

# Treasure House (London) CIC

**Staff Handbook**

2019/20



TREASURE HOUSE  
(LONDON) CIC

# 1. Key Information

## **Treasure House (London) CIC**

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London SE1 0BJ

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[www.thlcic.org.uk](http://www.thlcic.org.uk)

## **Headteachers**

Helen Webb

Naomi Long Srikrotriam

## **Student Support Coordinator**

Pauline Wiltshire



TREASURE HOUSE  
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## 2. Treasure House (London) CIC Ethos

Treasure House (London) CIC was founded in 2010 in order to address a particular group of vulnerable young people who suffer from problems such as social isolation, school phobia, anxiety, high functioning Autism and other special educational needs. These young people nearly all have a history of being missing from education for real and understandable reasons. By teaching them to love the learning process again they become excellent attenders, confident people and effective young citizens. Our safe and supportive atmosphere and very small class sizes provide young people with the space to heal from trauma, regain confidence and to make academic progress.

At Treasure House we put the onus on our students to engage in education and in life. We create an atmosphere which encourages them to want to learn, take an active part in the community that is made up of students and staff and develop strategies to make their own lives better.

### 2.1. Behaviour

We have very few incidences of violent or destructive behaviour, particularly by avoiding the 'pressure cooker' effect that the student might have been subject to at school. Incidents that occur, due to a strict set of rules and prescriptive behaviour that must be adhered to are therefore avoided. In other settings, these incidents often lead to an ever-escalating set of sanctions, which are, often unavoidably, imposed without first considering the underlying reasons for the perceived negative behaviour. We work hard to identify the triggers for incidents, such as the student's situation at home, unpredictable demands of school, anxiety from navigating a large building full of students or not having their learning needs met as part of a large group. It is then easier for us to support our students to overcome these barriers to learning.

### 2.2. Child-centred learning

From the moment that we meet a new student, we work hard to identify a safe starting point from which we can support them in finding ways to address their issues. We use the Robin Hedderly Sentence Completion Exercise to find out more about them. The exercise uses a list of sentences to be completed in order to assess dyslexia, but we have adopted it as a quick way to find out about the young person. Statements range from 'School is .....' to 'My greatest fear .....'. This

provides an excellent initial basis to build on when working to identify the position from which the student has arrived. In addition, the subject assessments and the Parent, Student and Director meeting are used to negotiate an initial programme of study. It is important that arrangements are flexible to enable us to negotiate any difficulties the student may have in coping with certain subjects. For example, we may temporarily delay in engaging students in groupwork to allow them time in which to become comfortable with being at Treasure House.

There are clear indicators that tell us more about the emotional state of a student than attendance at school or completed work. They tell us how at ease the student feels and how much commitment they have to the school and their education. These may range from taking their jacket off or eating with the group to using good eye contact and going straight to lessons without resistance. We monitor these closely and they inform our subtle approach in making progress.

### **2.3. Whole-school approach**

Due to the small group sizes, which usually number one teacher to every two or three students and rarely exceed, one teacher to six students, the hands on experience of our teachers is vital in creating a fuller picture of barriers to learning, problems outside of school, ability and progress, and how we are responding to SEN needs. Each member of staff is committed to the wellbeing of the student and they take their responsibility to promote a safe and supportive atmosphere very seriously. It is important that training is provided to support them. In the future we hope to develop this further and we are currently also considering a whole-staff supervision session to take place on a regular basis. During INSET we discuss each student in depth, looking at positives, concerns and actions for each. The Directors have ultimate responsibility for communicating with parents, professionals and students and dealing with any issues that arise. When issues emerge that may be a common theme amongst our students, or an incident occurs, this triggers an assembly, PSHEE session or whole-school discussion to elicit from the students what is going wrong, how they want and deserve to feel at school and in the wider world, and what they can do in order to support this to happen. As part of our daily practice we also use the Lesson Review on the reverse of the Lesson Plans to inform us on individual student progress and communicate concerns or praise to parents. We regularly review school rules, pointing out that some are not debatable, but putting the onus on the students to identify positive steps they can put in place to ensure staff and students feel safe and supported.

It is explained, at interview stage, that responsibility to support other students is a criterion for entry to Treasure House. Most students find this refreshing. They do not have to be firm friends with every student, but they are expected to treat them with respect and recognize that the sort of issues which have led to them attending Treasure House are a common theme among the whole student body.

## 2.4. Communication with Parents and Referrers

Communication quite frequently happens on a daily basis where there are issues such as low attendance, poor punctuality or anxiety. More likely is a regular call to report positive behaviour to parents to encourage praise at home, this encourages the student to achieve and, often, a report of improved relationships at home follows quite quickly after joining Treasure House. If there are issues, these are usually tackled within 24 hours and parents are requested to attend a meeting to discuss strategies if the problem persists.

Parents are encouraged to call whenever they have worries and both of the Directors share their mobile numbers, emails and the school contact numbers in order that parents can communicate with us effectively. Absences are noted and if a student hasn't arrived by 11am, this triggers a call home. Due to the small size of the setting, it is impossible not to note absence. Attendance can be verified by the signing-in book in the lobby in the unlikely event that a teacher has let a student in themselves.

Where a student's behaviour is threatening or violent, an extremely rare situation at Treasure House, the student will be sent home upon agreement with the parent in order to provide a 'cooling off' period. The parent then agrees to meet with us so that a plan can be made to avoid a recurrence of the behaviour. In the cases where the parent refuses to, or cannot, attend a meeting, alternative arrangements will be made, such as the student working from the office until the problem has been resolved.

Treasure House regards solutions as a joint responsibility – thus Treasure House may change circumstances or behaviours, which will also be asked of the student, in order to avoid a recurrence. This may include a change of subjects offered, a different working space or a change of groupings. However, it is important not to undermine the student's need to make personal changes and compromises as they would have to when negotiating in a workplace or other setting. The vital element is the communication around what is going wrong and how it can be put right, within parameters that cannot be changed. It is not acceptable, for example, that a student decides not to attend for any reason or who to work with, based on gender, age, race, culture or religion.

We value the support of our referrers and training that has been made available to us by Southwark and realise that collaboration with other professionals provides us with a wider set of possibilities with which to support our students.

## 2.5. Feedback

At the end of each year the experiences, opinions and feelings of students, parents and referrers are invited via a feedback form and collated for analysis by the Directors. This informs decisions about service provision for the following year and beyond.

Much of what happens at Treasure House is carefully orchestrated without seeming so. We judiciously plan our approach in order that we can maintain non-confrontational control and allow our students to feel that they have made positive changes and decisions themselves, as learning through experience and owning the change that happens in their lives is paramount to their continued development.



### 3. Term Dates 2019-20

AUTUMN	SPRING	SUMMER
HALF TERM 1	HALF TERM 1	HALF TERM 1
Monday 2 <sup>nd</sup> September to Friday 18 <sup>th</sup> October	Monday 6 <sup>th</sup> January to Friday 14 <sup>th</sup> February	Monday 20 <sup>th</sup> April to Friday 22 <sup>nd</sup> May
Half Term Holiday	<b>Half Term Holiday</b>	<b>Half Term Holiday</b>
HALF TERM 2	HALF TERM 2	HALF TERM 2
Monday 28 <sup>th</sup> October to Thursday 19 <sup>th</sup> December	Monday 24 <sup>th</sup> February to Friday 3 <sup>rd</sup> April	Monday 1 <sup>st</sup> June to Tuesday 21 <sup>st</sup> July

INSET days to be arranged



## 4. Organisation Structure

<b>Headteachers – Helen &amp; Naomi</b>	<b>Associate Governors – Chris &amp; Sue</b>
<b>Student Support Coordinator - TBC</b>	<b>Office admin – Celine</b>
<i>Reporting to the Headteachers</i>	<i>Reporting to the Headteachers</i>
Pauline	Reception Attendance Reporting Administration Part of exams administration
<b>Lead Teachers</b>	
<i>Reporting to the Headteachers</i>	
Cath (Maths & MFL)	Fiona (SEND)
Providing support to new teachers where needed	
<b>Subject Teachers</b>	
<i>Reporting to the Headteachers</i>	
TBC (English)	Melanie (Media Studies, English & Photography)
Barney (Design Technology)	
<b>Specialist Contractors</b>	
<b>Art Therapy</b>	<b>Speech &amp; Language Therapy</b>
Oliver Campbell (Monday/Friday)	Laura Topolinski (every other Tuesday)
Neil Baxter - Maintenance	
<b>Volunteer</b>	

(LONDON) CIC

# 5. Treasure House (London) CIC

## Performance Standards

This section of the handbook accompanies the Staff Code of Conduct and seeks to set out what members of staff should embody, on a day-to-day basis, and why.

Treasure House (London) CIC is first and foremost a community of people working together to create ways of being that support a renewed love of learning, positive change, confidence in oneself, a sense of belonging and control over one's own development.

Most of our young people are joining Treasure House at a time in their lives when things have gone wrong. They have often lost trust in the education system, have found that they didn't have their needs met in previous settings and are often fragile. Their trajectory after entering Treasure House usually follows three phases:

### 5.1. Reconfiguring

Students usually take some time to adjust to the school structure and routines. During this time, they may seem rejecting, resistant, overwhelmed, quiet or very tired. They must be supported in whatever way possible and reassured that these feelings will pass.

### 5.2. Establishing

Students begin to find areas of interest where they do well. They engage more than before and (although there are frequently setbacks) they feel they have established where their place is, what Treasure House is all about and see that they could achieve something with our help. Trust is established and can (on the whole) be used to push the boundaries of what the student can and will do.

### 5.3. Projecting

Students feel the end of their time with us approaching, they may have an unconscious desire to disrupt, push others away, give up or 'just get it over with'. It is at this time that you may look at individuals with concern that they won't be able to cope well after leaving. It is important to keep reminding them of expectations outside of Treasure House, but to understand that they may be anxious or feel rejected or abandoned and might not respond in a way that seems receptive!

## 5.4. Staff Code of Conduct

### 5.4.1.Principles

- Treasure House (London) CIC is a supportive community of staff, students and, from time to time, volunteers and external facilitators. All members are entitled to be treated with respect and as equals.
- The primary aim of Treasure House (London) CIC is to engage young people in education by working to support them to overcome the difficulties preventing them from attending mainstream provisions and thrive in education.
- Treasure House (London) CIC seeks to support all of its members to develop self and mutual esteem and positive ways of working as well as learning to manage relationships successfully
- Whilst working with Treasure House (London) CIC, all staff must treat the safety, wellbeing and academic progress of our young people as their primary objectives. It is vital that, through staff example, our students will learn the high standards that are expected of them in the wider world. This includes areas such as punctuality and attendance, state of dress and use of appropriate language (see section 3.).

Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures.

Please note that this code of conduct is not exhaustive. If situations arise that are not covered by this code, staff with use their professional judgement and act in the best interests of the school and its students.

### 5.4.2.Legislation and guidance

In line with the statutory safeguarding guidance '[Keeping Children Safe In Education](#)'. We should have a staff code of conduct, which should cover acceptable use of technologies, staff/student relationships and communications, including the use of social media.

### 5.4.3.General Obligations

Staff set an example to students. They will:

- Maintain high standards in their attendance and punctuality
- Refrain from using inappropriate or offensive language in school
- Treat students and others with dignity and respect
- Show tolerance and respect for the rights of others
- Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect
- Express personal beliefs in a way that will not **overly** influence students, and will not exploit students' vulnerability or might lead them to break the law.
- Understand the statutory frameworks they must act within

### 5.4.4.Safeguarding

- Staff have a duty to safeguard students from harm, and to report any concerns they have. This includes physical, emotional and sexual abuse, including peer abuse, or neglect
- Staff will familiarise themselves with our safeguarding policy and procedures, Part 1 of Keeping Children Safe in Education and the Prevent initiative, and ensure they are aware of the processes to follow if they have concerns about a child

- Notify the Designated Safeguarding Lead immediately to pass on any concerns about the safety of any young person whilst working at Treasure House (London) CIC – Helen Webb, or alternatively the Deputy Designated Safeguarding Lead, Naomi Long Srikrotriam
- Use a Concern Form, obtainable from the office
- If you are unaware of whether what you have been told by a young person amounts to a Concern, pass this information on immediately
- When students are not supposed to be in your class, please send them to where they need to go immediately so that their teacher can be responsible for their whereabouts
- If a student fails to attend your class as scheduled, please investigate this with admin. Staff as they may be missing from education or at risk of harm
- Our safeguarding policy and procedures are available in the office. New staff will also be given copies on arrival.

#### 5.4.5. Staff/student relationships

Staff will observe proper boundaries with students that are appropriate to their professional position, taking into account the vulnerable nature of the young people at Treasure House (London) CIC. They will act in a fair and transparent way that would not lead anyone to reasonably assume they are not doing so.

- While lone-working with a young person, always keep the door open, unless taking part in a confidential session, and plan in order to ensure that there are other teachers or members of staff are aware of the situation and located close by. If, due to noise, you need to close the door, please inform a member of staff that you are doing so.
- Do not hug or unnecessarily foster physical contact with a student, minimize contact where possible
- Do not transport a young person in your vehicle for Treasure House purposes without prior permission from a Director and the appropriate business insurance cover, and without written permission from their parent or carer if under 18 or deemed vulnerable
- Staff should avoid contact with students outside of school hours except with the express knowledge of the headteachers
- Personal contact details should not be exchanged between staff and students. This includes social media profiles, mobile numbers and by any other means that you could be contacted outside school
- All gifts given to students, where approved by the directors, should be given in an open and transparent way, with no ulterior motive

If a staff member is concerned at any point that an interaction between themselves and a student may be misinterpreted, this should be reported to the directors.

#### 5.4.6. Use of e-media

- Ensure that young people are not able to access your personal details via websites, such as Facebook or other social media sites, Internet Banking or personal email accounts (this is to safeguard both staff and students. If you need to communicate with a student or their parent, please notify the directors and discuss the reasons for this before making contact.
- If staff members have a personal profile on social media sites, they should take reasonable steps to protect their personal data and are advised not to use their full name, as students may be able to find them. Staff should consider using an alias and setting their profile to private.
- Staff should not attempt to contact students or their parents via social media, or any other means outside school, in order to develop any sort of relationship. They should not make any efforts to find students' or parents' social media profiles.
- Staff will ensure that they do not post any names, personal data or images online that identify or relate to students at the school without their consent.

Staff should be aware of the school's e-safety policy.

#### 5.4.7. Acceptable use of technology

Staff will not use technology in school to view material that is illegal, inappropriate or likely to be deemed offensive. This includes, but is not limited to, sending obscene emails, gambling, and viewing pornography or other inappropriate content.

Staff will avoid using personal mobile phones and laptops, or school equipment for personal use, in front of students. They will also not use personal mobile phones or cameras to take pictures of students.

We have the right to monitor emails and internet use on the school IT system/Internet connection.

#### 5.4.8. Health & Safety

- Notify the Directors of any potential Health & Safety risk to staff members or students and seek to rectify the issue where immediately and safely possible (such as cleaning up a coffee spill)
- Contact the Directors immediately if any harm occurs to a member of staff or student and fill in an Incident Form in sufficient detail that the matter can be investigated and dealt with effectively
- Where it is safe to do so, ensure that your students leave the building with you on hearing the fire alarm

#### 5.4.9. Confidentiality

In the course of their role, members of staff are often privy to sensitive and confidential information about the school, staff, students and their parents.

This information will never be:

- Disclosed to anyone without the relevant authority
- Used to humiliate, embarrass or blackmail others
- Used for a purpose other than what it was collected and intended for

This does not overrule staff's duty to report child protection concerns to the appropriate channel where staff believe a child is at risk of harm.

#### 5.4.10. Safety of Young People

- Always ensure that you pass on any medical concerns about a young person to the Directors
- Always ensure that any known injuries are passed on to the Directors, First Aid supplied if necessary and information to be recorded in the Accident Book
- All incidents should be immediately reported to the Directors and recorded on an Incident Form

#### 5.4.11. Honesty and integrity

Staff should maintain high standards of honesty and integrity in their role. This includes when dealing with students, handling money, claiming expenses and using school property and facilities.

Staff will not accept bribes. If a gift has been proffered, the appropriateness of the gift will be discussed with the directors.

Staff will ensure that all information given to the school about their qualifications and professional experience is correct.

#### 5.4.12. Ethos and Equal Opportunities at Treasure House (London) CIC

- Always treat Young People equally, affording respect and dignity
- Ensure that you behave professionally at all times and as a role model for all Treasure House (London) CIC students
- Refrain from smoking, including the use of a Vape or similar, near any student, smoking is prohibited in all parts of the premises, this is a legal requirement and for insurance purposes
- Uphold the values of the organisation within the delivery of your tuition and work with young people
- Always address discrimination and report it to the Directors who will address it in a 1-to-1 session with the young person
- Staff will not behave in a manner outside of work that would bring the school, or the teaching profession into disrepute. This covers relevant criminal offences, such as violence or sexual misconduct, as well as negative comments about the school on social media.

#### 5.4.13. Development of Young People

- Always respond to our students with a supportive and caring approach
- Always put the young person's wellbeing above all else
- Always work to stimulate the young person's desire to learn and support them to achieve their highest potential
- Use appropriate language and sanctions, where necessary, in response to difficult behaviour
- Always seek to build relationships on mutual trust which enables the young person to share in the decision-making process
- Make efforts to identify any difficulties, strengths and weaknesses and pass this information on to the Directors so that we can better support every young person

#### 5.4.14. Teaching Sessions

- Arrive before the start of your teaching session in order to commence teaching the scheduled session without delay and to ensure a positive message is delivered to our participants
- Ensure you make contact with a Director, if you are going to be absent from a teaching session or are running late for a teaching session
- Sign in to the book in reception when attending a teaching session, this is a health & safety requirement and may also be used as a means to verify contractors' invoices
- Ensure that you finish your session on time and where sessions are completed earlier than planned, ensure that your students remain in the teaching area until the scheduled end of your session (this demonstrates respect towards your fellow teachers and projects an important message to our young people)
- Supervise any breaks, ensuring that the students are not intruding on other teaching areas unless by arrangement with the teacher using that area
- Any change of delivery within your session should be pre-agreed with the directors, the Scheme of Work that you are following should provide the framework for your sessions
- Teachers wishing to deliver further tuition should ensure that the Directors are aware of their plans and that the room that they intend to use is available, permission slips signed by a parent/carer are required for all additional sessions

#### 5.4.15. Record Keeping

- Keep orderly records of student's attainment levels, progress, curriculum covered, and estimated grades. This is to be provided on request to the Directors to inform each young person's Individual Education Plan, Reports, and to address any issues that may arise in

connection with their education at Treasure House (London) CIC - this information is shared with referrers, the Education Authorities and the Department for Education and is a legal requirement

#### **5.4.16. Dress Code**

Staff will dress in an appropriate manner,

Outfits will not be overly revealing.

Clothes will not display offensive or partisan slogans.

#### **5.4.17. Monitoring arrangements**

The Staff Code of Conduct is reviewed regularly, at least once every two years or as often as circumstances arise which necessitate a review.



# 6. Daily Routine

## New for 2018/19

Staff arrive to start AM briefing at 9.30am. This should last approximately 15 minutes and runs through any important information or arrangements for the day.

Staff will now be expected to complete admin and/or preparation after school finishes at 3pm until 4pm or thereafter according to number of allocated hours.

## Timings

<b>9.30-10am</b>	AM briefing then prepare to start lessons at 10am, phones are collected and locked in the office
<b>10-11am</b>	<b>10am</b> prompt start for an hour-long lesson
<b>11am-12pm</b>	<b>11am</b> prompt start for the second hour-long lesson
<b>12pm-1pm</b>	Lunchtime for all, students and teachers eat together on the two lunch tables, please offer to help if you can with bringing food, cutlery and dishes though then clearing and washing afterwards. Please think about any prep you need to do before 1pm
<b>1pm-2pm</b>	<b>1pm</b> prompt start for the third hour-long lesson
<b>2pm-3pm</b>	<b>2pm</b> prompt start for the last hour-long lesson of the day
<b>3pm-4.30pm</b>	Students should never be allowed to leave before <b>3pm</b> , staff stay behind for admin, prep or meeting time

Breaks during lessons are optional. If you have time you may feel like giving your students 5-10 minutes to stretch their legs, make a tea or coffee or go outside. You are responsible for retrieving your student at the end of any break away from the class. Please let us know if the breaks frequently overrun or you can't find a student so that we can support you with this.

Some students have time-out cards so they can have breaks during lesson time if they need them, let us know if you need help managing this.

## 7. Safeguarding

All staff must be trained to at least Level 1 in Safeguarding. All staff must read Part 1 of the document 'Keeping Children Safe in Education' which was updated on 3rd September 2018.

### ADD DIAGRAM REPORTING PROCEDURE

At Treasure House (London) CIC, **Helen Webb** is the *Designated Safeguarding Lead* (DSL) and **Naomi Long Srikrotriam** is the *Deputy Designated Safeguarding Lead* (DDSL).

Please contact them (if they are offsite) using the details below:

<b>Helen Webb, Director (DSL)</b>	
07885 230 887	<a href="mailto:helen@treasurehouselondon.org">helen@treasurehouselondon.org</a>
<b>Naomi Long Srikrotriam, Director (DDSL)</b>	
07534 017 185	<a href="mailto:naomi@treasurehouselondon.org">naomi@treasurehouselondon.org</a>

At Treasure House we believe that safeguarding is an organisation wide issue requiring proactive as well as reactive attention. If you have any concerns about a young person, **you must act on them immediately**. If you feel you can improve the lives of our students and staff, we would really appreciate discussing your thoughts with you.

Our aims are set out in a policy that we all are required to follow. The THLCIC Safeguarding Policy outlines the duties of the organisation in regards to Safeguarding and procedures for staff to manage safeguarding concerns. It also sets out the different internal and external points of contact if you need to discuss safeguarding concerns.

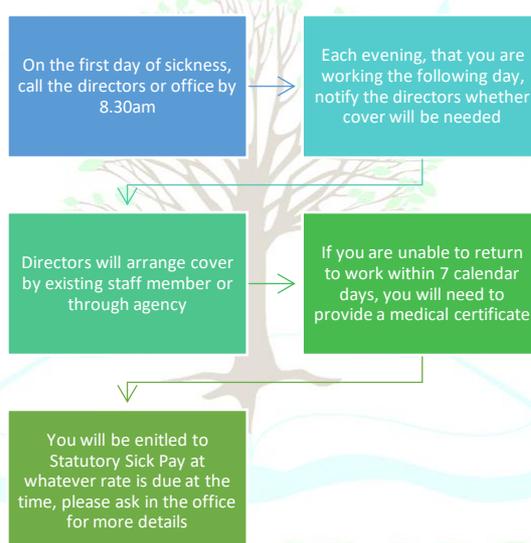
**You are required to read and follow this policy and will sign a declaration to show that you have both read this and Section 1 of Keeping Children Safe in Education (updated 03 September 2018).**

# 8. Absence & Sickness Procedure

All staff should follow the procedure below in order to ensure that:

- We have enough cover for all lessons and can communicate these to students and parents with confidence, particularly where students have difficulties with change.
- We can apply the same strategies for managing absence and sickness across the school.
- The health and wellbeing of our staff is supported and we can promote a balance between support for health-related issues and management of attendance.

## 8.1. Procedure for reporting absence:



## 8.2. Medical Appointments

All medical appointments, wherever possible, should be arranged in your own time. Consideration for leave for medical appointments is at the discretion of the Headteachers.

- It is your responsibility to photocopy your medical appointment card or letter and bring it to David.
- You will then be required to email Naomi, copying to David, about when you will be absent and for what period of time.
- After consulting with Helen, Naomi will respond, copying to David, informing you if leave is to be unpaid.
- Sick dependents/domestic difficulties – time off is at the Headteachers' discretion and may be unpaid.

## 9. Staff Appraisal

All staff will receive annual appraisal during the academic year in line with their roles and responsibilities.

Our appraisal system is currently under consideration. We will update this information as it changes.



# 10. Teaching & Learning

In 2018/19 and 2019/20 Mal Krishnasamy is supporting the review of Teaching & Learning across the school focusing on the areas of Observation & Appraisal, Marking and Teaching & Learning methodology.

## New Marking Policy 2018/19

The non-negotiables when marking student work are:

- Each half term there will be at least one example of marking in books and folders including WWW, EBW, SR and PA with evidence of DIRT Time

## The Four Types of Feedback:

- **WWW:** What Went Well (what were the strengths displayed through the work, in contrasting pen)
- **EBW:** Even Better When (usually a question to enable the student to think about how they could progress, e.g. Why have I highlighted this word? (contrasting pen))
- **SR:** Student Response (The student responds to the WWW/EBW)
- **PA:** Peer Assessment (A peer offers a critique against school/group agreed targets)

## MAD Time

### Make A Difference Time

- **SR** and **PE** to be completed in lessons during **MAD Time** (5 mins or more) or for homework
- **MAD Time** should give the students an opportunity to reflect upon feedback and redraft or correct their work accordingly

**Further Teaching & Learning information is currently under review. This information will be updated as it changes.**

# 11. Current Curriculum Offer

As Treasure House is a small school made up of students with a wide range of abilities, interests and ambitions, it is possible to make the curriculum relatively flexible. We aim to offer the five qualifications usually needed to progress to further education or training.

The current curriculum offer is:

<b>GCSE – Level 1 and Level 2</b>	
English	
Maths	
Media Studies	
Design Technology	
Art & Design	
<b>Entry Level Certificate – Entry Levels 1-3</b>	
Step up to English	
Maths	
<b>Functional Skills - Entry Levels 1-3, Level 1 and Level 2</b>	
English	
Maths	
<b>Unit Award Scheme – All levels</b>	
Literacy	
Life Skills	
Painting & decorating	
<b>A-Level</b>	
English Literature A	
Music A	
Philosophy AS	

However, in the past we have offered additional qualifications as outlined below:

<b>GCSE – Level 1 and Level 2</b>	
English Literature	
Business Studies	
Spanish	
French	
Biology	
Science B	
<b>Entry Level Certificate – Entry Levels 1-3</b>	
Science	
ICT	
<b>Functional Skills - Level 1 and Level 2</b>	
ICT	
<b>Unit Award Scheme – All levels</b>	
Retail	
Publishing a Magazine	

## A-Level

English Literature

Art & Design

# 12. Planning at Treasure House

## 12.1. Curriculum Aims

- Students will receive work that is accessible and achievable in surroundings that are comfortable, safe and supportive
- All staff will take a proactive, child-centric approach leaving students able to recover a love of learning
- Students will feel they are making progress and achieving both in their social and emotional development and their academic career
- The need to develop soft skills, life skills and awareness of the wider world and environment will inform teachers and leaders approach to planning

### This will be achieved through:

- Clear, focused planning of lessons and courses
- Simple adaptations to reflect social, emotional, ethical and personal themes developing in each student and each cohort
- Aware, caring, dedicated teachers and leaders who can both pre-empt the needs of students and reinforce boundaries and expectations relating to the wider world
- The promotion and recognition of excellent qualification outcomes and vital social, emotional and mental health development in tandem

## 12.2. Core principles

- Despite all Treasure House students having encountered barriers to learning since SATs at KS2, students will make at least the expected progress by the end of KS4
- Individual students who may have additional learning needs (that have not yet been identified) will be assessed and, where needs are established, support will be given to make progress in these areas
- Students requiring additional support in English and Maths will receive extra lessons to reinforce and extend what they have learnt in class
- All students learn from trips, experiences and workshops about their subjects, themselves and their community
- Creativity is key to producing happy, rounded, employable individuals
- Any, attainable, additional opportunities that support progression to further education, training and employment (for example links with local industry) should be identified and offered

## 12.3. Enrichment

In 2017/18 music lessons were introduced. These will be extended in 2018/19 with individual sessions to be made available during lesson times and group sessions as part of a carousel. PSHEE takes place weekly and sessions on Sex and Relationships, Drug Abuse and Financial Literacy are planned across the year.

#### **12.4. Subject planning**

It is vital that all teachers plan to teach their subject paying attention to assessment objectives, timescale for completion and skills and knowledge necessary to achieve the accreditation at the end of the course.

Teachers will plan a scheme of work at the beginning of the year, this can be derived from the AQA Schemes of Work but must fit with the qualification or accreditation being delivered. Teachers will save this in the Teacher Admin folder on Google Drive so that they are accessible to all. Teachers are encouraged to collaborate wherever possible to share skills and impart knowledge that spans subject areas.

This area will be updated as we work with Mal Krishnasamy, our Teaching & Learning Consultant.



# 13. Assessment at Treasure House

## 13.1. Assessment Aims

Students are assessed in order to:

- Help them understand what they need to do next in order to progress
- Help them recognise progress that they have made from a starting point
- Provide an effective basis for measuring progress from a starting point on a regular scheduled basis
- Predict what level of attainment is achievable when being accredited in a particular subject
- Identify areas where skills/subject knowledge is weak to inform planning
- Support identification of any Additional Needs
- Measure change in wellbeing (Try It Out Sessions)

## 13.2. Parents Evening & IEPs

Parents evenings are held to inform parents about the progress that their child is making so that they can best support their child to work to their maximum capability. Teachers enjoy the opportunity to give positive feedback for the effort that students put in to their studies and the positive changes that their child has undertaken.

During the Autumn Term parents are invited to come and consult with subject teachers who will set targets for the student for the year to come. Parents will sign forms to say that they agree with the targets set and a copy of these will be sent home to parents. The headteachers meet with each parent to discuss any plans to support the student over the year and provide a self-management target.

## 13.3. Tracking Achievement

Accreditation descriptors are used to describe what level a student is currently working at and what level they could be expected to achieve by the end of the course. These are revised each term or upon request and are a formative method of expressing 'where a student is at'.

At the beginning and end of each term students take a test, usually based on the final exam of the qualification, to ascertain how their ability to answer relevant questions has progressed and change in levels of knowledge and skills development. This is expressed as a percentage change and tracked as a graph which is sent home to parents.

### 13.4. Homework

Homework is an excellent tool for reinforcing what has been learnt in class. By KS4 students are usually able to work independently with some initiative. Homework can consist of oral instructions to complete a task (for example some research), worksheets to fill in, an essay or story to write or revision to do, or any activity that doesn't require the expectation that students can 'teach themselves' complex new techniques or information. Each student completing GCSEs or Functional Skills qualifications is given a CGP revision pack for each course followed.



## 14. Booking a Trip

Please follow this procedure when planning and booking a trip:

INSERT PROCEDURAL DIAGRAM



# 15. Ways of Managing Negative Behaviour

## 15.1. THLCIC Behaviour Policy

This policy sets out the school's powers to deal with negative behaviour or behaviour that prevents students from learning or feeling safe at Treasure House. The school must comply with statutory guidance, including DfE guidance 'Behaviour and Discipline in Schools, January 2016', and has a legal duty to comply with the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN).

### **The Treasure House Community**

The Treasure House community consists of all students, staff and volunteers who take part in the life of Treasure House.

#### 15.1.1. Our Ethos & Respect

**When we respect ourselves and others we create a positive, safe and happy environment where we can learn effectively and reach our full potential**

Young people come to Treasure House having been unable to cope in mainstream schools. They may have had prolonged absences or experienced extreme anxiety in the high-pressure atmosphere of a mainstream setting.

Our ethos is to provide a flexible, negotiated approach in a supported setting. By providing students with physical and emotional spaces that minimise the triggering of stress response, we can support their growth and ability to cope and encourage new positive growth. By enforcing the 'circle of safety' around them, it is possible to undo some of the difficult feelings and associations that remain from their previous experiences in education. We aim to engage the students in the learning process again and teach them to love learning. We appreciate that this can take time and may initially feel like an impossibility to some students. We are a community of individuals with the common belief that mainstream settings do not work for all students all of the time and that we can offer a viable alternative with small group and 1:1 teaching. We work with no more than 15 students at Treasure House at any one time.

### **Signs of disrespect are as follows:**

- Swearing and insults
- Damaging school or individual property
- Using social media or technology in a way that is illegal, unsafe or excluding, disrespects or breaks the trust of others
- Being dishonest or taking items that do not belong to you
- Using devices during school hours without permission from the directors
- Arriving late or unprepared to lessons
- Refusing to attend lessons or school
- Speaking over others or not listening when they speak
- Physical violence or inappropriate contact, language or actions
- Touching or taking other people's belongings without permission or damaging other people's belongings

In order to foster a safe and supportive environment for our young people we ask that both parents/carers and students sign a Home/School Learner agreement that sets out what we will each commit to do. We expect all students and parents/carers to sign this agreement as part of their place at Treasure House.

We are a school that believes in hard work, fairness, respect, honesty and kindness. We ask that each student agree to support their peers as well as treating all students and members of staff with respect. Students should also behave respectfully towards equipment, the building and grounds.

## **15.1.2. School Rules**

### **Students must:**

- Treat other members of the school community with respect
- Attend all lessons timetabled for them
- Be ready to start lessons on time
- Refrain from using language that could be deemed to discriminate against others by age, disability, gender, sex, race, religion or belief and gender or sexual orientation
- Stay on school premises between the hours of 10am and 3pm unless given permission to leave by a director
- Hand their mobile phone into the office in the morning and collect it at the end of the day
- Never bring weapons, drugs, smoking paraphernalia or offensive material onto the premises
- Never access websites at school that are inappropriate or contain sexual, threatening or extremist content
- Never take or share images or video of anyone at Treasure House without their express permission
- Refrain from damaging school property or equipment, (students may be expected to reimburse the school for any damage caused)
- Respect others boundaries, do not touch others without their permission, respect others' belongings

Any absences are followed up after 10.15am on the same day with a phone call to parents. See our Attendance Policy for further details.

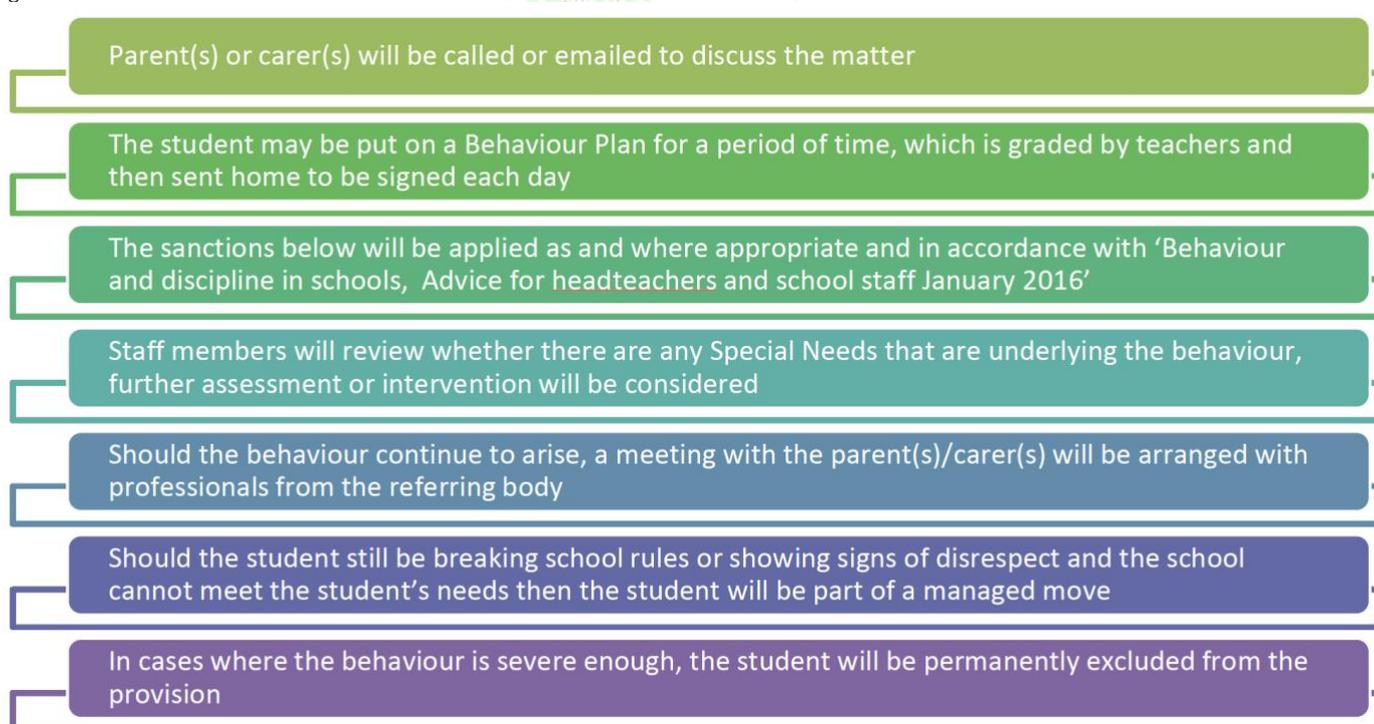
Risk assessments are undertaken in preparation for outings and visits. When out on trips, students are expected to represent the school and behave well at all times. Teachers are responsible for students whether on or off the premises and school rules will apply as appropriate.

**Violence at Treasure House will not be tolerated. If a student acts in a violent or aggressive manner then they will be excluded from the provision. In serious cases, the student will be permanently excluded.**

### 15.1.3. Approach to identifying and investigating behaviour

Each case must be dealt with on its merits, however, should students break school rules or show signs that they do not respect members of the Treasure House community:

Fig 1.1



Sanctions will be applied fairly in accordance with DCSF guidance and exclusion used when no other alternatives are available.

### 15.1.4. Praise and Reward

#### Record of Achievement Folders

Each student receives a folder that they add to, over the course of their time at Treasure House. This is presented to them when they leave Treasure House and serves as a place to keep their exam certificates when they receive them.

## Certificates of Achievement

Certificates are awarded each half term for all students who have made excellent progress, produced an excellent standard of work or achieved 100% attendance or punctuality rates. These certificates are awarded by subject teachers or from the Head Teachers. Each student will get a copy of the certificate for their Record of Achievement. This allows them to share their successes with family before the end of the year.

## Teachers & other staff members

Teachers and other staff members are encouraged to reward their students in lessons and during the school day. 'Excellence' Postcards can be given to students outlining how they have achieved excellence. These can be take home to show parents. Teachers are also encouraged to adopt their own methods of reward including, but not limited to:

- Stickers or stamps, eg. 'Well done', 'Good effort'
- Quizzes or challenges with rewards
- Positive comments written in folders
- Trips out to museums or other educational opportunities
- Feedback to Directors

In addition, the Directors may reward or praise the students by:

- Calling, or sending a message to parents
- Arranging whole school trips out, for example to Nandos, Ice Skating, the BMX track or to the theatre
- Ordering a meal or preparing something extra special for lunch
- Conversations with the student to emphasise the positive progress that they have made
- Giving the student a chance to play a game, or watch a film.

## Reward Plan

- Students may be offered the opportunity to take part in a Reward Scheme where they collect rewards (sometimes in the form of pebbles) which are rewarded with a gift voucher at a certain number. The target will be set in conjunction with the child and parent(s)/carer(s) will be informed.

Birthdays are an important celebration at Treasure House and every student will receive a cake and a card on their birthday.

### 15.1.5. Managing Problems and Incidents

Staff of Treasure House (London) CIC are expected to be committed to using a conciliatory approach to managing problems and incidents. Most of our students have been subject to difficult and upsetting experiences in school and in formal settings. We believe that by treating our students as responsible individuals, we will equip them for life beyond education including teaching them how to successfully manage relationships, be assertive and better understand how to be part of a group.

This requires all students to take responsibility for themselves **and their own actions** and to commit to working towards creating better relationships for themselves, even with people who are not necessarily like them. We do not require students to become friends with other students but teach our students that part of life, particularly in the world of work, is being around people that may be different to you; it is important to show them respect and tolerance and expect the same in return.

**Teachers have the right to expect a certain level of acceptable conduct from a student.**

Classroom Teachers, and other non-teaching staff, are expected to deal with minor incidents of disrespect or rule breaking. The member of staff is encouraged to report any incidents to the Head-teachers who will follow the procedure above (see fig 1.1).

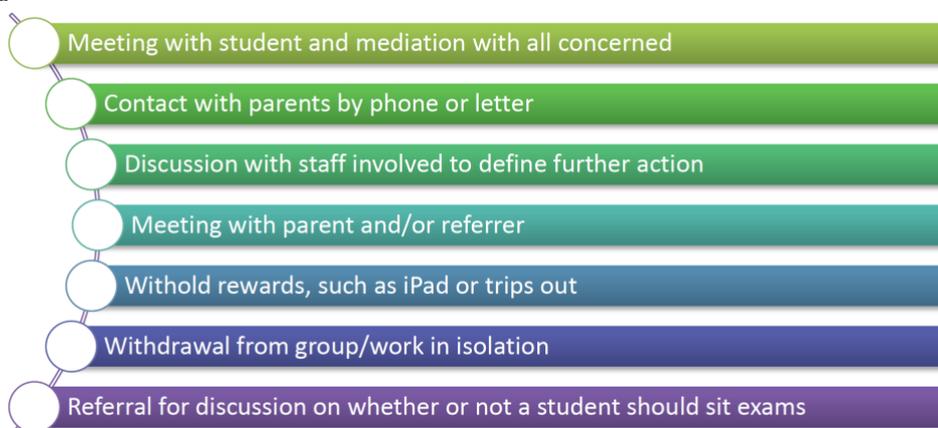
**We will not tolerate disrespect or physical violence towards any member of staff.  
When dealing with behaviour issues, staff will:**

- Explain to the student the effect of their negative behaviour and redirect them
- Explain to the student the effect of their negative behaviour and warn them that if it continues then they may be subject to other further sanctions
- Request that a student be put on a behaviour plan or leave a comment or low rating on their behaviour report
- Refer the student to a Director
- Send the student out of the class where they must report to the office
- Set extra work or homework in place of missed class work
- Apply another sanction as set out in the DfE guidelines, Behaviour and Discipline in Schools, January 2016

### 15.1.6. Consistent displays of disrespect or rule breaking

**Sanctions Include:**

Fig 1.2



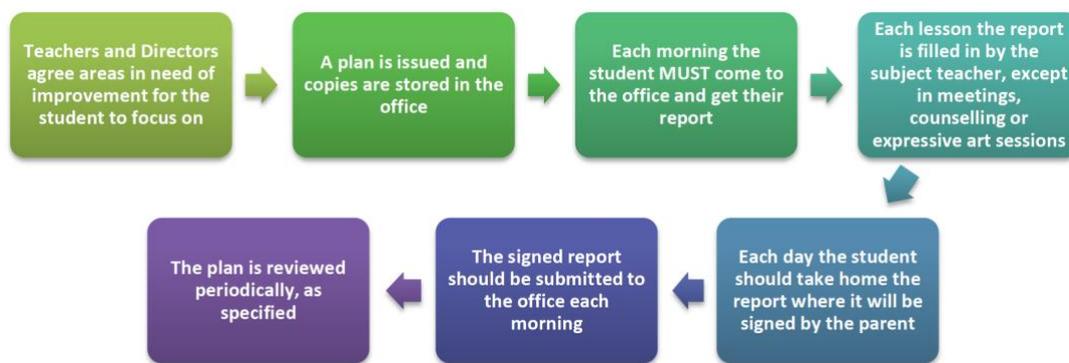
## Behaviour Plans

Treasure House (London) CIC reserves the right to put a young person on a Behaviour Plan at any time. We believe this is an effective way of improving areas of concern as it allows the young person to understand, and focus upon, what needs to change. The young person will continue on the plan until they:

- a) show significant signs of improvement in the areas outlined on the plan and
- b) there are no other remaining behaviour concerns.

**Students who do not show respect to school staff will not be removed from a plan.**

### Behaviour Plan Cycle



Parent(s)/Carer(s) Obligations Parents must sign the plan every evening to show that they have read the comments and will discuss them with their child. If parents have any concerns then they can request a meeting at any time to review the plan.

### 15.1.7.Serious Incidents

Serious incidents are, without exception, dealt with by the Directors. These include:

- Truancy from school & lessons
- Extreme rudeness to staff
- Aggressive behaviour
- Smoking on school premises
- Refusal to comply with other sanctions
- Theft
- Bullying

### Sanctions Include

- Meeting parents/guardians
- Ongoing monitoring/'Cooling Off' period
- Possible exclusion
- Withdraw from group/work in isolation in the office

### 15.1.8. Very Serious Incidents

These incidents are, without exception, dealt with by the Directors. They include:

- Persistence of the above serious incidents
- Serious incidents of bullying
- Sexual contact
- Racial/sexual harassment
- Fighting
- Bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)
- Involvement with drugs or alcohol
- Physical aggression towards a member of staff will be treated with the utmost severity

#### **Sanctions available include:**

- Internal exclusion
- Fixed term exclusion
- Permanent exclusion
- Police involvement

#### **Malicious accusations against staff members**

We aim to build strong and positive relationships with pupils. However there may arise an exceptional circumstance where a student makes an allegation against a member of staff. If, after investigation, the accusation is deemed to be malicious, i.e. a deliberate act to deceive, then serious sanctions are likely to be applied to the student which will usually result in permanent exclusion or managed move.

#### **Banned items**

In the interests of the health and safety of pupils, staff, other members of the school community and visitors to the school, the school asks parents and pupils to ensure that any inappropriate and dangerous items, or harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought in to school. Pupils suspected of bringing in any item in the banned items under 'Prohibited items' may be searched without consent (in accordance with [DfE - Behaviour and discipline in schools, Advice for headteachers and school staff, January 2016](#)), including their belongings, by the Director(s) or other staff who are authorised to do so.

### 15.1.9. Prohibited Items

Power to search without consent for “prohibited items” include:

- knives, including craft knives, pen knives, razors
- guns of any kind, including replicas and BB guns
- alcohol
- illegal drugs and 'legal highs'
- stolen items
- tobacco and cigarette papers including e-cigarettes
- fire lighting equipment or inflammable liquids
- fireworks or explosives of any kind
- offensive material such as pornographic, racist or violent images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules that has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. Pupils suspected of bringing in any other banned item, such as those listed below may be searched (only with the pupil's consent), by a member of staff.

#### Other banned items

- Laser pens or LED torches
- Cameras: the school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of pupils or staff

The school reserves the right to seize, confiscate or destroy any of the banned items, or any item that the school deems to be unsuitable and dangerous. Sanctions may be applied to any pupil found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. Pupils may be excluded in extreme cases, or when pupils have received previous warnings about banned items. Treasure House is keen to work together with other agencies to support the students in every way. This includes behavioural issues also.

### 15.1.10. Parenting Agreements or Parenting Orders

In January 2017 the government issued statutory guidance '[School attendance parental responsibility measures](#)' outlining additional measures for parental responsibility for behaviour and attendance. It gives local authorities and all schools legal powers to impose parenting contracts, parenting agreements and penalty notices for poor attendance and behaviour in schools. There is an expectation on schools to follow the guidance outlined therein. Potentially, these measures, when taken in the context of behaviour, can be applied to all young people on roll at Treasure House (London) CIC. Where attendance becomes problematic, the young person and their parents will be referred to the EWO at the Local Authority, where they are of compulsory school age (until the end of June in the academic year after their 16<sup>th</sup> birthday).

A **parenting contract** is an agreement between the parent(s) of a student and the local authority or governing body of a school. They are voluntarily agreed by parents and consist of measures to improve attendance or behaviour at school. Measures contained in the contract will be funded by the local authority and may include referral to parenting classes and information on how the parents can get support (DfE, 2017).

A **parenting order** is imposed by the court and does not require parental agreement. It consists of a) a requirement for the parent(s) to attend counselling, such as parental education, for up to three months and b) a requirement for them to agree to measures set out to improve behaviour or attendance, valid for up to 12 months. The order will be monitored by a Local Authority officer, named in the order and any breach could lead to a fine of up to £100.

These measures will only be used by the school where all other options have been exhausted. Please see the guidance via the link above for further details.

### 15.1.11. Work with other agencies and professionals

Treasure House (London) CIC works with a range of agencies. Several of our students have a TAC, and most have at least one agency with them.

Agencies and professionals we work with include:

- Specialist Family Focus Team (SFFT)
- Social Care
- Southwark SEN
- Lewisham SEN
- Early Help Service
- Mentivity
- Southwark Virtual School
- EWOs
- Schools/Academies/Referrers
- YOS
- CAMHS
- Baseline Mentoring
- Southwark Information and Advice Service (SIAS)
- Southwark Anti-Violence Unit (SAVU)
- Insight

## Reporting Behaviour

Behaviour reporting is completed on RM Integris. Please ask for more details.

