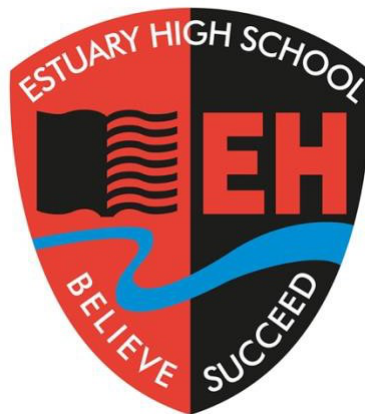


Estuary High School
London Road
Leigh-on-Sea
Essex

A school for boys aged between 13 to 18 who have experienced early childhood trauma and who need a small and safe environment.



Believe:
Succeed



CONTENTS

Page 2.	Background and Purpose Estuary High School
Page 3.	Our Vision and Mission Our Safeguarding
Page 4.	Our aims Curriculum Policy
Page 5.	The school Day Behaviour Management
Page 6.	Admission Criteria Location Facilities
Page 7.	Staffing Equal Opportunities Complaints Procedure Policies
Page 8.	Outcomes and Achievements Proprietary Body

BACKGROUND AND PURPOSE

Kites Children's Services was established in 1995 to provide residential and aftercare for adolescent males who display harmful sexual behaviour. Within its residential care homes, Kites developed a tradition of education provision from which the current school facility has grown. There was however a demand and an identified need for a more comprehensive facility operating on its own site and Estuary High School (EHS) was born.

There are now four distinct elements that together make up Kites Children's Services Limited, all of which specialise in catering for a different aspect of the needs of adolescent males who display harmful sexual behaviour (HSB). These are:

Estuary House	Offering 6 placements for boys aged 12-17 at time of placement.
Brook House	Offering 5 placements for boys aged 12-17 at time of placement.
Assessment and Therapy Education	Providing a variety of comprehensive assessment and interventions. Estuary High is registered for boys aged 13-18.

ESTUARY HIGH SCHOOL

The school caters for 10 boys aged between 13 to 18 who at some stages have presented HSB. Boys may be admitted on a full-time, part-time, or temporary basis pending the outcome of a comprehensive risk assessment. All new pupils will undergo an Assessment of Risk and Treatment Need (ARTN) when placed at Kites.

Our experience is that for a variety of reasons, these boys have largely slipped through the net of mainstream education and will often present behaviours that challenge. We believe that they have an entitlement to a comprehensive education which aims to compensate for lost opportunities in the past. Consequently, Estuary High provides a broad, balanced, and relevant curriculum. We also meet individual identified needs and support young people with Education and Health Care Plans, using a therapeutic approach.

OFSTED has identified that the curriculum is good and offers pupils a relevant and meaningful range of activities leading to formal qualifications whenever appropriate. The school follows a curriculum in line with its ethos and aims with a particular focus on self-reflection, therapy, and practical subjects such as art, music, food technology and PHSE. Good use is made of access to a flexible range of accredited courses. This provides all of the pupils, long and short-term, with the means of achieving nationally recognized qualifications including AQA unit awards, Functional Skills, and GCSEs.

We also support inclusion to mainstream/special schools and college where appropriate. In order to achieve this, given the specific focus of its client group, the school works in partnership with all interested parties and agencies to provide a tightly integrated network of multi-agency support.

Parents/local authorities can request a copy of Estuary High school curriculum policy. Ofsted Inspection Reports will be sent to parents/local authority within 28 days of Estuary High School receiving them.

The school works with the children's homes, therapists, virtual schools, and other agencies, in identifying and addressing individual problems and in applying appropriate intervention techniques

Prospectus

and therapy. Personalised 'GET IT' (Good lives model, evaluation of risk, thrive, and an integrated treatment) plans are developed within the context of overall care plans and will incorporate strategies dealing with issues common to individual young people.

Our Vision and Mission

It is our vision to be an outstanding provider of education for young people who have experienced trauma and who have displayed harmful sexual behaviour. Our ambition is for young people to develop safe and healthy relationships and achieve exceptional outcomes.

Everything we do is about improving the lives of children who have experienced trauma and who have sexually harmed others. By creating a supportive environment, coupled with integrated therapeutic interventions, our children develop safe relationships and are helped to understand their past.

It is the firm belief of the school that, despite their often-traumatic early childhood experiences, all its pupils have the potential to become fully active, productive, and safe members of the wider community, with positive and meaningful roles to play. The school offers a learning environment that is stimulating and challenging but within a supportive framework involving encouragement, therapy, self-awareness, and discipline.

All pupils are encouraged to develop a clear sense of self-worth, purpose and belonging. This is achieved through a ready acknowledgement and celebration of their achieved skills and abilities and by directing their interests, aptitudes, and achievements.

We are rightly ambitious for our pupils and always ensure that they can participate in the life of the school and their contribution is always listened to and acted upon where it is seen to be in the best interests of the pupils and school. Our school uses the 'Thrive Approach' which is a dynamic, developmental, and trauma-sensitive approach to meeting the emotional and social needs of children.

Our stakeholders play an active part in the development of the school, including local authorities, social workers, YOS, residential workers and other partner organisations.

OUR SAFEGUARDING

Given the specialist nature of our school we are only too aware of the risks posed by and to our pupils. We have developed a robust Safeguarding and Child Protection Policy and a set of guidelines to effectively manage the risks posed. All staff receive regular and ongoing Safeguarding training.

OUR AIMS

- To create a learning environment which will enable pupils to have a diverse range of educational activities, both within the school and the wider community.
- To encourage all young people to learn and develop their skills, particularly in English and Maths, to the best of their ability.
- To promote a positive environment so that they enjoy coming to school and acquire a solid basis for lifelong learning.
- To enable young people to be creative and to develop their own thinking within the context of group dynamics.
- To enable young people to have respect for themselves and raise their self-esteem and support their move into independence.
- To enable young people to progress to mainstream education and/or college.
- To ensure that all pupils leave with appropriate further education, work, and career plans.

CURRICULUM POLICY

The curriculum is all the activities that we organise in order to promote learning and personal growth and development. It also includes the 'hidden curriculum' or what the children learn from the way they are treated and expected to behave, which is so important to the therapeutic environment. We have a strong link with a local grammar school where the students take part in a wide range of lessons taught by their teachers.

Our school curriculum is underpinned by the values that we hold dear at Kites. The curriculum is the means by which the school achieves its objective of educating young people in the knowledge, skills and understanding and fulfilling their potential.

PSHE teaches about healthy lifestyles, sex, relationships, and drugs. Other curriculum areas implicitly support children's health.

Our curriculum is risk assessed and follows a routine and rhythm that maximises the pupil's positive behaviour.

Pupil's achievements are maximised, and the balance of the curriculum is designed to maximise the enjoyment of lessons on a daily, weekly, and half-termly scale.

Pupils are given the opportunity and involved in making decisions about their own education and the curriculum available enables accelerated learning and increased accreditation.

THE SCHOOL DAY

Estuary High academic year term dates are published annually

The structure of the school day is as follows:

09.20 – 09.30	Welcome
09.30 – 10.30	Lesson 1
10.30 – 10.45	Break
10.45 – 11.45	Lesson 2
11.45 – 13.00	Lesson 3
13.00 – 13.40	Lunch
13.40 – 15.00	Lesson 4
15.00 – 15.20	Handover with pupils school staff, review of day and rewards.

It is the expectation that if a carer is collecting a pupil from school, then they need to be in our classroom by 15.00 to be involved in the handover and allocation of homework. This process also serves as a calm and safe end to the day and demonstrates to the boys that we all work collectively across the company.

BEHAVIOUR MANAGEMENT

Positive Reward Scheme

At Estuary High School we have a positive reward scheme to help our pupils manage their own behaviour and the amount of effort they put into their work. They can earn 2 stamps a day (Green or Gold) and the stamps are awarded at the end of the day. They can also earn bonus points by doing extra things like helping tidy up, being kind to others, or if they haven't had a particularly good day in lessons, but they have done one good thing. We also send postcards home if they have done something well.

The stamps accumulate visually and are linked to rewards at the end of every half term. The boys can see their rewards accumulate. The stamps convert to 'tokens' which can be spent in the school 'shop' at the end of each half term.

Each pupil will be involved at the end of every session in a discussion with the adults in the room, as to whether they have earned their stamp for that session. The criteria for earning stamps is clearly displayed in each teaching room, and also each boy has their own copy for reference.

The points are recorded daily, along with the daily record of behaviour.

To celebrate the pupil's success in a more formal way, we invite the Directors, Residential Staff, Social Workers, and Therapists to an end of year presentation, this also gives the pupils the chance to show and discuss their work and feel proud of their achievements.

ADMISSIONS CRITERIA

The main criteria for admission to the school is that there is some evidence that the young person referred, presents development delays which may lead to harmful sexual behaviours.

It needs to be emphasised however that referrals will always be considered in relation to the mix and balance of current pupil groupings. The emphasis will be on the safety, wellbeing, and potential development of both existing pupils and the young person being referred.

The school will be suitable for boys who are aged between 13 and 18 (or in Key Stages 3, 4 or 5) and who present one or some of the following:

-
- Have experienced trauma due to sexual, physical, neglect or emotional abuse.
- Display socially inappropriate behaviour.
Involved with criminal activities.
- Are significantly behind in their academic achievements.
- Have been remanded into care.
- Require residential assessment.
- Are on General Supervision Orders.
- Are returning from custody.

Kites Children's Services is not able to offer care to boys with:

- Serious dependency on drugs, alcohol or chemical substances requiring specialist resources

LOCATION

Estuary High is situated in Leigh-on-Sea, just off the main A13 London Road into Southend-On-Sea.

The commercial and business heart of Southend is approximately 4 miles away and the seafront is within 1 mile, providing a lively and stimulating learning environment. In addition, the school has close access to the major road and rail networks, making it possible to reach local facilities speedily and undertake practical or fieldwork in an area extending throughout the south-east of England.

FACILITIES

The school is designed to accommodate 10 pupils. The facilities are over 2 buildings. One with 2 floors, upstairs classroom, toilets and team room, dining area, kitchen, further toilet, and further classroom downstairs.

The other building is a single-storey classroom which is where the main teaching takes place. We recently refurnished our annex teaching room, installed an interactive whiteboard and chrome books for each student. We use the local park and beaches for a variety of sporting activity.

STAFFING

For 10 pupils, the site will have 4 full-time members of staff giving a very favourable pupil/teacher ratio. This gives us the luxury of being able to split the group for a more intense and individualised teaching experience, especially in the core subjects of Maths and English. We have at least one fully qualified teacher on site every day and ensure that irrespective of pupil numbers, our staffing levels are such that we are able to supervise all the boys to meet the safeguarding criteria set out by Kites Children's Services.

We use specialist teaching staff for PE, music, art, sciences etc., to give the pupils the best knowledge of the subjects taught within the school.

EQUAL OPPORTUNITIES

The school believes in equality of opportunity for all and is in full agreement and support of anti-discriminatory practices which apply not only to racism but also sexism, gender, sexual orientation, social class, and disability.

Staff are expected to be sensitive, empathic, flexible, and knowledgeable, and accept, respect and value all young people as individuals with something special to offer.

Anti-discriminatory practice encompasses creating an environment in which all young people feel they belong, in an atmosphere of trust and mutual support.

COMPLAINTS PROCEDURE

Complaints procedure is available to parents and local authorities. All complaints are dealt with in a highly confidential manner. In the last academic year, we received no formal complaints.

POLICIES

The following policies are available on request:

- Safeguarding and Child Protection
- Curriculum Policy
- Behaviour Management Policy
- Counter bullying Policy
- Health and Safety
- Risk Assessment Policy
- Complaints Policy

OUTCOMES AND ACHIEVEMENTS

- High attendance levels
- All young people achieve a variety of external accreditation, including GCSEs, Entry Level and Functional skills. We also offer the AQA unit award scheme
- Last Ofsted Inspection May 2018 – overall rating ‘Good’
- GCSEs achieved by the boys in July 2019
- Alternative education placements at Circle’s Farm and Rally Sport
- This year the boys are working towards their Bronze Duke of Edinburgh Award

Proprietary body

Kites Children’s Service
Suite 3
Chalkwell Lawn
648-656 London Road
Westcliff on Sea
Essex SS0 9HR