



Nurturing inclusive learning communities

Welcome to

Ethos College

Nurturing inclusive learning communities

www.eat.uk.com

Dear Parent/Carer

I am delighted to welcome you to Ethos College. Ethos is a well-established education provision, specialising in SEMH and medical needs, supporting pupils aged 14-16 who are unable to attend a mainstream setting. We have a long-standing reputation for achieving outstanding outcomes with vulnerable pupils. Our nurture-based philosophy underpins our practice. At Ethos College, we provide a caring, stimulating, safe and welcoming environment where learning is enjoyable and teaching is personalised to the needs and interests of individuals. Pupils are supported to fulfil their academic potential whilst developing the confidence and skills required to succeed in post-16 education, employment or training.

Our mission is 'Nurturing inclusive learning communities. Focused on maximising the life chances of all children, we embrace a forward-thinking and open-minded outlook, informed by a thorough understanding of the strengths and needs of our pupils, parents/carers, local schools and the wider community'. Our school is underpinned by our core values: Leading with integrity; Thinking innovatively; Encouraging freedom and responsibility; Celebrating achievement; and Improving continuously.

Pupils are dual registered with their mainstream school and Ethos College. Pupils will either access a full-time group place or follow a personalised timetable; dependent on individual needs.

This information pack will provide you with some information about our school and offer. It is intended to be a guide, as we are developing our offer and new and exciting opportunities are developed on an ongoing basis to meet the changing needs of our pupils.

As a school, we highly value parental involvement and our staff team make regular contact with parents and carers regarding updates on academic progress and SEMH wellbeing; as well as offering events throughout the year where parents and carers are invited into Ethos to share and celebrate success.

If you have any further questions about Ethos College, please do not hesitate to contact the school. Along with my staff team, I look forward to welcoming you to our school.

Kind regards,
Rebecca Smith
Head Teacher



Nurturing inclusive learning communities

Our Mission

Nurturing inclusive learning communities

Focussed on maximising the life chances of all children, Ethos Academy Trust embraces a forward-thinking and open-minded outlook, informed by a thorough understanding of the strengths and needs of our pupils, parents/carers, local schools and the wider community.



Ethos Core Values



Leading

with integrity

Championing honesty and transparency
Building trusting relationships



Improving

continuously

Raising standards
Investing in effective partnerships



Celebrating

achievement

Improving academic progress
Enriching personal development



Encouraging

freedom and responsibility

Working collaboratively
Developing strong, effective leaders



Thinking

innovatively

Finding creative solutions
Meeting individual needs

School Day

The school day starts at 9am and finishes at 2.30pm.

Staff are on duty at the school gates to meet and greet the pupils as they arrive.

All pupils must sign in on entering the school and sign out at the end of the school day. Pupils are given ID badges in order to do this.

At the end of the school day, staff will be on duty at the school gates to ensure everyone leaves the site safely.

EXAMPLE TIMETABLE

9:00 - 9:30	Breakfast
9:30 - 10:15	Lesson 1 (Core)
10:15 - 11:00	Lesson 2 (Core)
11:00 - 11:15	Break
11:15 - 12:00	(Core & Nuture)
12:00 - 12:30	Lunchtime
12:30 - 14:30	(Options / Varied Curriculum)
14:30	Home time

Good attendance is expected and rewarded at Ethos College. If your child is unable to attend due to illness, please notify group staff or the school office on 01924 469170 as soon as possible.

The school does not authorise term-time holidays.

Ethos College Curriculum Overview

Intent	Vision	Nurturing Inclusive Learning Communities					
	Aim	To shape well-educated and rounded young adults who become successful lifelong learners and are ready to take their place in modern-day Britain.					
	Our Curriculum is underpinned by the 6 nurture principles	The classroom offers a safe base	Children's learning is understood developmentally	Transitions are significant to the lives of children	Nurture is important for the development of wellbeing	Language is understood as a vital means of communication	All behaviour is communication
	Core Values	Leading with Integrity	Thinking Innovatively	Improving continuously	Encouraging Freedom and Responsibility	Celebrating Achievement	
	Our Curriculum is designed to:	Help pupils gain an appreciation of long-term commitments that frame a successful and fulfilled life – family, relationships, local community and faith	Be dynamic to meet the needs of individual pupils to support future career choices	Help pupils have the ability to be motivated by long-term goals	Breakdown barriers to participation by having a multi-agency approach and nurture effective partnerships with the wider family	Expand pupils' perspectives through a range of spiritual, moral, social and cultural opportunities to promote their sense of moral and social responsibility by introducing them to the best that has been thought and said	
		Give pupils opportunities to explore and express their character to learn positive moral attributes like courage, honesty, generosity, integrity and humility which helps to build the skills they need for resilience, empathy and employability	Enable pupils to work towards SEMH targets identified through Boxall and specific targets identified in EHCPs	Show pupils the possibilities in a world where it is not obvious by giving them access to high-quality careers education and challenging poverty to aspiration	Ensure pupils feel safe and understand how to stay safe by having highly effective safeguarding procedures	Be rigorous and academically stretch all pupils to achieve academic success	
		Ensure pupils acquire social confidence – the ability to make points or arguments clearly and constructively, listen attentively to the views of others and behave with courtesy whilst displaying good manners and respect	Promote a sense of pride, belonging and identity	Develop life skills and raise self-esteem through high-quality personal development	Make links with external partners to prepare students for life in the world of work based on local and national employment and training needs	To provide a personalised knowledge base to allow all pupils to access further education and employment irrespective of their ability or background	

Implementation	Teaching is based on the starting points of all pupils to ensure prior learning is built upon to ensure fluency	Teachers have a deep understanding of content knowledge, pedagogical knowledge and pedagogical content knowledge. They have high expectations in	Teachers use formative assessment to be dynamic in lessons to aid progress and to plan lessons for the future to build fluency	Staff foster strong, positive working partnerships with all stakeholders, especially parents, carers and the local and wider community	Personalised pathways are developed and based on individual need. Pupils foster strong, positive relationships with adults and their peers	
	Core Curriculum	Options				
	English (GCSE, Entry Level, Functional Skills)	OCR Enterprise and Marketing	BTEC Health and Social Care	BTEC Music	BTEC Performing Arts	GCSE Art
	Maths (GCSE, Entry Level, Functional Skills)	Creative Development	GCSE English Literature	GCSE Film Studies	GCSE Geography	Forest School
	Science (GCSE and Entry Level)	Hair and Beauty	BTEC Home Cooking Skills	OCR Child Development	OCR Creative iMedia	Arts Award
	Personal Development/ASDAN	GCSE PE	BTEC Public Services	Topic-based Learning	Outdoor Education	Votes for Schools

Impact	Attendance	National Examination Data	Destination Data	Exceptional Progress
	Improvement in Attendance – Value Added	Boxall data to show non-academic progress	Progress towards EHCP targets	Marking and feedback
	Celebrating achievements through rewards and awards	Reduction in behaviour incidents	Progress towards Gatsby Benchmarks	Proven success of Alumni

Personal Development

Personal and Social Education helps pupils lead confident, healthy and responsible lives. At Ethos College, all pupils are offered a curriculum which includes opportunities to acquire the knowledge, understanding and skills they need to manage their lives now, and into the future. During these lessons, pupils will develop the qualities and attributes they need to thrive as individuals, family members and members of society.

At Ethos College, we will:

- support the development of physically, emotionally and socially healthy pupils;
- develop essential employability skills for the 21st century;
- reduce or remove barriers to learning, such as bullying, low self-esteem, unhealthy/risky behaviours;
- Promote British values, including democracy and preparing pupils to become an active members of society;
- Promote equality and diversity so that pupils respect others, as well as promoting tolerance and understanding of different religious and cultural beliefs.

RSE (Relationships and Sex Education)

Ethos College considers that RSE is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

The aims of RSE within our school are to:

- provide a framework in which sensitive discussions can take place;
- give pupils an understanding of sexual development and the importance of health and hygiene;
- help pupils develop feelings of self-respect, confidence and empathy to value themselves and others;
- create a positive culture around issues of sexuality and relationships;
- teach pupils the correct vocabulary to describe themselves and their bodies;
- understand the range of relationships, including the importance of family for the care and support of children;
- understand the consequences of their actions and behave responsibly within relationships;
- be able to recognise unsafe situations and be able to protect themselves and ask for help and supports;
- understand the role the media plays in forming attitudes;
- understand how safe routines can reduce the spread of viruses.

As part of RSE, pupils will be taught about the nature and importance of strong and mutually supportive relationships including marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and help to develop skills that enable pupils to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

SMSC

(spiritual, moral, social and cultural) development

At Ethos College, SMSC is woven into all aspects of the curriculum, from breakfast club, nurture provision, core subjects and extra-curricular opportunities and activities.

The **Spiritual** development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life;
- knowledge of, and respect for, different people's faiths, feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

The **Moral** development of pupils is shown by their:

- ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues.

The **Social** development of pupils is shown by their:

- use of a range of social skills in different contexts;
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The **Cultural** development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of life in modern Britain;
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values;
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity.

Uniform

At Ethos College, pupils are allowed to wear their own clothing as long as it is appropriate for school.



- Offensive logos/wording is not allowed on clothing.



- Hoods and hats must be removed once on site.



- Mobile phones and smoking paraphernalia must be handed in to staff upon arrival.

Transport

At Ethos College, we encourage all pupils to become independent travellers. We do recognise that for some pupils this may be a challenge.

We work closely with parents/carers, referring schools and any other professionals to ensure that the most appropriate arrangements are put in place to ensure good attendance.

These will be reviewed regularly, with the long-term aim of independent travel for the significant majority of pupils.

“

“Thank you for all your patience and kindness with my son. He is a different boy coming out of your school. I will be forever grateful.”

Parent

School Meals

Ethos College school meals are delivered daily from our local Woodland Court Bistro, which was recently awarded a Food Hygiene Rating of 5 (Very Good) by Kirklees Metropolitan Council.

All the meals are prepared daily using fresh and locally sourced ingredients. The kitchen has achieved the Food for Life Silver Award for its commitment to using fresh produce.

Our pupils are encouraged to choose from the daily menu where there is always a hot dinner, with pudding and

custard, vegetarian option as well as lighter items such as jacket potatoes, paninis and sandwiches.

As a school, eating together is an integral part of the school day. All classrooms have dining tables and both staff and pupils sit around the table where we eat and discuss a variety of topics.

Healthy eating is promoted at Ethos and we work with our school health advisor to ensure that we are sharing relevant and up-to-date information about diet and nutrition.

EXAMPLE MENU

	Monday	Tuesday	Wednesday	Thursday	Friday
Main 1	Chilli served with rice & garlic slice	Meat & potato pie with seasonal vegetables	Chicken burger in a bun served with homemade wedges & beans	Toad in the Hole with creamed potatoes & seasonal vegetables	Fish, chips & mushy peas
Main 2	Vegetarian chilli served with rice & garlic slice	Cheese & onion quiche with mixed salad & jacket wedges	Vegetable burger in a bun served with homemade wedges & beans	Vegetarian sausage with creamed potatoes & seasonal vegetables	Vegetable pasty with baked beans & chips
Hot Pudding	Jam Roly Poly & custard	Creamed rice pudding	Lemon sponge & custard	Steamed jam sponge & custard	Apple pie & custard

And lots of other options including paninis, jacket potatoes and plated salads ...

Attendance

Ethos College is focused on preventing persistent absence. There is a direct link between persistent absence from school, poor attainment and 'not in employment, education or training' (NEET) status. Good attendance at school is the single most important factor to ensure that pupils have the maximum life chances – attendance is strongly linked to educational achievement.

Promoting positive school attendance is everyone's responsibility. Pupils who miss school risk failing to achieve

what they are capable of. Figures have shown that 90% of persistent, poor or non-attenders fail to achieve five or more good grades at GCSE and approximately one third achieve no GCSEs at all.

If your child cannot attend school, it is the parent's/carer's responsibility to contact the school reception on 01924 469170 on the FIRST day of absence. Parents/carers may also contact the group mobile number for their child which they will be given prior to their child starting school.

Ethos College has clear policies and procedures in place to ensure pupils attend regularly and the Attendance Officer will be in contact with parents during any periods of absence.

We aim to support parents/carers and work with all agencies to ensure any barriers to attendance are considered. We promote positive relationships with parents/carers so that we can effectively work together.

Behaviour

At Ethos College, we firmly believe that all members of our school community should have the right to:

- feel safe;
- learn;
- be treated with respect;
- work in a positive, welcoming school community;
- be heard;

The emphasis at Ethos is on encouraging positive behaviour through:

- high expectations;
- the modelling of good behaviour;
- a focus on learning;
- praise and rewards.
- restorative practice.

We work with pupils and families to ensure that behaviours are appropriate and enable the pupil to learn and feel safe. If we have concerns, we will support the pupil through positive and specific interventions to make better choices and adopt strategies that are both sustainable and transferrable.

Positive working relationships are essential and, through our Nurture Principles, pupils will feel safe and secure in an environment where they know that they are valued and respected.

Rewards

All members of staff will recognise and celebrate achievement and progress. Wherever appropriate, pupils' best efforts for behaviour and learning will be celebrated and at the end of each half term when all pupils and their families are invited to attend a rewards assembly. This is an opportunity to celebrate the achievements of our pupils with our families and wider community.



Points are also awarded during each lesson for positive behaviour and engagement; these can be exchanged via our online store for gifts and clothing.

Parental Involvement

At Ethos College, we believe that a positive, supportive relationship between parents/carers and school is key to meeting the needs of every pupil. Regular opportunities exist to visit school through parent consultation meetings, celebrations, open days and fundraising events, which aim to encourage and support parents/carers to be actively involved within the school community.

SEND

At Ethos College, we recognise that children and pupils may present themselves in a variety of ways. These may include becoming withdrawn or isolated from their friends and studies, or present with behaviours that may reflect underlying mental health needs.

The staff team at Ethos College are skilled at working with pupils with needs across the SEMH range. In partnership with parents/carers and other professionals, Ethos College takes a holistic approach to ensuring a pupil's needs are identified accurately upon arrival and then met through a curriculum which addresses academic needs as well as SEMH needs through targeted and additional interventions. Ethos College tracks these through the use of BOXALL Profiling,

which are evaluated three times per year. Other specialist assessments may be undertaken by the SENDCo according to need and presentation and may include dyslexia diagnosis, cognitive ability testing and handwriting legibility assessments and interventions.

Throughout their time at Ethos College, the SENDCo and staff will monitor and assess your child and this may result in the need to refer to other professional services, such as the Educational Psychologist team to ensure that the best outcomes can be secured to help them progress to the next phase of their education and equip them for lifelong learning.

Pupils often arrive at Ethos College with external agency support. This may be CAMHS involvement, Occupational Therapy, Speech and Language support amongst others. The SENDCo will ensure that this support continues throughout your child's time at Ethos College and will ensure that support transfers as smoothly as possible so there is no interruption to interventions.

Those pupils with an EHCP will receive an annual review of their needs; whilst those at SEN Support can expect termly reviews of their SEN through their My Support Plans.

Our mission is to create a secure and stimulating learning environment in which all pupils are valued and respected, their learning is promoted and strengths are nurtured.



Safeguarding

Safeguarding our pupils is everyone's responsibility at Ethos College. In addition, we have a safeguarding team who ensure that all policies and procedures are implemented and training is delivered to contribute to:



Providing a safe environment for pupils to learn and develop in our Academy setting.



Identifying children and pupils who are suffering or likely to suffer significant harm and take appropriate action; with the aim of making sure they are kept safe both at home and in our school.



Providing a stimulating, enriching curriculum that promotes health and wellbeing and enables children to know how to keep safe and manage risk.

Pupils often arrive at Ethos with external support and our safeguarding team will contribute to and work with all professional agencies.

Any member of the team can be contacted by parents/carers/professionals to ensure we are sharing information in order to keep pupils safe.

Our aim is to work with families to ensure our pupils are safe, at home and at school. Working together is crucial if we are to support our pupils effectively.

If you have any questions about any of these areas, please speak to Diane Dunn (07803508293) who is the designated safeguarding lead (DSL).

Michelle Brown (07803508232) and Lucy Beeby (07803508247) are deputy DSLs and can also be contacted to discuss any areas of concern.

Agreements

At Ethos, we provide your child with a rich and varied curriculum that takes into account individual social and emotional needs, prior learning and future aspirations. We provide a safe, caring environment that will promote health, individuality and dignity and we communicate regularly with parents/carers and mainstream schools.

To help us do this, we require that learners, parents/carers and mainstream schools work in partnership with us to support the following agreements:

PUPILS

To help me do well at Ethos College I will:

- attend regularly;
- do my best to learn in lessons and will not stop others from learning;
- be pleasant and helpful;
- be peaceful ;
- be co-operative and work together;
- take care of the community and the environment;
- follow instructions;
- not smoke within the school day, both in the grounds or on any school activity;
- speak pleasantly and politely to everyone, including using appropriate language;
- behave appropriately and follow staff instructions whilst being transported in the mini-bus or in staff cars.

PARENTS/CARERS

To help my child do well at Ethos College, I will:

- ensure that they attend regularly and on time and avoid holidays in term time;
- support school and all procedures to improve/maintain attendance;
- work alongside Ethos staff to encourage appropriate behaviour;
- contact staff if there are any changes to circumstances or issues that may affect school and be contactable at all times during the school day;
- attend reviews/meetings on request;
- support the school and external agencies in the event of any safeguarding concerns;
- support the school approach to online safety and not deliberately post comments or upload any images, sounds or text that could upset or offend any member of the school community or bring the school into disrepute.

ETHOS COLLEGE

To help each pupil, we will:

- deliver a well-balanced curriculum that meets the needs of the individual student;
- liaise with parents/carers and other professionals when appropriate;
- report regularly on pupil progress;
- maintain high expectations in all areas;
- provide a safe and secure environment in which pupils are supported, challenged, encouraged to succeed, behave well, attend regularly and be punctual;
- motivate and reward pupils to do their best to achieve their desired outcomes;
- regularly review the provision to ensure every learner is placed appropriately.



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