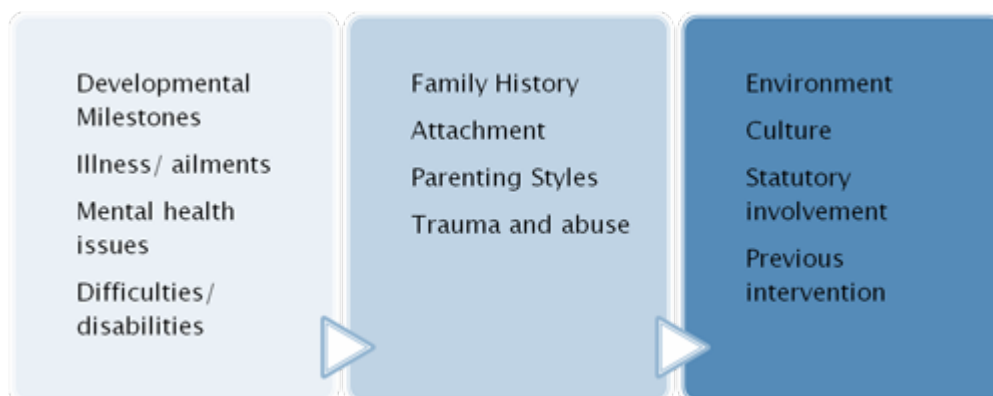
In addition, the Therapy Milestones provide an overlap with the wider educational programme, promoting an understanding of self and of relationships, learning about emotional regulation, resilience and mindfulness, learning to explore identity and behaviour management.

These areas are fed into education through the frontline managers meetings and through 3 monthly Individual Treatment Plans (ITPs).

## Treatment Milestones



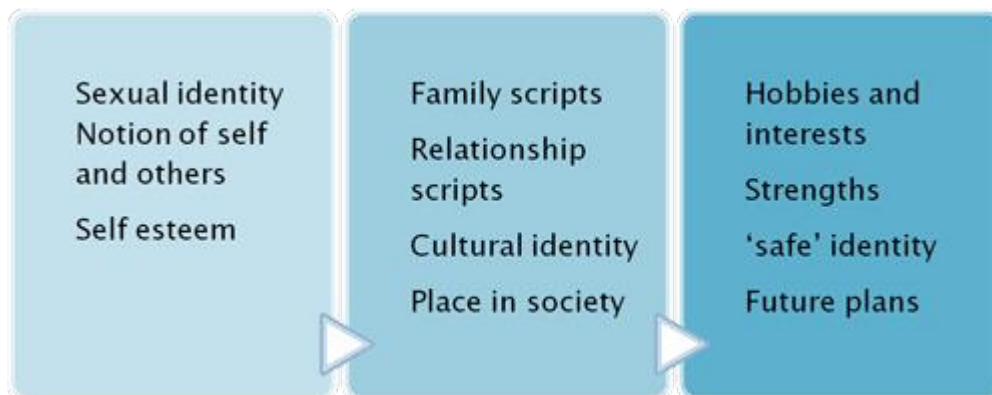
## Development factors



## Emotional / Behavioural Factors



## Identity Factors



## Sexually Harmful Factors



## Application within the School Setting - Intention

The intention in the school is to take a holistic and integrated approach that embeds therapeutic strategies throughout the student's day. The aim here is engage a range of strategies that will improve a student's ability to self-regulate first and then participate and access learning and then curriculum.

The integrated approach also aims to support students to generalise skills learnt and then apply them to real-time situations with the help of skilled staff who are able to apply individual targets and strategies throughout daily school life and into the wider Therapeutic Community setting. In turn, this will enable students to achieve success and to build self-esteem, confidence and greater levels of independence.

Through this approach, the aims of therapeutic aspects of the timetable are to:

- Develop strategies to support processing of language (both cognitive and emotional)
- Support students to learn skills in self-regulation
- Improve and develop independence
- Improve levels of engagement and access to learning and the curriculum
- Support students to develop and manage friendships/relationships
- Develop their understanding of the world around them
- Develop social understanding
- Support students to express their wants, needs and ideas coherently and effectively in non-abusive ways
- Develop fundamental speech, language, communication, motor and functional skills
- Build self-esteem and self-confidence
- Prepare students effectively for adult life
- Support students to learn to make choices and to understand the consequences of those choices
- Develop problem-solving skills that will generalise to all contexts
- Develop life skills.

## Implementation

Assessment Period:

Young people being considered (and considering) a placement is offered a 6-week assessment period. During this time, they undertake a range of educational, psychological and care assessments. These are intended to establish a base-line (enabling the service to assess progress) and to develop a working model as to the educational, emotional and clinical needs of the individual.

This assessment is translated into an individual timetable that includes specific times for lessons and individual therapy.

During the initial joining process (approximately 3 months) there will be additional psychometric tests and an Educational Psychological Assessment will be commissioned (unless a timely assessment report already exists).

### Individual Treatment Plans:

This joining phase will enable the pupil to start the Individual Treatment Plan process. On a three month rotation each young person's progress and needs are considered in a Case Discussion meeting where there are representatives from Education, Care and Clinical. The implementation of ITP's predates the school's registration and there is currently discussion about changing the name to recognise and respond to changing educational focus of the programme.

Holistic progress is considered and this leads to a review of the individual Treatment plan with the young person and a small group (including at least the keyworker, therapist and a school representative.) This process is in addition to the Looked After Children and personal Education Plan reviews involving external professionals.

During the Individual Treatment Planning process, the short-term targets and themes will be identified and then a plan made regarding the best delivery of the interventions. Therapists will provide a detailed baseline assessment using formal and informal methods as well as observations of students.

A variety of methods to implement treatment including:

- Direct and indirect therapy
- Programmes devised by a therapist that can be used by staff to support students in the classroom
- Managing the environment to maximise access to learning
- Integrated therapy support in class
- Upskilling staff through training and modelling strategies/interventions
- Developing frameworks and policies
- Developing specific therapeutic curriculums such as functional skills, wellbeing and Social Thinking
- Advice and guidance to staff and parents
- Engagement with families and family networks
- Outreach family work
- Crisis management to add additional support for students who are experiencing a difficult

This three-monthly cycle continues for the rest of the placement.

### **Staffing:**

The upskilling of staff through INSET and the improved receptiveness of students towards their own learning and better behaviour and attendance will enable teachers to focus more strongly on the curriculum and exam subjects, meaning that students' life chances and options will be improved as a result of being at The Glebe House School and receiving care and therapeutic support from the service.

Similarly, the progressive climate of decreasing challenges from students is also more likely to promote a greater sense of wellbeing amongst teachers and TA's, thereby reducing staff turnover ensuring greater staff continuity and stability for students and further reductions in anxiety.

There are a number of strands regarding the monitoring of impact from these approaches. Classroom behaviour and pupils' ability to contain difficult emotions and remain engaged in education will be a benchmark for overall progress. This, along with other education focused performance indicators (attendance, academic attainment, attitude ...) will be reviewed as part of the Individual Treatment case discussion. This data is combined with progress data collected by the Clinical and Care Teams to give an overall picture of progress through the Individual Treatment Plan planning process. In addition, these key performance indicators are considered across the whole pupil group through the School Leadership and Governor monitoring processes.

Finally, the use of external professionals is significant in mapping progress within a cohort with very disparate backgrounds. Evaluation from referrers and local authority virtual schools provide useful indicators as to the whether a pupil is making progress within the context of their individual circumstances.

The School will also identify and implement assessments to establish base-lines and progress relating to the areas of curriculum identified as being addressed through the less formal Clinical and Care timetable. These areas are monitored using less overt processes in order to maintain the necessary dynamics within these intervention spaces. Formal assessments administered through the Education Team will allow for progress to be monitored without effecting the dynamics in therapy and keyworking spaces. In addition, there are number if fixed data points relating to educational progress. The third data strand is the fixed data points of the psychometric tests administered by the Clinical Team to formulate profiles and measure clinical change. This data is brought together through the Case Discussion process associated with the three-monthly Individual Treatment plan process.

The impact of the integrated approach will allow students to develop their functional skills as specifically detailed in their Education Health and Care Plan, such as the ability to express themselves more clearly, improve handwriting skills, or language processing skills, enabling them to become more effective in managing the classroom environment. Following on, this means that students will be able to access learning and improve their academic attainment while also benefitting from the social environments. These data sets will be collated on a termly basis and will form part of the pupil's termly report.

Progress on these areas will foster in pupils a sense of community and enable them to begin to develop friendships, build social-communication skills, and learn to understand and manage their emotions. As a result, they will start to view themselves as successful learners, build their self-esteem

and confidence, bringing about a reduction of anxiety. Such progress is recognised as factors to reduce long-term risk.

The use of therapeutic strategies in preparing students for adulthood will enable them to view themselves as successful members of society and empower them to use a range of learnt skills, such as problem solving, emotional regulation and Social Thinking skills, to manage work and social environments outside of school.

The overall effectiveness of the regime will be monitored by feedback from the Transitions Team – who will offer outreach support for 18 months post placement. This will enable the service to develop a sense regarding the strengths and weaknesses in the Programme and to adapt and improve the regime for further pupils.

September 2023 JR