



St Edward's is a day and residential special school providing care and education for boys who experience social, emotional and mental health difficulties (SEMH).

Pupils are referred by local authorities as a result of diagnosed difficulties relating primarily to their behaviour. Consideration for placement is made on the basis of a set of admission criteria provided to the Local Authority and discussed with families at interview.

### **Education and Personal Growth**

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St Edward's tries to assist each pupil's personal and social growth, whilst at the same time offering a first class all round education. Within a friendly, supportive and stimulating community, pupils are encouraged to grow as individuals, cultivate their talents, adopt the habit of working to the best of their ability in school, develop a sense of responsibility for their actions and celebrate their achievements.

Every opportunity for learning is maximised. We instil a culture of high expectations and celebrate success. An enriched curriculum extends pupils' general knowledge and understanding. Pupils' emotional and social needs are supported, monitored and developed, underpinned by strong relationships that are established and maintained between staff and pupils. This supports pupils to achieve, succeed, grow and develop.

Our behaviour support principles are trauma informed and proven to be effective for pupils with a comorbidity of need, including Attachment Disorder and Autism Spectrum Condition (ASC). We provide pupils with attuned and trusted adults, who will support them to improve their quality of life, as well as reducing behaviours of concern.

### **Developing Positive Relationships**

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The school creates opportunities for pupils to contribute to the wider community and an enviable range of outdoor, sporting and recreational ventures provide strong incentives to participate in and beyond the classroom. Our model of living and working encourages pupils to develop active, participating and contributing membership of their home communities and society in general.

An emphasis is placed on the growth of positive relationships between pupils and the staff team, such that, in times of challenge or crisis, appropriate staff support may enable pupils to address and overcome difficulty. We aim to help pupils manage the difficulties and obstacles they encounter with a prevailing sense of respect and regard for their personal dignity and always in the knowledge that we are here to help.

An active and influential Student Council provides opportunities for pupils to participate in citizenship activity. The Council initiates ideas and suggestions for school improvement through a recognised democratic process.

A prevailing atmosphere of mutual respect; recognition and tolerance of differing levels of need; a strong Pupil Voice; an understanding of and adherence to expected behaviour and; the responsibility of all to keep each other safe, are the foundations for positive relationships and are fostered in Fundamental British Values and the School's strong Catholic ethos.

## **Our Facilities**

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St Edward's is located in substantial parkland on the edge of the New Forest in Hampshire. It benefits from extensive grounds, specialist facilities and workshops, together with sporting facilities, including a swimming pool, motorbike track and an all-weather multi sports area. The beautiful lake offers opportunities for fishing, pond dipping and kayaking. The diversity of the landscape provides opportunities for Outdoor Education and Land Management.

In addition to a full and varied curriculum, pupils can access specialist support services via The Bridge, a modern therapeutic space.

St Edward's School offers residential provision. Residential provision enables boarders to access challenging and fulfilling activities. This encourages self-confidence and the ability to develop positive interaction with others. This is encompassed within the stability of a safe, comfortable and nurturing environment, in an endeavour to also promote and enhance their Independent Living Skills in preparation for adult life.

Residential pupils gather in their year group area for the later part of each evening. Suppers are provided and bed times vary according to pupils' ages. Residents' accommodation is homely and comfortable, with shared sitting rooms and modern communal kitchens.

## **Mission and Ethos**

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As a Catholic School in the Diocese of Clifton, we ensure our pupils are enriched spiritually by providing opportunities to engage in the mission of the school in a way that relates to the core values of Catholic Social Teaching. They are encouraged to participate in activities that demonstrate a solidarity with staff and peers, both at home and abroad, in seeking to promote the Common Good. Pupils at St Edward's will take part in projects that demonstrate a clear regard for the poor, a consciousness of their role as environmental stewards and a willingness to work together to protect human dignity.

### **School Values**

#### **Faith**

Faith at St Edward's School is a lived reality within the Common Good. We all strive to educate and form young people in the truths of who they are, why they are here and where they are going. St Teresa of Avila outlines it when she says

Christ has no body but yours,

No hands, no feet on earth but yours,

Yours are the eyes with which He looks

Compassion on this world,

Yours are the feet with which He walks to do good,

Yours are the hands, with which He blesses all the world.

#### **Respect**

Mutual respect underpins the relationships between all members of the St Edward's School community; staff and pupils alike. We accept each other for who we are, even if we are different or disagree with each other. Respect in our relationships builds feelings of trust, safety and wellbeing. It doesn't have to come naturally – it is something we can all learn.

#### **Honesty**

A good moral compass is something that we wish to be exemplified by a St Edward's School pupil. Honesty is demonstrated by what we say and by what we do. It impacts our entire life; our jobs, our relationships, our own feelings about ourselves and the actions we take. It allows us to feel good about what we do and most importantly, it can move us forward.

## **Generosity**

At St Edward's School, we promote amongst all members of the community, a readiness to be giving. We give generously, in solidarity with those less fortunate than ourselves. For the common good and care for creation, we give of our time, thoughts, prayers, energy and where we are able, items that meet others' practical needs, such as food, clothing or money.

## **Tolerance**

Everyone at St Edward's School is encouraged to be open and receptive to the beauty of differences and to respect and appreciate the culture of others. Pupils are helped to understand that the seeds of intolerance are fear and ignorance, and that only through mutual acceptance can one begin to contribute to a more peaceful world in which we live.

## **Responsibility**

The staff at St Edward's School model the integrity with which we should all carry out our duties. Pupils are supported towards the realisation that when one is responsible, there is the contentment of having made a contribution. As a responsible person, one has something worthwhile to offer — so do others. Pupils are prepared for adulthood in the knowledge that having responsibility is accepting what is required and carrying out the task to the best of your ability.

## **Justice**

Fundamental British Values permeate through all facets of school life, alongside and in union with principles of Catholic Social Teaching. The election of the Student Council embodies the democratic process, which in itself is underpinned by its good governance as well as the expectation that if pupils wish to exercise agency, that they are accountable for themselves. Pupils are educated on the Rule of Law, but as a microcosm of wider society, are encouraged to present expected behaviours in school, as well as respect the freedom of every person in our community to assemble, be heard, have alternative thoughts, self-expression and identity.

## **Teaching, Learning and Assessment**

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St Edward's delivers a modified curriculum, bespoke to meet the individual needs of the pupils; whether these needs pertain to specific learning difficulties or gaps in their education. Pupils enjoy an incentivised curriculum that instils a sense of resilience and independence as they develop a more positive perception of themselves as learners. It is designed to engage them and account for the impact of their social, emotional and mental health needs on their ability to learn.

A range of therapeutic modalities are integrated to support effective teaching and learning.

Teachers, therapists and assistants, enable pupils to overcome their learning difficulties and associated behaviours to make outstanding progress and *diminish the difference*. This is a result of consistently careful planning and detailed knowledge of individual students' abilities.

The curriculum reflects our core aim – to enable every pupil to reach their potential. Our offering spans from a liberal and balanced curriculum for pupils in; Lower and Middle School, where they are educated in a 'high nurture, high structure' environment, until they progress into Upper School where pupils follow personalised learning pathways.

St Edward's uses a tailored assessment framework, called Prisum. Pupils are supported by teachers and care professionals to maintain an awareness of their progress.

Pupils are nurtured and encouraged to engage in dialogue that shows an understanding of their learning journey; where they have come from, where they are, but most importantly, what they are capable of achieving and how to get there.

All pupils enjoy success and accrue a raft of formal qualifications, including GCSE, Btec, Entry Level Certificates, Functional Skills and AQA Units, all of which signify progress from their baselines upon admission. Post-16 courses are offered both in school and as college placements and students are supported by a Post-16 Learning Mentor.

Excellent examination results and other qualifications across a wide range of academic and work-related subjects, significant progress in their literacy, numeracy and social communication skills from their start points, means that our pupils leave us equipped with the requisite skills, but more importantly the confidence to make the successful transition into Further Education and preparation for adulthood.

## **Lower and Middle School**

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Lower and Middle School provide a nurturing environment for pupils in Key Stages 2 and 3 (years 5 to 8). Each pupil follows their individual learning path based on a primary model which follows the National Curriculum. Teaching and learning is of a high quality which helps pupils to progress, the 'high nurture, high structure' environment helps pupils to feel safe and allows them to build meaningful relationships with adults and peers. We promote a positive learning culture so pupils can enhance their view of themselves as learners, adopting a Growth Mindset where mistakes are an opportunity to learn.

Our aspiration is for pupils to flourish by identifying and meeting their academic, social, emotional and sensory needs. Pupils are provided the opportunity to participate in daily sensory circuits aiding their ability to regulate themselves, which in turn maximises their learning capability. Learning is incentivised through daily and weekly reward time. The aim of Lower and Middle School is to prepare pupils for future transitions, by providing them with a safe and consistent foundation upon which to build. We seek to *diminish the difference*, supporting pupils to develop a set of skills for learning that will enable them to continue to access the curriculum and begin to work towards realising their academic potential.

## **Special Educational Needs and Therapy**

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The Special Education Needs & Therapy Team consists of:

- SENCo
- Occupational Therapist
- Speech and Language Therapist
- Clinical Psychologist
- Counsellors and Specialist Coaches
- Assistants.

St Edward's therapeutic ethos continues to grow and evolve in response to the individual needs of our pupils. Assessment, therapy, counselling and support is provided in line with the needs that are detailed within the EHCP and identified within additional admission assessments.

These highlight areas for development for individual pupils that may include:

- Academic ability and attainment
- Anti-bullying interventions
- Anger and anxiety management
- Attachment, trauma and secure relationships
- Bereavement counselling
- Communication and social skills
- Executive functioning and readiness for learning

- Gross and fine motor performance
- Independence and self-care
- Mindfulness based CBT
- Self-awareness and self esteem
- Sensory integration and self-regulation.

We work in a holistic, individualised way using evidence based practice, goal setting and clear outcome measures to ensure efficacy of service.

All professionals providing bespoke and cohesive working approaches contribute to termly reports. We review pupils' needs at regular pupil conference meetings that can include parent input and outside professionals as appropriate.

The multidisciplinary team works in a preventative, rather than reactive manner, supporting the wellbeing of our pupils by providing them with protective skills and strategies to manage their own mental health and ability to access learning. The team works closely alongside school staff to ensure there is a consistent and cohesive working approach and understanding of all pupils.

As new needs are identified, the service is developed using individualised targeted programmes that are delivered on a 1:1 basis. Whole school practices have been developed by the team including curriculum based social skills, daily reading practice, Social Thinking, Zones of Regulation and Sensory Circuits programmes.

The team also provide regular inset training to the wider school staff to, increase understanding of support needs and to improve the approach of education and care of pupils.

The therapy team work out of The Bridge which has the capacity to offer a space that can be accessed by pupils at any time during their time at school. It is a positive, empathic space where experienced therapists, Specialist Coaches and teachers spend time with pupils 1:1 or small group basis addressing pupil need.

Pupils can access The Bridge at various points during their placement, the three main times are:

1. Transition – the school is focused on ensuring an effective, phased transition for pupils into the school. Attendance plans give pupils the chance to spend time being familiarised with the school day, the staff, the common language used throughout the school and for further investigative assessments if necessary. Therapists create a *Pupil Passport* during this time which then offers staff the opportunity to know and understand a pupil's needs and support strategies as soon as they transition into the wider school.
2. Direct therapy – offered to pupils who have therapeutic needs as per their EHCP or via referrals from school staff/parents or carers, or as a result of assessment on admission. This can be in the form of Speech and Language Therapy, Occupational Therapy, Anger Management, CBT based mindfulness and behaviour analysis carried out by our consultant Clinical Psychologist. All therapists are fully qualified and experienced. Support may be given in 1:1 sessions, integrated into classroom strategies or through staff led interventions.
3. In-Reach – this is an intervention to prevent escalation in serious incidents and in more severe cases, preserve a breakdown of placement. In-Reach offers 1:1 bespoke programmes that are planned in conjunction with the Senior Leadership Team, therapists and teachers.

## **Curriculum Enrichment, Activities and Expeditions (Wider Horizons)**

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The full curriculum offering is enriched with whole school events, visits from outside speakers, field trips, creative cross-curricular projects, independent living skills and work experience opportunities with an aim to shaping a belief within our pupils that they are and can continue to be valued members of society, who contribute to the greater good.

Our activities programme, whilst incentivising pupils to engage in the curriculum and display expected behaviours, serves to encourage pupils to step outside their comfort zones and grow in confidence as they embrace new experiences; often ones that they thought inaccessible to them.

Our expeditions promote health, encourage positive attitudes towards the environment, enhance communication skills and increase self-reliance and confidence in every pupil.

At St Edward's, we consider pupil progress to be the responsibility of everyone working alongside our pupils. Our purpose is to help pupils develop to their fullest. We seek to immerse them in a school life, rich and diverse in classroom based and experiential learning; each pupil accruing the Cultural Capital that affords them a degree of social mobility.

The holistic care provided and the strong Catholic ethos that permeates through every facet of their school life, develops a sense of self-worth and realisation that they are valued.

## **Leadership and Management**

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The leadership of the school is overseen by a Board of Governors, whose experience spans many professional disciplines. The Board considers monthly reports from the school's lead professionals.

The strategic management of the school is viewed as paramount and operationally leaders provide guidance, direction and support for the day-to-day management of the school. Leaders are outward looking and focused on continuously improving the service. They are responsive to changes in practice and keen to enhance their knowledge and skills. Leaders promote a commitment to a common vision for a successful school which, at its best, helps pupils transform their life chances through education and a strong SMSC agenda.

Unannounced monitoring visits are carried out throughout the year by an Independent Visitor.

## **Spiritual, Moral, Social and Cultural (SMSC) development**

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The Spiritual, Moral, Social and Cultural (SMSC) development of our pupils underpins their 'recovery', to a place where they understand their own needs, can celebrate their God-given talents and find a meaningful place in the world.

Before they find that place, we can support them to navigate the world in which they live and in some instances, have found hard to understand; appreciating the interdependence of individuals, groups, nations and the environment through an enriched and diverse curriculum.

Pupils are provided with safe opportunities for spiritual reflection, to consider their own personal and moral values, as well as recognising the rights of others to hold and protect their own.

Our expected behaviours and support around Social Thinking, help pupils to forge their own moral compass. Positive changes often migrate to life outside of school, improving family life and preparing them for adulthood.

Understanding human endeavour and achievement embedded within the curriculum develops pupils' Cultural Capital as well as nurturing within them a belief that they too can contribute to the *Common Good* and the world is a better place for them having been in it.

## Safeguarding

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The Chair of the Board of Governors is the nominated safeguarding Governor.

Leaders regard safeguarding as underpinning the effectiveness of the school, ensuring pupil and staff wellbeing. The Head of Pastoral Care is the school's Designated Safeguarding Lead (DSL) and is supported by two deputies; the Deputy Head and the Pastoral Care Manager for Upper School. These are a point of contact for all staff and pupils. We ensure we safeguard each pupil by assessing their level of need.

There is a strong culture of safeguarding awareness, supplemented by regular updates and training. An effective whistleblowing policy is known and understood. In addition, the school has comprehensive 'Safeguarding', 'Complaints' and 'Anti-Bullying' policies which all staff read and are familiar with. In addition, all staff receive training to cover these areas.

All staff have a key role in the prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community; taking into account *contextual safeguarding*, in accordance with the guidance.

All staff are proactive in promoting the welfare of the pupils and understand the importance of safeguarding the pupils for whom they provide care. The following guidelines form part of the safeguarding policy and all staff are made aware of these at induction, and reminded about them when they start working with the children through supervision and team meetings:

- all adults have a duty of care and a duty to respond to, and report, any suspicion of abuse, or any child who may be at risk of any significant harm or abuse;
- no adults will ask leading questions;
- all information will be passed on immediately to the DSL;
- all information will be dated and signed and kept secure and confidential;
- all staff receive annual training in Safeguarding Children;
- the Chair of the Board of Governors is the nominated safeguarding Governor and all safeguarding issues are monitored by the Board of Governors;
- when a referral is made to the local safeguarding children's partnership it will be sent within 24 hours;
- if applicable, information will be sent to the Local Authority, Local Authority Designated Officer, and Ofsted within 24 hours.

All complaints are recorded, investigated and reported to the Placing Authority and parents / carers. Support will be provided to all parties involved.

Child on child abuse happens in a whole range of settings that children attend. It might take place online, for example, or away from the school. Therefore, regular training for staff to help them recognise the signs, and know what to do, is essential. All staff read and refer to our safeguarding and child protection policies and understand that child on child abuse will never be accepted or dismissed as 'children being children'. As well as supporting and protecting the victim, professionals will consider whether the perpetrator could be a victim of abuse too.

Safeguarding features on staff meeting agendas. Within staff meetings, discussions for improving practice is shared in order that all staff can learn as a team. This supports Continued Professional Development (CPD).

The school has an Independent Listener who performs an advocacy role of which pupils are aware.

## **The Staff Team**

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The staff team consists of people who have well-founded confidence and experience of working with pupils who face challenge within the range of our expertise. The school provides training in all the essential aspects of working with young people.

Staff provide behaviour and pastoral support to pupils in classes and in occupational, recreational and social settings. The intention always is to provide a sense of community and belonging.

The school views modification of behaviour in the context of both school and family life. Staff work in partnership with parents and carers to help every pupil experience success and realise their potential.

## **Inspections**

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In addition to statutory inspections by Ofsted and Clifton Diocese, the school is also subject to monitoring and inspection by placing authorities.

### **TO CONTACT OFSTED**

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