



PearTreeSchool

# School Policies and Prospectus 2025 - 2026



*Celebrating 35 Years of Service  
to Children and Young People*

If you are thinking a year ahead, sow seed.

If you are thinking 10 years ahead, plant a tree.

If you are thinking 100 years ahead, educate the people.

Kuan Tzu (circa 500 B.C.)

At Pear Tree we do all three.

(David Bartlett 2003)

Toy Top Farm, Houghton Bank, Heighington, Co Durham. DL2 2UQ 01388 776799-  
6(2)(a)

**Proprietor:**

Pear Tree Projects Ltd Registered Office Address: Pear Tree House, Bolam. DL2 2UP  
01388 835 596 - 6(2)(b)

**Head Teacher:** Mr David Bartlett MBE - 1st Year Cert. In Education, HSE Emergency First Aid, Team Teach – Basic Training Programme in Positive Handling Strategies within a Holistic Framework, Designated Safeguarding Lead Training

The school office is open during holiday times, excluding bank holidays.

Since Pear Tree School had its first Ofsted inspection in January 2005, it went on to gain 'Outstanding' in January 2007, September 2010, January 2014, February 2017 and June 2019.

In December 2021 Pear Tree School joined ISA and therefore came under the ISI inspection umbrella. We had our compliance inspection in June 2023 and were fully compliant in all areas with no areas for improvement.

Copies of all inspections can be found on the Ofsted website.

<https://reports.ofsted.gov.uk/provider/27/135113>

Paper copies can be requested from the school office.

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## **Overarching Policy on the Management and Development of Policies.**

As founder and managing director of Pear Tree Projects since its formation in 1990 (school 2005) I have always believed in the importance of valuing mistakes and learning from experience. The value of this was beautifully articulated by Matthew Syed in his book 'Black Box Thinking' which, on publication, was purchased and released throughout the organisation. This also discussed the importance of marginal gains. The ability to consider the value of many small changes and the compound impact of these over time.

Pear Tree (school) has within its culture the promotion of self-reflection and self-reporting of mistakes and acting on the evidence produced to achieve a positive outcome. All accidents are considered from a risk assessment perspective and appropriate action taken to reduce or remove risk whenever possible.

As a value based organisation we value the importance of 'courage' as a corporate value. Therefore, the above must not be mistaken for being risk averse. Staff and children are encouraged to take risks and to be 'brave' but also to manage risks in a considered way. Students are encouraged to be part of the risk assessment process whenever possible. Not just reading but considering and designing.

The environment we live and work in is risk assessed. Homes, farms, classrooms and offices.

Activities are considered, and risk assessed in a specific risk assessment format and collected as and when new activities are undertaken.

Behaviour is also risk assessed in the form of risk assessments (28) of the child in terms of risks to the child and risks from the child.

We are open to consultation and advice. Actively seek to keep ourselves updated where we can and seek to improve the service through policy development which underpin practice.

Policies are reviewed on an annual basis.

## Introduction



In 1986, David Bartlett, like many other young people, through circumstances, was forced to make his own way in the world, and as such, with the help from the Princes Trust, and Enterprise Allowance Scheme, became self-employed as a professional painter and sculptor. Although only 20 years of age, this occupation brought him to the attention of a number of establishments and David began teaching as a lecturer within Darlington Arts Centre, Bishop Auckland Technical College, and then later, for Further Education in Cleveland, which also included St Luke's Psychiatric Hospital in Middlesbrough, and the regional secure Unit. Although unqualified, David became a full-time lecturer in Art 3-D Design at Bishop Auckland Technical College in 1987, and later as a result of successful workshops operated by Northern Arts, was recruited by Aycliffe Young People's Centre, where he was to spend 2 ½ years within the secure unit. In 1990 he completed his first year Certificate of Education.

Although teaching began to provide a regular income, David also continued to run a successful business and in 1989 he purchased a number of properties that were later to be used by the organisation which is now known as Pear Tree. During his time at Aycliffe Young People's Centre, it became clear to all that there were many young people for whom it was felt institutional settings were neither positive nor productive. The staff room was full of ideas from teachers who had been involved for years, wishing that they could start their own organisation. It was a direct result of these experiences and working with a number of children in particular, at Aycliffe Young People's Centre, that the idea of developing a school on a farm where therapeutic activities coupled with a sensitive caring environment could be most productive. This idea was floated by David and taken up by a number of people with contacts within the local Social Services Department.

Initially he facilitated requests from senior staff to use Pear Tree House (hence the name) as a way of testing receptiveness to open surroundings and somewhere children accommodated within a secure

setting could visit as part of a rehabilitation programme. It was during these times that the impact of such a contrasting environment became apparent and inspired further ideas.

Subsequently, the first Summer schemes were started in the summer of 1990 as described within the introduction, and in the spring of 1992, at the age of 26, David Bartlett left Aycliffe Young People's Centre to work full time on developing the organisation, which is now known as Pear Tree.

Since that time, Pear Tree has grown to run six residential homes, operating consistently between good and outstanding, looking after children on a long-term basis, three farms as part of the therapeutic approach and education curriculum and it employs approximately 100 people. Since the school opened in 2005 it has, at the time of writing, only ever been assessed as outstanding. Pear Tree was an Investors in People Gold Award winner and an Investors in People Champion until financial cuts meant a choice between this and the organisation's Christmas ball. The Christmas ball won.

In 2016 David Bartlett was awarded an MBE for founding Pear Tree Projects.



In the early spring of 1990, I was working as an Art and Pottery teacher in a well-known local authority secure unit. During one of my many lessons a young girl broke down and started to cry. As you would expect, I took her outside, organised for somebody to supervise my class and then began to talk to her.

Her story was later to become the subject of a BBC documentary and opened up my eyes to a number of issues that were clearly evident at the time. This girl had been subject to sexual abuse within her own home by her father. Subsequently she had gone to live with her grandfather where the same thing began to occur again. Quite understandably she became a runaway and as a result was placed in foster care. Again, she became subject to further sexual abuse. She carried on running and eventually found herself in a secure unit for her own protection.

On this day her distress was caused by the fact that she was living in a house with known sex offenders and had once again been abused that morning. Anyone who has ever dealt with disclosures knows how difficult it is to take in information like this, and to try to understand how people's lives, as young as they are, can so easily result in such mayhem.

This girl was to remain in that establishment for a further couple of years and did exceedingly well. We were able to plot her progress with a great deal of satisfaction. This situation was not that uncommon, and a number of similar circumstances resulted in a discussion with my then superiors, around the difficult environment in which we were working. I can recall exclaiming to somebody that if they had had the benefits of the kind of childhood that I had had, being brought up in the countryside and having access to life on a farm, then things could have been greatly different for this girl.

I remember saying, 'isn't that a good place to have a school.' A stimulating, sympathetic environment where they can learn to care for other animals and be involved in many learning experiences purely as a result of being in that environment. Thus, was born the idea of getting children like the girl discussed, into the countryside onto a farm and the benefits that could be obtained. Recently published, similar schemes, refer to this as "care farming".

During the following months, I was able to facilitate requests from my colleagues and senior staff to take a small number of young people, under careful supervision, with my colleagues to the smallholding where I lived to see the benefits firsthand.

Later that year, I was approached by one of my colleagues whose wife was a social worker. He explained although they had a budget for summertime activities for their local authority children's units, they did not have any resources to spend their money on. They had discussed the kind of projects that I would have liked to be able to establish and decided to approach me. Within a week Pear Tree as we know it was born, and a comprehensive programme of summertime activities based on a smallholding for children in 'local authority children's units' in the area began.

It was from then, that the children's homes were to develop, and for a good few years, Pear Tree House was involved in providing activities for the children that were in the first, 'Pear Tree' children's home, along with the other children from local authority children's homes.

As time progressed, Pear Tree House was to have less involvement, but would be a place where occasional visits would take place and various activities could be organised, more on an ad hoc basis.

We looked at continuing to develop links with the countryside in other ways; Durham Wildlife Trust being one of them. There, our young people would help manage the local nature reserves in the area.

During the year 2000, discussions with the local Registration Inspection Unit, in preparation for the National Care Standards Commission and National Minimum Standards, led us to believe that we needed to rethink our office situation. It was on the top floor of one of our homes. A search for suitable office facilities took us to a wide variety of proposed premises, all of which were very expensive and did not give us a lot of space. One day, one of our secretaries came up with the idea of using an empty house that we had owned for some time and that prompted an idea. I was aware of a local farm that had been up for sale. So, the idea came about for Toy Top Farm, where we could convert the farmhouse into an administration block and have the remainder of the property to play with.

Thus, coming full circle and bringing the farm and everything that a farm has to offer, right back to the focal point of the Organisation.

Between 2001 and 2003 Toy Top Farm was established. This was to be our administration base, our Company headquarters and the focus for many 'one-off' activities. Young people could then be involved in, or even, on some occasions, simply watch whilst contractors and other members of the

workforce slowly helped to adapt the farm to our requirements. The young people being encouraged to participate at every opportunity, whenever possible.

Over this period of time, we developed our workshop, mountain bike store and maintenance facilities, planted orchards and established the apiary (beehives), and planted hundreds of trees, thickening out hedgerows and plantations. We also created a wildlife pond and a duck pond, extended the outdoor riding school, built a round pen and horse-walker, repaired fencing, painted stables, rendered walls, improved farm buildings, built a hayloft (this was completed January 2006). This is being utilised as both a storage and games-viewing area over the outdoor riding arena. Our garden and patio developed, and we erected a sizable greenhouse.

Whilst all this work was being undertaken at the Farm, children and young people were also given the opportunity to help with the running of the farm as it slowly began to evolve. First on the scene in 2001 were the horses which gave many young people the opportunity to learn to ride for the first time and in some cases brought excellent results. The poultry and bees were to follow. This gives children the opportunity to be involved in the day-to-day treatment of the poultry as well as the collection of eggs etc. At the same time being involved in quite unique work, which is rarely seen today, involving the beekeeping project.

In June 2002, our flock of sheep arrived and has since then given young people the opportunity to be involved in all the tasks that go with looking after sheep, during the course of the year. Such as, lambing time, sheep shearing, regular worming etc., and the importance of the sheep on the land in terms of balancing the grazing and fertilizing the ground explained to all. The horses of course were in some cases, broodmares, which have produced foals, and have given the young people the opportunity to see the process they go through from foal to full-grown and the different stages of work that is involved.

Later we were to purchase a number of calves that were reared by a young man whose ambition was to attend the local agricultural college at Houghall in Durham.

Research was to establish that rearing cattle was the only area that we didn't undertake at that time and therefore, by rearing the calves this helped him to be fully equipped to start his college course later that year. Production of lamb and beef for our own freezers, together with eggs and honey created the opportunity to develop a farm shop, purely to supply our own homes and Pear Tree population at large.

Toy Top Farm became an important education and training base, whilst at the same time maintaining its' ethos of a 'working farm'. There was one exception to this ethos, however, in Summer 2004 "Harry" the Vietnamese pot-bellied pig arrived. Rescued from a closing down 'rescue centre', he was an 'interesting' addition to the array of animals, mainly due to his behavioural problems and grumpy personality. Like others with these difficulties, having the opportunity to recover from previously traumatic experiences, he began to warm to all of us and became a much-loved personality, until his demise in Summer 2006.

In addition, in 2002 with the work undertaken by our outdoor team, we also became a licensed outdoor activity centre. The licence was not renewed when the farm became a registered school and the activities became part of the curriculum.

Up until 2003 the use of the farm was very much on an 'activity basis' as and when time allowed. It was becoming increasingly obvious that our teachers who were at that time working in a 'home-tutor' capacity, visiting children in different homes, had children in different locations that would have

benefited from group-work and by doing so, would have allowed them also more time and an improved timetable, with our home tutors joining forces to team-teach, etc.. So, in summer of 2003, we took the steps of purchasing a portacabin that was sited in the farmyard and developed as our classroom at Toy Top Farm. In September 2003 for the first time, children in different homes came together for education at the farm. Unbeknown to us, this was at the same time legislation had been passed, requiring small and specialised facilities like ourselves to become registered with the Department for Further Education and Skills. This application was submitted in July 2004 and in January 2005 we had our first Ofsted Inspection.

The feedback from this was entirely positive and helpful with the Inspector recognising the importance of the work both inside and outside the classroom, and described the farm setting as being our main strength. Since then we have gone on to take on board all the recommendations from the inspection and have developed Art and Pottery classes in a barn, converted into a classroom, ideal for use as a wet area.

In September 2005, along with the recommendations of the Inspector we began to operate as a formal school setting with much of the work undertaken outside of the classroom being based on AQA Unit Awards and ASDAN Awards and in the Summer of 2006 two of our students were the first at Pear Tree to complete their Bronze Award for ASDAN. Also, many students both in our school setting and within the homes generally, were able to achieve a great many AQA Unit Awards. Many of these included subjects within the classroom setting as well.

The ASDAN Awards became popular and resulted in us utilising more space within the farmhouse, coupled with the purchase of laptop computers to mean both IT and other classroom subjects can be undertaken around the dining room table in a most relaxed yet still very appropriate fashion. This also converts to cookery and other practical working spaces as and when needed.

In 2001, when Toy Top Farm was first purchased, I remember a conversation with a then prominent member of staff, who commented that the purchase of the farm was a marvellous achievement. I can distinctly remember commenting at the time that the purchase of the farm was not a goal in itself – it was merely a tool to future goals and these would be helping the development of young people to be better prepared to enter the working world and to experience an enjoyable, rural lifestyle.

As the years go by, I can now look back on a number of young people who very much epitomise my aspirations at the time. Who came to Toy Top Farm as part of their education; who have been successful within this environment to whatever level they could achieve – in other words, they have reached their full potential. Within a classroom setting, also going on to develop their skills, practically, in the areas in which they have excelled and enjoyed on 'the farm'.

In our Offices, there are photographs of these young people at various stages of their development. They demonstrate some great achievements, which may be uncertified but are very real.

The young man who came to us at 11 years of age, frightened of his own shadow – who was to watch foals being born and grow in the fields, and as he grew, learned to ride; learned how to deal with young horses; how to muck out; groom; look after; take care of; lead-out; bring in from the fields; put on the horse-walker; see to their injuries; help the Vet. His thirst for work led him to a local Racing Stables and from there he then went to Northern Racing College and became a Stable Hand in his own right. Eventually returning to the Racing Stables and becoming a taxpayer; all whilst residing in one of our homes. One of those photographs in the office displays the young man leading one of those very foals

he saw being born at Toy Top, into the winner's Enclosure at Newcastle Racecourse. Since leaving our school we have helped to relocate him to different residential jobs on several occasions.



We also have the other young man who when he arrived at 13 years of age, was emotionally all over the place. He ran away on his first day, only to be picked up several miles away and returned to the classroom. He couldn't drive a wheel-barrow in a

straight line, yet years later, I was to see him handling our big tractors with the skill and precision of a well-trained workman. He ultimately took on board most of our tractor work and this eventually led him to working on other farms. He was to be discharged from our service into a flat of his own which had been decorated and prepared by our team and in contrast to his initial absconding, is a frequent visitor, as an independent young man. He is now a qualified forklift truck driver working for an engineering firm full time and still visits regularly to drive tractors and help out where he can.

Another young man was to arrive at 13 years old, from an inner-City area; very angry and oppositional to any educational input whatsoever. His first day in the cabin classroom resulted in it rocking from side to side. He was to quickly overcome these difficulties and soak up the environment and everything it had to offer. He learned to ride horses and pretty well at that, too. He enjoyed looking after our dogs and was particularly keen on rural life in its raw form. However, he had always harboured military ambitions, seeming to enjoy the structure and regime that military service would bring. As a stop-gap we were to find him employment at a local Hunt Kennels where he was employed to look after the hounds and assist the Groom with the horses. This facility holds an annual Puppy Show, with many invited guests and dignitaries. He was dressed in his 'cloth cap', shirt and tie and long coat as his newfound profession would dictate and I was blown away by his manners, courtesy and enthusiasm for his work.



During the speeches he was introduced as a member of staff and at that time, eloquently removed his cap and bowed to the audience in a most appropriate and yet surprising manner. This job is tough and not for the feint-hearted and is only survivable with the hardest working ethos. He joined the Scots Guards in May 2011 and we had the honour of attending his passing out parade in November 2011. During June 2012 he was on parade during the Queens Diamond Jubilee celebrations and front row during the Trooping the Colour. He also worked on security duty during the Olympics in 2012. How they

got him to stand still for so long I'll never know! In March of 2013, a group of people from Pear Tree were very proud to attend his wedding. He regularly visits with his wife and two children.

Another young person has gone to racing college achieving full employment on graduation and maintained that employment. Others have been able to contribute in a voluntary capacity at equestrian centres. Indeed, most young people who leave our service achieve employment.

Many other young people have gone through a similar process and whether they have ended up in McDonalds or Pizza Hut, they have done so on the back of the working ethos that they have learned and developed whilst enjoying their time at our farms.

Whilst practical achievements have been evident within the classroom, we have young people who have been able to achieve their Functional Skills in Maths, English and ICT, GCSE'S, BTEC as well as a whole list of AQA Unit Awards.

In January 2007 an Ofsted Inspection acknowledged the work undertaken at our unique School as 'Outstanding'. Inspection in September 2010 - Outstanding. Inspection January 2014 – Outstanding. Inspection February 2017 - Outstanding. Inspection June 2019 – Outstanding. First Compliance Inspection with ISI June 2023 – Fully Compliant

All staff have either completed or are working towards the following mandatory qualifications:

HSE Emergency First Aid

Food Hygiene (If applicable)

Safeguarding Children

Health and Safety in the Workplace/Fire Prevention – Awareness (If applicable)

Recovery and Intervention

Team Teach - Basic training programme in positive handling strategies within a holistic framework (If applicable)

Safeguarding

Who Cares

The Value of Activities

The Importance of Values

Workshop to raise awareness of PREVENT

Managing Sexually Harmful Behaviour

Join Up as a Methodology for Managing Challenging Behaviour

## School Leader/Head of Pastoral Care/Teacher/ BTEC Assessor and Internal Verifier:

Fiona Corner



BTEC HND Business and Finance (Dist)  
Maths in the Classroom / Edexcel 2015  
FGM Awareness 2015  
E-safety Awareness  
Workshop to raise awareness of PREVENT  
Keeping Children and Young People Safe in Education  
Safe Handling of Medicines Level 3  
Epilepsy Awareness in Schools  
Safer Recruitment in Education  
Fire Safety Awareness  
Food Hygiene and Safety  
HSE Emergency First Aid and Defibrillation  
Safer Recruitment  
Health and Safety in Care Environments Level 2  
Food Hygiene and Safety for Catering Level 2  
Fire Safety for Schools  
Basic Health and Safety  
Workplace First Aid  
LSCB Designated Safeguarding Leads  
Safeguarding Children from Abuse by Sexual Exploitation  
Managing Anger and Challenging Behaviour  
Keeping Children Safe Online  
Secondary Mathematics TSST, 2016  
Achieving Greater Depth in Maths, TT Training, May 2019  
Preventing Radicalisation and Extremism  
Health and Safety Essentials  
Covid training - LFD & PPE  
Safe Administration of Medicines  
Prevent COVID-19  
Autism Awareness  
Control and Administration of Medicines  
Medicines Awareness Foundation Course  
Child Sexual Exploitation Awareness  
LGBTQ+ Inclusive For Schools: Practical Advice And Step-By-Step Guidance

Safeguarding Children: Internet Safety  
Team Teach  
Safeguarding for working in residential care and education  
Safeguarding Children Level 2  
Safeguarding Level 1  
Data Protection in Schools  
Online Safety and Harms  
Child Sexual and Child Criminal Exploitation Awareness  
Understanding the Join Up and Follow Up Process as a Methodology to Working with People with  
Challenging Behaviour  
Designated Safeguarding Leads Level 3  
Safe Administration of Medicines  
How to be an Outstanding Pastoral Leader  
Allergy and Anaphylaxis Training  
Understanding the Risks of Vaping and Educating Pupils

**School Leader/Head of Special Educational Needs, Teacher/ BTEC Assessor and Lead  
Internal Verifier:  
Philip Tebbs**



BEng Honours Engineering 2002  
Post Graduate Certificate of Education  
Design and Technology 2006  
Pear Tree Training Course 2011  
BTEC OSCA 2 Accreditation 2012  
Engineering Health & Safety  
NVQ2:EMTA Award  
Postgraduate Certificate National  
Award in Special Educational Needs Co-Ordination (2016)  
Health and Safety Training in Design and Technology  
Safe handling of Medicines Level 3  
Keeping Children and Young people Safe in Education  
Workshop to raise awareness of PREVENT  
Deliver high quality accredited teacher training through effective focused mentoring  
The importance of early experiences in developing a strong foundation for social and emotional wellbeing and mental health in the early years  
Introduction to foetal alcohol spectrum disorder in the early years  
Addressing trauma in childhood and understanding children's mental health needs  
Post Graduate Certificate: Mentoring and Coaching in Education  
Preventing Radicalisation and Extremism  
LSCB Designated Safeguarding Leads  
The Essentials of GDPR  
Safer Recruitment  
Safer Recruitment in Education  
Workplace First Aid  
Food Hygiene and Safety Level 2  
Fire Safety in the Workplace  
The Role of a Fire Warden and Instruction in the use of Fire Extinguishers  
Basic Health and Safety  
In House: Basic Health and Safety  
Child Exploitation Awareness  
Safeguarding Children: Internet Safety  
LGBTQ+ Inclusive For Schools: Practical Advice And Step-By-Step Guidance

Team Teach  
Covid training - LFD & PPE  
Safeguarding for working in residential care and education  
Safeguarding Children Level 2  
The Essentials of GDPR  
Safeguarding Children from Abuse by Sexual Exploitation  
Keeping Children Safe Online  
Safeguarding Level 1  
Safe Administration of Medicines  
Understanding the Join Up and Follow Up Process as a Methodology to Working with People with Challenging Behaviour  
Designated Safeguarding Leads Level 3  
Online Safety and Harms

## School Leader/Teacher/Outside Learning:

Helen Berry



Qualified Teacher Status  
BA (Honours) in Primary Education  
Child Exploitation Awareness  
Qualified Teacher Status  
BA Honours in Primary Education  
Pony Club A Test  
Safe Administration of Medicines  
Fire Safety Awareness  
Basic Health and Safety  
Emergency First Aid at Work  
Food Hygiene and Safety for Catering (Level 2)  
HSE Emergency First Aid and Defibrillation  
Health and Safety in the Workplace (Level 2)  
The Role of a Fire Warden and Instruction in the use of Fire Extinguishers  
Health and Safety Training in Workshop Practices and Correct Use of Tools for Wood and Metal Resistant Materials  
In House: Basic Health and Safety  
Covid training - LFD & PPE  
Team Teach  
Safeguarding for working in residential care and education  
Child Sexual Exploitation Awareness  
Advanced Safeguarding Children (Level 2)  
Epilepsy Awareness and Buccolam  
Internet Safety for Schools  
Preventing Radicalisation and Extremism  
Introduction to Safe Handling of Medicines  
Data Protection in Schools  
Child Sexual and Child Criminal Exploitation Awareness  
Understanding the Join Up and Follow Up Process as a Methodology to Working with People with Challenging Behaviour  
Safeguarding Children in Education  
The PREVENT Duty  
Designated Safeguarding Leads

**Teacher:**  
**Abigail Blackburn**



Postgraduate Certificate in Education  
Advanced Leisure and Recreation  
BSc Rural Leisure Management  
Data Protection in Schools  
Internet Safety in Schools  
Child Sexual Exploitation  
Fire Safety in Schools  
Administering Medication  
Health and Safety Level 2  
Food Safety and Hygiene for Catering Level 2  
Teaching Vocabulary in the Primary Years  
Peer on Peer Abuse: Sexual Violence and Harassment  
Level 1 Safeguarding Children and Young People  
First Aid at Work  
Workshop to raise awareness of PREVENT  
Safeguarding for working in residential care and education  
In House: Basic Health and Safety  
Allergy and Anaphylaxis Training  
Drug and Alcohol Training  
Preventing Bullying

**Teacher:**  
Rachel Thwaites



Team Teach

Keeping Children Safe Online

Relationships, Sex and Health Education: Supporting Pupils' Wellbeing

Post Graduate Certificate in Education with Qualified Teacher Status

Safeguarding Children in Education

Online Safety and Harms

Level 2 Food Hygiene and Safety for Catering

Fire Safety for Schools

Health and Safety Training for Employees

Child Sexual and Child Criminal Exploitation Awareness

Preventing Radicalisation and Extremism

Data Protection for Schools

Filtering and Monitoring

**Teacher:**  
Victoria Smith



Postgraduate Certificate in Education  
Paediatric Infant and Child First Aid Level 3 (VTQ)  
Emergency First Aid at Work Level 3 (VTQ)  
Health and Safety Training for Employees  
Fire Safety for Schools  
Level 2 Food Hygiene and Safety for Catering  
In House: Basic Health and Safety  
Safeguarding Children in Education  
Preventing Radicalisation and Extremism  
Data Protection for Schools  
Child Sexual and Child Criminal Exploitation Awareness  
Online Safety and Harms  
Managing Sexually Harmful Behaviour  
Digital Wellbeing for Young People  
Preventing Bullying

## Higher Level Teaching Assistant:

Adam Swan



Domestic Abuse Awareness Level 3  
Female Genital Mutilation  
Introduction to LGBT Inclusion  
Moving and Handling  
Working at Heights  
Making Sense of Autism  
Developing Good Autism Practice  
Child and Adolescent Mental Health and Wellbeing  
Sensory Processing  
Child Neglect  
Managing Sexualised Behaviour in Primary Schools  
Level 2 Award in Community Sports Leadership  
CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools (QCF)  
Team Teach Positive Behaviour Support Level 2  
Psychological First Aid  
Prevent Duty  
Level 2 Food Hygiene  
Fire Safety Awareness  
Health and Safety in Education  
Emergency First Aid at Work  
A Guide to UK Data Protection: Education  
Safeguarding Young People  
Child Exploitation  
Administration of Medication in Schools  
The Prevent Duty  
Online Safety  
BTEC Level 3 Diploma for Residential Childcare (England)  
Adolescent Sexual Development  
PACE Model  
Pear Tree Risk Assessment Training

Pear Tree Personal Holistic Competency Assessments  
Understanding the Join Up and Follow Up Process as a Methodology to Working with People with Challenging Behaviour  
Pear Tree Who Care's Training  
Pear Tree Managing Sexually Harmful Behaviour  
Pear Tree Safeguarding  
Pear Tree Recovery and Intervention Training

**Nicole Bradwell:**  
Teaching Assistant



Team Teach Positive Behaviour Training Level One  
Supporting Teaching Assistants New to EYFS  
Sensory Integration and Dysfunction  
Understanding and Supporting Pupils on the Autism Spectrum  
CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools  
CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools  
Level 2 Certificate in English for Business Communications  
EDI Level 2 NVQ in Business and Administration  
File Management and e-document Production

**Instructor:**  
Nick Pearson



Certificated Training in H&S Theory Covering Circular Saws, Narrow Band Saws, Planer Thicknesser, Woodturning Lathes.  
Certificated Training in H&S Covering High Risk Wood and Metal Machines & Processes  
Keeping Children and Young People Safe in Education  
Health and Safety Essentials  
HSE Emergency First Aid and Defibrillation  
Level 2 Food Hygiene and Safety for Catering  
Level 2 Health and Safety in the Workplace  
The Role of a Fire Warden and Instruction in the use of Fire Extinguishers  
Fire Safety Training  
Basic Health and Safety  
In House: Basic Health and Safety  
Safeguarding Young People – Level 2  
Safeguarding for working in residential care and education  
Workshop to raise awareness of PREVENT  
Safeguarding (Level 1)  
Preventing Radicalisation and Extremism  
Child Sexual Exploitation Awareness  
Team Teach  
Online Safety and Harms  
Data Protection in Schools  
Understanding the Join Up and Follow Up Process as a Methodology to Working with People with Challenging Behaviour

## **Farm Manager/Rural Studies Instructor:**

Andrew Forrest



Pear Tree School at Toy Top Farm – Curriculum: Info & Advice  
Pear Tree Recovery & Intervention  
Workshop to raise awareness of PREVENT  
Safeguarding for working in residential care and education  
Safeguarding (level 1)  
Fire Safety  
Health and Safety Training in Design and Technology  
The Role of a Fire Warden and Instruction in the use of Fire Extinguishers  
Workplace First Aid  
In House: Basic Health and Safety  
Recovery & Intervention Training  
Risk Assessment Training  
Looked After Review Training  
Chainsaw Basic Maintenance and Crosscut Operation Training  
Safeguarding Young People – Level 2  
Team Teach  
Data Protection for Schools  
Lantra Awards Level 2 Award in Animal Transport by Road – Short Journey  
Basic Health and Safety  
Administration of Medication to Animals

## Rural Studies Instructor:

Steven O'Leary



City & Guilds NPTC Level 2 Award in Felling & Processing Trees (up to 380mm)  
City & Guilds NPTC Level 2 Award in Chainsaw Maintenance & Cross-cutting  
Bushcutters/Trimmers – Maintenance & Operation Certificate  
Handheld Hedge Trimmer Certificate  
Safe Operation of Pedestrian Mowers – Rotary & Flail certificate  
Woodchippers Certificate  
Manual Handling  
Health & Safety Induction  
Health and Safety Essentials  
Workplace First Aid  
Health and Safety Training in Workshop Practices and Correct Use of Tools for Wood and Metal  
Resistant Materials  
Level 2 Food Hygiene and Safety for Catering  
Level 2 Health and Safety in the Workplace  
The Role of a Fire Warden and Instruction in the use of Fire Extinguishers  
Level 2 Food Safety Catering  
Basic Health and Safety  
In House: Basic Health and Safety  
Asbestos Awareness  
BTEC Engineering  
Chainsaw Basic Maintenance & Crosscut Operation  
Safeguarding for working in residential care and education  
Preventing Radicalisation and Extremism  
Child Sexual Exploitation Awareness  
Team Teach  
  
Data Protection in Schools  
Understanding the Join Up and Follow Up Process as a Methodology to Working with People with Challenging Behaviour

## Rural Studies Instructor:

Sharon O'Leary



NPTC Certificate of Competence in Chainsaw and Related Operations

NPTC Certificate of Competence in the Safe Use of Pesticides

The National Certificate in Horticulture

Health and Safety Essentials

Health and Safety Training in Workshop Practices and Correct Use of Tools for Wood and Metal

Resistant Materials

Level 2 Food Hygiene and Safety for Catering

The Role of a Fire Warden and Instruction in the use of Fire Extinguishers

Basic Health and Safety

HSE Emergency First Aid and Defibrillation

In House: Basic Health and Safety

Safeguarding Young People – Level 2

Child Sexual Exploitation Awareness

Safeguarding for working in residential care and education

Team Teach

Safeguarding Young People – Level 2

Chainsaw Basic Maintenance & Crosscut Operation HSE Emergency First Aid and Defibrillation

Epilepsy Awareness and Buccolam

Data Protection in Schools

Understanding the Join Up and Follow Up Process as a Methodology to Working with People with Challenging Behaviour

## Equine Manager/Instructor:

Sarah Bartlett



Safeguarding for working in residential care and education

HSE Emergency First Aid and Defibrillation

Workplace First Aid

Basic Health and Safety

Safeguarding Children in Education

Pony Club AH Test – Horse Care Test – Equivalent to BHS Stage 3

Team Teach

British Horse Society Level 2 Foundation Coaching Riders – Stage 2

Beta – Rider Safety Equipment – Hat and Body Protector Fitting

Yearly CPD course to keep up to date with correct teaching

Competed at British Eventing to Intermediate and International 2\*

Represented Team GB Youth Squad at 2\* level in Ireland – Millstreet 2017

Produced multiple homebred young horses to competing at British Eventing

**Instructor:**  
Kerry Edwards



Advanced Safeguarding Children (Level 2)  
Workplace First Aid  
Food Allergen Awareness  
Level 2 Food Hygiene and Safety for Catering  
Fire Safety for Schools  
Basic Health and Safety  
In House: Basic Health and Safety  
Safeguarding for working in residential care and education  
Team Teach  
Child Sexual Exploitation Awareness  
Data Protection for Schools

**Instructor:**  
Lauren Walton



HSE Emergency First Aid and Defibrillation  
Equestrian Emergency First Aid  
Workplace First Aid  
Fire Safety  
Fire Safety  
The Role of a Fire Warden and Instruction in the use of Fire Extinguishers  
Basic Health and Safety  
In House: Basic Health and Safety  
Safeguarding  
Team Teach  
Safeguarding for working in residential care and education  
  
Level 2 Horse Care  
  
Level 3 Advanced Apprenticeship Horse Management  
  
Class 2 HGV license  
  
CPC

## Stephanie McDearmid

Instructor



Bachelor Of Education with Honours Second Class Honours in Educational and Professional Primary Studies with Outdoor and Environmental Studies

BHSQ Level 3 Groom with Riding

BHS Unit 1 Stage 3 Care

BHS Unit 2 Stage 3 Lunge

BHS Unit 3 Stage 3 Ride Dressage

BHS Unit 4 Stage 3 Ride Jump

BHS Stage 3 - Coach in Complete Horsemanship

BHS Unit 2 Stage 4 Senior Management

BHS Level 3 Groom with Riding

BHSQ Level 2 Foundation Coach in Complete Horsemanship Stage 2

BHS Stage 2 Riding Out

BHS Stage 2 Riding Out

BHS Refresher First Aid Course

UK Data Protection: Education

Child Exploitation

**School Assistant:  
Rebecca Farnaby**



Food Allergen Awareness

Workplace First Aid

Fire Safety Awareness

Level 2 Food Hygiene and Safety for Catering

Level 2 Health and Safety in the Workplace

The Role of a Fire Warden and Instruction in the use of Fire Extinguishers

Basic Health and Safety

Safeguarding for working in residential care and education

PREVENT Covid-19

Team Teach

Data Protection for Schools

Control of Substances Hazardous to Health

**Jonathan Hakin**  
School Assistant



Fire Safety in Education

Health and Safety in Education

Understanding the Join Up and Follow Up Process as a Methodology for Working with People with Challenging Behaviour

Recovery and Intervention Training

Safeguarding for Working in Residential Care and Education

Exposure - Who Care's

Managing Sexually Harmful Behaviour

Emergency First Aid at Work

Food Allergen Awareness

Safeguarding Young People

**Outdoor Education Instructor:  
Noel Snowden**



Health, Social Diagnostic and Therapeutic Support  
NVQ Level 3 Caring for Children and Young People  
NVQ Level 4 Caring for Children and Young People  
NVQ Level 4 in Health and Social Care (Children and Young People)  
EduCare Certificate: Preventing Bullying Behaviour  
Restorative Approaches Training  
Keeping Children and Young People Safe in Education  
Prevent Covid-19  
An Introduction to Infection and Control  
Child Exploitation Awareness  
Safeguarding for working in residential care and education  
HSE Emergency First Aid and Defibrillation  
Food Hygiene and Safety for Catering (Level 2)  
Health and Safety in Care Environments (Level 2)  
Fire Safety for Schools  
Level 2 Food Safety Catering  
Basic Health and Safety  
In House: Basic Health and Safety  
Team Teach  
Workshop to Raise Awareness of PREVENT  
Safeguarding (Level 1)  
Data Protection for Schools  
Child Sexual and Child Criminal Exploitation Awareness  
Understanding the Join Up and Follow Up Process as a Methodology to Working with People with Challenging Behaviour

## PE/Dance Instructor:

Fallon Bartlett



BA(Hons) Contemporary Acting

FDA in Musical Theatre

Postgraduate Certificate in Education in Young People and Adult Learning Specialists

Level 4 in Preparing to Teach in the Lifelong Learning Sector (QCF)

Level 2 Health and Safety in the Workplace

Workplace First Aid

Food Allergen Awareness

Level 2 Food Hygiene and Safety for Catering

Fire Safety Awareness

Basic Fire Safety Awareness for Care Homes

Basic Health and Safety

Advanced Safeguarding Children Level 2

Child Sexual Exploitation Awareness

Team Teach

Safeguarding for working in residential care and education

Data Protection in Schools

Child Online Safety Awareness

Understanding the Join Up and Follow Up Process as a Methodology to Working with People with Challenging Behaviour

**Groom:**  
Kay Duffin



Fire Safety for Schools  
Workplace First Aid  
Safeguarding for working in residential care and education  
Safeguarding for working in residential care  
Equestrian Emergency First Aid  
Safeguarding Children

**Groom:**  
Emily Bowman



Safeguarding Young People  
Keeping Children Safe in Education  
Emergency First Aid at Work  
Health and Safety in Education  
Fire Safety in Education

Pear Tree Training  
Managing Sexually Harmful Behaviour  
Safeguarding  
Who Care's  
Recovery and Intervention  
Join Up as a Methodology for Managing Anger and Challenging Behaviour

**Jessica Hockborn**  
Groom



Health and Safety in Education

Fire Safety in Education

UK Data Protection: Education

Safeguarding Young People

Emergency First Aid at Work

**Katie James**  
Groom



Level 2 Equine Groom

## General Farm Worker:

Sam Reed



Safeguarding Young People

Keeping Children Safe in Education

Emergency First Aid at Work

Health and Safety in Education

Fire Safety in Education

Team Teach

Data Protection

Pear Tree Training

Managing Sexually Harmful Behaviour

Safeguarding

Recovery and Intervention

Join Up as a Methodology for Managing Anger and Challenging Behaviour

Tractor Driving Certificate

Knapsack Training – Safe Use of Pesticides

Chainsaw Crosscut and Maintenance

Administration of Medication to Animals

## Aims and Objectives

[6(2)(d)]

*'There is no such thing as teaching, only learning. It is a teacher's duty to create an environment in which learning can occur.'*  
(Monty Roberts)



### Aims of the school.

- To help students accommodated within Pear Tree residential homes, recover from adverse childhood experiences.
- To support the organisations 'therapeutic approach' through their 'recovery and intervention plan'.
- To overcome the barriers to education.
- Encourage motivation and receptiveness to learning.
- To break down avoidance strategies and find alternative ways of helping students to make educational achievements.
- To deliver a broad and inspiring curriculum as set out in the Pear Tree School curriculum. This can be monitored with the 'Education Competence Assessment' (ECA) system.
- To help students reach their full potential emotionally, practically and academically.
- To achieve accreditation whenever possible.
- To prepare students for the next stage of their educational journey.
- To equip students with both soft and practical skills to help them to be able to function in the workplace.
- To increase their employability, recognising that employment is the single most important factor in preventing a continuation of the cycle of abuse, post discharge from our service.
- The overarching priority is to stop the cycle of abuse and to re-educate our students to be the best they can be, to above all else to be good people.

- The above to be demonstrated through their Personal Holistic Competence (PHC) assessments and through their values assessments.

This is achieved using the below methodology.

## **Objectives.**

- Environment.
  - Values.
  - Education.
  - Training.
  - Activities. (therapeutic)
- 
- Protect.
  - Engage.
  - Occupy.
  - Relate.
  - Influence.
- 
- Inspire.
  - Motivate.
  - Educate.
  - Train.
  - Employ.

## **How our 'Therapeutic approach' is emended into our education programme**

Pear Tree looks after some of the region's most complex young people and helps them recover from their negative life experiences and move forward with their lives. It is our Therapeutic Approach, which is the foundation to everything we do, which is fundamental to the wraparound service we provide. The aims and objectives of our Therapeutic Approach are:

### **Aims**

'Provide the highest quality care, to enable children to overcome the difficulties and traumas of the past. Thereby providing a firm foundation from which they can grow through adolescence into adulthood as successful human beings, able to function in, and contribute, to society'

Ref: D. Bartlett 1991

### **During their time with us**

- Stay with us for a minimum of 1 year.
- Engage in our service and education.
- Making achievements in education.
- Make progress in their Personal Holistic Competency Assessment.
- A reduced assessment of risk to the child.
- A reduced assessment of risk from the child.
- Engage in education/training/employed independently.
- Discharged in a planned way.
- Be able to continue education/training/employment after discharge.

### **Following discharge**

- To stop the cycle of abuse continuing.
- Avoid all kinds of offending behaviour.
- Look after themselves - keeping safe from harm.
- Maintain positive relationships.
- To be engaged in meaningful daytime activities, i.e. education, training, voluntary work.
- Free of services, i.e. not relying on social services.
- To be employed and become a taxpayer, contributing to society.
- To become a good parent themselves.

David Bartlett  
2010

## Objectives

' To provide a safe, sympathetic and stimulating environment, together with a complex care and education programme appropriate to the needs of each individual child, delivered by suitable professionals committed to re-parenting the children in our care'

Ref: D. Bartlett 1991

- To stop abuse of any kind
- To allow children/young people time to recover
- To allow children to be children and enjoy the remainder of their childhood
- To create a supportive learning environment
- To provide skills and increase general knowledge
- To improve life chances through education and improved attitude to life and mental health

David Bartlett

2010

The basis of our plan starts with

## **Environment**

It has always been my belief that we all feel aspects of our environment whether consciously or not. Our residential homes are designed to be tasteful, calming places that are homely and domesticated. For example, in all but two homes the office is on the first floor more like a bedroom study. The homes that have ground floor offices are discreet and not found immediately through the front door. As a result, on arrival at the home there are no obvious signs that it is anything other than a family home. There are no signs on the outside and on the inside, there is no reception area, no leaflet rack giving advice on social issues. These only act as constant reminders that you are in care or visiting a 'care home'. Important information can be transferred in other ways more successfully. The home is decorated with pictures that represent the cultural ethos of the home and demonstrate a sense of adult ownership. The standard I insist on is that we use the same standard of materials and taste that I would have in my own home, and I would be happy to move my family into it without delay. The standard of the home is a huge statement on the way we as an organisation value the children we accommodate and the staff we employ to look after them.

Likewise, our school doesn't look like a school which is helpful to those children who have only had negative experiences of education so far. It does, however, look like a farm, and a real one at that. Again, on arrival there are no school signs but a farm office sign as you would find in most commercial farms.

It is important to be aware from the beginning that Pear Tree School is a school 'on a farm/farms' and not a school 'with a farm attached'. This means we don't aspire to have the environment changed to look more in keeping with other schools, on the contrary we embrace the fact that it is the very qualities of an agricultural environment that we appreciate in terms of having a therapeutic value. There are no large gates and industrial fencing designed to keep some people in and others out. These qualities will have been evident in our children's previous schools from which they have been unsuccessful and avoiding reminders of the past in even the most subtle way is important. The environment of the farm is so unlike anything our children are familiar with and so unlike a school it has an immediate effect on the first impression. It is indeed the first impression which can never be repeated. We strive hard to ensure it is warm, welcoming, nurturing, (evidence of nurturing can be found in the care of plants and animals as well as our children) as well as being out of any familiar comfort zone.

Details on how we ensure the safeguarding of our students and staff will become apparent within this document.

## Values

Once with us we expect all who live and work here to demonstrate good values. Our corporate values that transcend all departments are:

**Courage:** the ability to face challenges and to be brave.

**Integrity:** the quality of being honest and having strong moral principles, knowing what's right and wrong.

**Responsibility:** being accountable, dependable and trustworthy.

**Respect:** having due regard for the feelings, wishes, or rights of others.

**Kindness:** being helpful towards others without expecting anything in return.

These are important but by no means the only values, they are a starting point and the foundation for everything important in life. They are evident in the way we live and can be demonstrated by the way each person interacts with each other. In October 2015 we became recognised by the International Values in Education Trust. Many of the learning experiences organised promote these values which leads us to the next section. In June 2019 we became recognised for achieving Enhanced Quality Mark as a Values-based School.

### Activities (Including education and training)

We aim to provide our children with many educational and social activities to help ascertain strengths, weaknesses, aptitudes and promote self-esteem. There is a cross over as many educational activities are designed to be fun and a social experience also. This prospectus is full of the educational activities we provide. The result is 'Therapeutic Education'.

### Assessment and reflection.

As this plan is implemented, we are in a process of constant formal and informal assessment. The details of our assessment procedures are discussed later in this document.

Within our therapeutic approach we talk a great deal about promoting an environment that encourages learning and also about encouraging opportunities for young people to promote the building blocks that help to create an empathic individual. On the farm we look after a variety of animals where children and young people are encouraged to develop relationships, appropriate to their circumstances.

They all have their favourite ponies, dogs etc, where they know all their names, what they get fed and how to look after them. They are also involved in the care of other animals that may be for a specific purpose, i.e., sheep producing lambs for meat, poultry that produce eggs, etc. The relationship is within a different context.

For many of the young people here, this is the first time that they have been involved in looking after other creatures and taking on a degree of responsibility. The importance of this cannot be underestimated. It has been amazing to watch some of these young people develop their skills working on the farms, initially they could hardly use a sweeping brush properly, as time goes on be able to function confidently in our environment and grow from strength to strength as a result.

Within Pear Tree, there are 15 fundamental principles that support and underpin the work we do, they are:

**ENVIRONMENT** - The place children work, play and sleep. A safe, sympathetic, yet stimulating environment is the foundation upon which everything else is built. All our facilities are given intelligent consideration to ensure the right subliminal message are received.

**VALUES** - How they interact alongside the people they live with and the community (internal and external) that they are in contact with.

#### **EDUCATION - TRAINING - ACTIVITIES**

What we encourage them to do while they are living in our homes and attending our school. How we hope they learn from the experiences we offer.

These systems are organised by the company at a management level but are required to be maintained by all, for the benefit of all.

**PROTECT** - Children only make progress when they feel really safe. Safe from their past lives, safe from any threat which can include other children, external community, the broader Pear Tree community, or other residents within the home in which they live.

(This is our first task, caring for our children, it's our first job, if we don't get that right, we don't get anything right. That's how as a society we will be judged - Barack Obama, 16/12/2012).

**ENGAGE** - The way in which staff employed interact with the children in our care and offer role-model leadership to groups of children, or individuals on a one-to-one basis, offering support and guidance within the context of a nurturing parental relationship, or as a teacher/instructor.

**OCCUPY** - The next stage of a developing process is to provide experiences from which children can learn. Whether this is by playing a game, taking them out for the day or supporting in education. It is this process that transforms the relationship from one of supervisor and young person to that of mutually shared experience.

**RELATE** - As a result of all of the above, the opportunity to develop a trusting therapeutic relationship.

**INFLUENCE** - Only when all of the above are in place, in the order set out, will staff of any designation be in a position to influence the child towards making that all important meaningful change.

The above is the responsibility of all staff, at all levels, and must always be a priority, whether this is working with the children directly or at a management level to organise.

Within the school/education context, remembering that there is a symbiotic relationship between the residential homes and the school, each one dependent on the other, the following are required to be promoted by all:

**INSPIRE** - The need to create an environment where children are excited to be involved in their education and look forward to the next lesson or event. Where they can make the connection between the task at hand and their future, both immediate (whilst in school in terms of what they can do next) and the longer term. (Inspiration leads to aspiration HRH Queen Elizabeth II).

**MOTIVATE** - Only if a child is inspired will they be motivated to want to learn more.

**EDUCATE** - Only when children want to learn do, they actually make worthwhile progress, remembering the words of Monty Roberts, "There is no such thing as teaching, only learning, and it is the job of the teacher to create an environment where learning can occur." We provide a balanced and personalised curriculum that allows children to learn at their pace and subjects relevant to them.

**TRAIN** - With the ability to learn and make progress, focus on establishing a work ethic and the ability to function in the workplace can be developed with an ever-increasing level of responsibility. These being transferable skills to any employment setting.

**EMPLOY** - As a result of all of the above we hope our children will be able to continue with a meaningful daytime occupation following discharge, with the aspiration of full-time employment whatever accreditation has been achieved.

We believe that our students are able to see how we prepare them for entry into employment and not simply to pass tests. Also, that work can be rewarding and enjoyable. We have many examples of this being achieved, often for the first time in many generations.

*For more information, please see our document 'Therapeutic approach to helping children and young people recover from trauma and abuse'.*

## **Staff Support**

Initially, on arrival at Pear Tree, young people will be given a great deal of staff support from the Residential Homes. These staff members are involved in transporting young people to school at Toy Top and The Manor. Also, in areas such as outdoor education, physical education and visits to places of cultural and educational interest. These are often conducted entirely by members of the Residential Care Team, in close liaison with the Education Team.

Members of the Residential Care Team will also be involved in supporting our teaching staff within a classroom setting and whilst working on the farm.

Over a period of time, where progress is being made, levels of supervision can often be reduced accordingly, in keeping with the overall care plan and risk assessments.

It is important to remember that educational groups are organised with the following priorities.

- Risk assessment
- Ability
- Age

Therefore, the role of staff support may change to take into account the varying levels of supervision required at certain times such as going to the toilet. During classroom-based activities the support may be reduced to 'only being available if required' for emotional and behavioural support.

## **Mental Health**

### **Emotional Health and Wellbeing.**

Mental health, emotional health and wellbeing is always our priority for all the children and young people in our care. It is this fact that guides our decision making and supersedes all other factors.

On a big picture planning scale. The following areas are directly designed to have a positive impact on the children we care for and educate and the staff we deploy to look after them.

- Environment: From the quality of the homes, their locations, their decorations, and fittings. To the landscape we created the farms and gardens. The fact our school is uniquely on a farm (as opposed to a school with access to farm) is a statement of our commitment to the therapeutic environment we wish to create.
- Values: The way our staff interact with the children and support each other. Promoted values are the foundations to building blocks of life which guide our decision making and our lifestyle.

- Activities: The way we live, the lifestyle we promote, from time with horses and other animals to outdoor education and time in the countryside. The school timetable is designed to give balance between education and therapeutic activities and needs.

The above reflects the ideas established at the very start of this organisation's history and how it has progressed ever since. Each aspect is deliberately designed with promoting emotional health and wellbeing across the organisation and in doing so promoting everyone's mental health. The mental health of staff and children are not mutually exclusive but are in fact intertwined and symbiotic.

Literature produced in the form of a documented therapeutic approach and education protocols explain how this works in more depth.

The Assessment procedures established in the form of Personal Holistic Competence assessments (PHC) are in fact using a marginal gains process to identify and measure 170 indicators of emotional health and well-being, pulling it together to form an action plan to have a positive direct impact on a child's development.

Individual homes have 'in house resources' used on an individual basis thought to be relevant to specific children and their individual ongoing changing needs.

## **Admissions Policy**

[6(2)(e)]

Only children and young people placed within Pear Tree's residential facilities are eligible for admission to Pear Tree School.

Pear Tree School is for the exclusive use of children accommodated in Pear Tree's residential homes. The criteria for placement are that the child has experienced "Adverse Childhood Experiences". Whilst the specific kind of behaviour experienced is unique to each child and the onset of such behaviours vary in every case ranging from previous generations, early years to recent events.

It is important to recognise that whilst children may have undertaken educational assessments prior to placement, these may have been before they have experienced abuse and the trauma that goes with this. Therefore, it is understandable if the educational progress is interrupted and it may be necessary to revisit previous work and re assess to ascertain current levels of functioning and achievement. Future work then needs to be based on assessments made following admission and professionals should avoid focusing on past aspirations and accept where we are in the here and now.

It is important that these assessments are undertaken following 'settling in' and during a stable period of time in a calm and positive functioning manner.

### **English as an Additional Language**

At Pear Tree we have a robust admission policy that ensures we have all the elements in place to ensure that any young person gets the best care and education possible. If the only barrier to admission was that the young person was learning EAL but met all our other criteria to be eligible for a place at Pear Tree, then we would do everything possible to promote rapid language acquisition and include them (the child learning EAL) in our education provision as quickly as possible. Our classroom teachers would have responsibility for ensuring that students can participate in lessons but where appropriate, we would also set up small group withdrawal classes to provide more focused support with specialist staff if needed.

## 42. Safeguarding and Child protection Policy

Pear Tree is committed to safeguarding and promoting the welfare of Children and young people and expects all staff to share this commitment.

To ensure continuity of care, this policy applies to Pear Tree School and Residential homes. The policy is available upon request from the office.

Other policies that relate to Safeguarding and Child Protection include staff recruitment, internet use, staff code of conduct, whistleblowing, bullying and complaints policy. We have no volunteers / agency staff. It will be reviewed and updated as needed and at least annually so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.

Pear Tree uses definitions of the term 'safeguarding' from statutory guidance. Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children 2023 as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Children and young people attending Pear Tree should be afforded, along with all children and young people, the right to live and grow in a caring and sympathetic environment where they are free from abuse from adults, other children/young people or "systems".

KCSIE 2025 section 172 etc reminds all schools that some groups of children are potentially at greater risk of harm than others, both online and offline. It identifies those who need a social worker, are absent from education, home educated, require mental health support, are Looked After or previously Looked After, care leavers, have special educational needs, disabilities or health issues, are lesbian, gay, bisexual, or gender questioning.

Staff at Pear Tree recognise that our children/young people may have suffered abuse whilst living at home before admission or they may be subject to further abuse when on home or other leave, whilst absent, or even whilst at the Home. Such abuse may come from parents, staff, strangers, other adults the child knows, or from other children.

## **Contact Details**

### **Pear Tree School**

Designated Safeguarding Lead (DSL)

Gary Ramsbottom, Registered Manager  
gary.ramsbottom@peartreeprojects.co.uk  
01325 511857

Deputy Designated Safeguarding Leads (DDSLs) -

Fiona Corner, Head of Pastoral  
fiona.corner@peartreeprojects.co.uk  
01388 776799

Philip Tebbs, Head of SENCO  
philip.tebbs@peartreeprojects.co.uk  
01325 486291

Helen Berry, School Leader  
helen.berry@peartreeprojects.co.uk  
01325 486291

### **Pear Tree Residential homes**

Designated Safeguarding Lead (DSL)

Gary Ramsbottom, Registered Manager  
gary.ramsbottom@peartreeprojects.co.uk  
01325 511857

Deputy Designated Safeguarding Leads (DDSLs) -

Oakwood – Diana Hewick-Crawford  
diana.hewick-crawford@peartreeprojects.co.uk  
01325 365984

Heather – Sean Cooper  
sean.cooper@peartreeprojects.co.uk  
01325 480760

Manor – Gary Ramsbottom  
gary.ramsbottom@peartreeprojects.co.uk  
01325 511857

Sycamores – Steven Sturman  
steven.sturman@peartreeprojects.co.uk  
01325 350660

Holly – Steven Bradwell  
steven.bradwell@peartreeprojects.co.uk  
01388 608220

Penally – Lesley Holywell  
lesley.holywell@peartreeprojects.co.uk  
01388 451398

**LADO Details:**

North Yorkshire  
Main office – Duty Lado – 01609 798005  
lado@northyorks.gov.uk

Durham  
Switchboard 03000 268835  
CYPSSLADOsecure@durham.gov.uk

Darlington  
Switchboard 01325 405319  
designatedofficer@darlington.gov.uk

Prevent – National Prevent Helpline – 0800 011 3764

**Emergency Contacts for children:**

Pear Tree School has 2 emergency contacts for every child in the school in case of emergencies.

**Definition of a child**

A child is anyone who has not yet reached their 18th birthday. (Working Together to Safeguard Children 2023). Working Together to Safeguard Children also emphasised that if a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, this does not change their status or entitlements to services or protection.

This document is written in accordance with Darlington Borough Council guidance. It has been developed in accordance with the principles established by the following:

- Keeping Children Safe in Education (September 2025) (KCSIE)
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (amended 2018)
- KCSIE incorporates the DfE guidance Sexual violence and sexual harassment between children in schools and colleges.
- Working Together to Safeguard Children 2023
- Information Sharing, Advice for practitioners providing safeguarding services for children, young people, parents and carers (May 2024)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)

- Prevent Duty Guidance: for England and Wales (March 2024) (Prevent).
- The Prevent duty: an introduction for those with safeguarding responsibilities (Updated 7 September 2023)

**Staff should always be alert to signs of abuse.**

When abuse is alleged or suspected, our child protection procedures will be invoked, and the Local Authority Child Protection Team will investigate such allegations or suspicions of abuse. It is not the responsibility of Pear Tree to investigate such allegations or suspicions.

The welfare of the child is paramount during any investigation, and should the abuse occur/be alleged at the home or school, it may be necessary to remove a member of staff or child from direct contact with children during that period. Appropriate support will be given.

Staff should seek appropriate guidance from Senior Staff regarding any aspect of child protection and be committed to developing their own practice through individual learning, supervision, and staff training. In addition, all staff should familiarise themselves with Pear Tree's guidance and procedures on "Care and Control" and be committed to providing an environment and quality of care within the home and school that minimises the risk invoking child protection procedures.

**Main categories and specific types of abuse**

To ensure that our children and young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

KCSIE 2025, paras 25-28, identifies four main categories of abuse:

**1. Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or any other physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Indicators of Physical Abuse:

1. Bite marks
2. Ligature (cord, string, rope etc.) marks
3. Burns and scalds
4. Cigarette Burns
5. Poisoning
6. Fractures
7. Internal injuries
8. Shaking injuries
9. Bruising

## **2. Emotional abuse**

- Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children.
- These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### Indicators of Emotional Abuse:

1. Degradation
2. Terrorising
3. Isolation
4. Corruption
5. Exploiting
6. Denying
7. Rejection
8. Bullying
9. Mocking
10. Name Calling
11. Teasing
12. Using sarcasm
13. Humiliation
14. Criticising

## **3. Sexual abuse**

- Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- The activities may involve physical contact, including assault by penetration (eg rape, or oral sex) or non-penetrative activities such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of our policy and procedures for dealing with it.

Indicators of sexual abuse:

1. Physical Signs - Fingertip bruising on inside of thigh, itching, soreness, repeated urinary tract infections, bleeding or injury in genital area.
2. Behavioural and Emotional Signs - Withdrawn, wetting or soiling, sexual knowledge inappropriate to age, excessive masturbation, seductive behaviour, kissing inappropriately, hints at sexual behaviour in words/drawing, self - destructive behaviour, running away.

#### **4. Neglect and failure to thrive**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of Neglect:

1. Impairment of growth
2. Pot belly, thin buttocks
3. Mottled hands and feet
4. Poor clothing, neglected appearance
5. Abnormally voracious appetite
6. Dry sparse hair
7. Lack of supervision
8. Failure to seek medical advice
9. Failure to attend school
10. Lack of stimulation
11. Unhygienic home conditions
12. 'Frozen watchfulness'

#### **Specific Types of Abuse –**

KCSIE 2025 Annex B contains additional information about specific forms of abuse and safeguarding issues, which Pear Tree reviews in relation to its students each year - **see appendix 2**

KCSIE 2025 section 158 etc, and the NMS, identify that boarding schools must consider additional safeguarding factors. Although Pear Tree is not a boarding school, its links with its residential homes means that it also addresses this responsibility carefully.

### **Child on Child abuse:**

- We have a zero-tolerance approach to child-on-child abuse, which is never passed off as ‘just banter’ or ‘Just having a laugh’ or ‘part of growing up’ or ‘boys being boys’; such an approach would risk creating a culture of unacceptable behaviours and an unsafe environment for children.
- It is crucial that all staff challenge all abusive behaviours between peers and report any concerns to the DSL.
- Pear Tree operates procedures to minimise the risk of child-on-child abuse and there are systems in place for children to report abuse, in which they have confidence, knowing their concerns will be treated seriously.
- Allegations of child-on-child abuse will be recorded, investigated and dealt with in accordance with our established safeguarding procedures. This will include support for victims, perpetrators and any other children affected.
- The lesson of “Everyone’s Invited” was that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. At Pear Tree, we recognise this and are eternally vigilant. Whilst we recognise that it is more likely that girls will be victims and boy’s perpetrators, all child-on-child abuse is unacceptable and will be taken seriously

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff are aware that children can abuse other children, this can happen both inside and outside of the school/home. If staff have any concerns regarding child-on-child abuse, they should speak to the Designated Safeguarding Lead / Deputy.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child’s emotional and mental well-being.

### **Procedure when abuse is suspected, reported or disclosed:**

The following procedures must be followed in all cases where a member of staff is concerned that any child/young person at the home shows signs of suffering abuse, however this has occurred. This includes suspicions or allegations against members of staff or against other children or young people.

1. Any member of staff suspecting child abuse or notified of child abuse must immediately report this verbally and in writing to a Designated Safeguarding Lead. This includes situations where the allegations or suspicions involve colleagues, other members of staff, visitors to the Home / school, or others the young person may have had contact with whilst at or away from the home in any capacity. Allegations or suspicion against any member of staff, must make the Designated Safeguarding Lead aware.
2. Any allegation against the Designated Safeguarding Lead must be notified to the LADO immediately.
3. The member of staff should take any action necessary to ensure the immediate safety of the child, which includes ensuring the child, is safe from further abuse. This should be done in consultation with the Designated Safeguarding Lead, if time permits and is appropriate, i.e. when that staff member is not the alleged perpetrator.
4. Whilst staff are advised to discuss concerns with the DSL, it is important to note that **anyone** can make a referral, and that referrals to statutory agencies do not require parental consent.
5. The Designated Safeguarding Lead will then immediately refer the case to the Children's Social Care Local Authority Child Protection Team for the area in which the child is resident and simultaneously to the Team Manager for the Social Worker of the child/children in question. If relevant the police will be notified. Telephone calls must be confirmed in writing within 24 hours and sent to Local Authority Child Protection Team. All homes have the relevant EDT / Duty Social Worker contact details for the child/children in question.
6. A written record on an Important Information Form must be made at the earliest opportunity, of all observations, suspicions, and discussions, which gave rise to the concern. Furthermore, the written record should include the following:
  - Names and relationship of all present.
  - Any injuries or signs of abuse observed or reported.
  - Any history given by the child, parents, staff, or others.
  - The behaviour of all those present.
7. A copy of this record should be forwarded to the Local Authority Child Protection Team for the area in which the child is resident and the Team Manager of the placing authority.
8. Where a Strategy Discussion is arranged, all relevant and appropriate information needs to be presented. It may be necessary to prepare a further detailed report for future meetings.
9. Allegations against any member of staff must be notified to the headteacher/head of service, if they are not available then the LADO should be notified.
10. In some serious cases it may be necessary to give serious consideration to the suspension of staff pending the outcome of any preliminary investigation or Strategy Discussion. In these cases, the member of staff is advised to seek legal representation. Formal suspension from duties is a mandatory requirement for any issue referred to outside agencies.
11. Additionally, members of staff and associates must be aware of, and follow, these guidelines without exception.

12. In the event of an allegation against a member of staff, management will endeavour to keep that member of staff appropriately informed as to the progress of any subsequent investigation and will be contacted immediately if there is any information to be forwarded. Members of staff should also be aware that Pear Tree acknowledges the stress that can occur during such an investigation, and it wishes to support members of staff completely during this process. Line managers will always make themselves available to provide support during the length of this process without compromising any investigation.

### **Supporting staff, staff training and safer recruitment practices:**

We recognise that staff working within the homes and school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate and circulate regular safeguarding and child protection updates.

Pear Tree recognises that safe recruitment practices are an essential part of creating a safe environment for children and young people. Consequently, we will ensure that staff working in our homes and at our school are suitable to do so and therefore do not pose any kind of risk to our children. All members of the interview panel are trained in 'Safer Recruitment.'

All staff have access to our Employee Assistance Programme where they can receive confidential personal support for any practical or emotional challenge they may be facing.

### **Training**

Safeguarding is the responsibility of all members of staff, and all staff should know what to do to raise a concern. It is therefore important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Guidance is provided to staff to help them recognise the additional vulnerability of some children because of their race, gender, age, religion, disability, sexual orientation, social background or culture.

KCSIE 2025 para 125 reminds schools that staff build expertise by managing safeguarding concerns, and that they should therefore contribute to and shape safeguarding arrangements and the child protection policy. At Pear Tree we have a day-to-day familiarity with operating safeguarding procedures and always play a part in assessing the suitability and effectiveness of the school's approach.

All staff are provided extra Safeguarding Training specific to Residential Care and Education covering the following:

- The start of the process, referral and assessment
- Group Dynamics, impact risk assessment for the home, school and community
- Managing groups in contact with other groups
- Supervising against the risk
- Support systems
- Dealing with disclosures
- Managing the process

As part of their induction programme all newly appointed staff, including part-time staff receive training in safeguarding issues. This includes reading, understanding and following:

- this policy
- Keeping Children Safe in Education (September 2025) Part 1 or Annex A – and Annex B for school leaders and those who work directly with children.
- Code of Conduct for Staff
- Low level concerns
- What to do if you're worried a child is being abused
- Whistleblowing Policy
- Behaviour management policy
- Safeguarding response to children who go missing from education/home.
- The role of the DSL and DDSs and their identities
- Online safety and acceptable use of technology

Staff are expected to sign to note they have read, understand and will follow the relevant sections of KCSIE; this policy; the Code of Conduct for Staff; the Behaviour Management policy; and the Whistleblowing policy. The training for all staff will cover a number of aspects, including but not limited to:

- Part 1 or Annex A of KCSIE (and Annex B for adults working directly with children), this policy and the Code of Conduct for Staff
- contact details if they have a concern about the safety or welfare of a child, or a concern about the behaviour of an adult
- the signs that a child may be in need of early help or additional support, at risk of harm or suffering from harm
- indicators of abuse and neglect and specific safeguarding issues
- what to do if a child discloses abuse, including that confidentiality should never be promised and to avoid asking leading questions
- how to escalate concerns about a child and allegations of abuse
- inter-agency working, including in the context of a referral made to Darlington's Children's First Response, Children's Social Services and / or the LADO, the statutory assessment process and that the staff member may be asked to contribute to a child protection strategy meeting
- early help
- child-on-child abuse and how to manage a report of child-on-child sexual violence and sexual harassment
- online safety
- information sharing
- boundaries and appropriate behaviour, to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, engaging in inappropriate electronic communication with a pupil, and so on)
- the existence and whereabouts of this policy, other relevant policies and safeguarding documentation including local authority procedures.

All staff should re-read and understand at least KCSIE Part 1 (and Annex B) for adults working directly with children) each time it is updated by the DfE and are told of updates by the DSL and Deputy DSL. Mechanisms to assist colleagues in understanding KCSIE include regular updates during education meetings and staff meetings.

They are also reminded of the:

- school's overarching safeguarding procedures
- Safeguarding and Child Protection Policy
- Staff Code of Conduct,
- E-Safety Policy
- Whistle Blowing Policy
- Acceptable Use of ICT
- Behaviour management Policy
- Bullying including cyber bullying

This is on top of mandatory online safeguarding training and training provided by Darlington Safeguarding Board / Educare / High Speed Training.

DSLs and DDSLs refresh their training every 2 years.

Staff training will also include alerting staff to the risks of radicalisation and extremism as set out in the Prevent Duty. Training in the Prevent Duty will include channel and knowing how to identify children and young people at risk. This training will be updated on a regular basis in line with recommendations from the local authority.

The school pays full regard to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- Operating safe recruitment practices; including highlighting the importance we place on safeguarding children in our recruitment adverts and interview questions, appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, on-line checks, obtaining practitioner references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews, overseas checks where relevant and checking the Children's Barred List and right to work in England checks in accordance with DBS and Department for Education procedures
- Ensuring that all staff adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct- see Staff Handbook and Code of Conduct Policy.
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following our Code of Conduct
- Requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Disqualification under the Child Care Act 2006 (amended following the 2018 Regulations)
- Requiring all staff to disclose any convictions/concerns regarding immediate family members.
- Maintaining an accurate, complete, up to date Single Central Register

### **Listening to children**

Children are given the opportunity to speak up and talk to a member of staff should they have any worries or concerns.

All children are aware of who the DSL and DDSLs are, teachers, instructors and residential staff remind children regularly of this information. Telephone numbers/websites/information regarding helplines and services specifically for children are displayed in all classrooms/utility areas.

We have a system of 'You said, we did'. This is specifically designed to provide children with an opportunity to request something they enjoy or would like to do and for staff to respond to the child. This highlights that children are listened to.

### **Talking to children**

Any member of staff within the school or home who notices possible signs of abuse or who is approached should make it possible for the child to explain an injury, speak of personal experiences, which concern them or make a disclosure in a non-threatening environment. They should be reassured that they are believed and be told that further action may be taken, and the reasons given. Care must also be taken to reassure the young person that they are right to report the matter and that they are not to blame.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Within education children are in small groups and are supported by a carer from our residential homes.

### **Mental health**

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Every Mind Matters for links to all materials and lesson plans.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures in this policy and speaking to the DSL.

For further information please see our separate mental health and wellbeing policy No 83- Guidance and Good Practice.

### **Curriculum**

Pear Tree School is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and complain. All students are informed that we have a Senior Designated Safeguarding Lead with responsibility for child protection and who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. Information on how to access this support is clearly shown across the school, as described earlier in the policy.

The school is committed to ensuring there are opportunities in the school curriculum, for pupils to develop the knowledge and skills needed to recognise when they are at risk and how to get help. Learning opportunities can be found in a range of subjects including ICT, English, Spiritual, Moral, Social and Cultural Sessions (SMSC); Geography, Maths, Science and Land Based Studies. Aspects of learning include:

- developing healthy relationships and awareness of domestic violence, sexual violence and harassment, bullying, prejudice-based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime, relationship abuse, and other abuse.
- recognising and managing risks including online, cyber bullying, online grooming for sexual exploitation and radicalisation enabling pupils to become safe and responsible users of technologies and the impact of new technologies on sexual behaviour, for example sexting and accessing pornography.
- enabling students to develop knowledge, skills and attitudes consistent with the promotion of British values.
- recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour.
- ensuring students have the opportunity to discuss controversial issues and develop tolerance and respect for others.
- raising awareness of female genital mutilation, honour killings and forced marriage.
- Finances including financial abuse.
- developing healthy relationships and awareness of domestic violence, sexual violence and harassment, bullying, prejudice-based bullying and violence based on a person's sexual orientation, gender, faith or race, hate crime, relationship abuse, and other abuse.
- recognising and managing risks including online, cyber bullying, online grooming for sexual exploitation and radicalisation enabling pupils to become safe and responsible users of technologies and the impact of new technologies on sexual behaviour, for example sexting and accessing pornography.
- enabling students to develop knowledge, skills and attitudes consistent with the promotion of British values.
- recognising how pressure from others can affect their behaviour, including the risks of radicalisation to extremist behaviour.
- ensuring students have the opportunity to discuss controversial issues and develop tolerance and respect for others.
- raising awareness of female genital mutilation, honour killings and forced marriage.
- Finances including financial abuse.

Additional aspects of safeguarding included in the curriculum are risks associated with:

- substance misuse
- gangs and youth violence
- mental health
- water, fire, roads and railways]

Learning opportunities follow the revised Statutory guidance published by the DfE in July 2025 for implementation in September 2026: Relationships Education, Relationships and Sex Education (RSE)

and Health Education. Learning is evidenced through curriculum forms, pupils' books, classroom displays and class discussions.

### **Mobile and Smart Technology**

Online safety is a paramount throughout the school and homes. A number of steps are taken to ensure a balance between children being safeguarded from online dangers and pupils learning the skills and knowledge to safeguard themselves in the future:

- Filtering systems are used (Clean Browsing) to ensure pupils are protected from and are unable to access inappropriate material.
- A filtering and monitoring log is completed and monitored by school leaders and the DSL.
- Pupils are supervised whilst using laptops and I pads and computer history is monitored by the school e-safety lead.
- Safeguarding filtering and monitoring meetings are held regularly.
- Pupils are prohibited from having their own devices at school including mobile phones.
- Pupils are encouraged to help create and sign a technology agreement to promote their responsibility (Copy available from the school e-safety lead). Pupils make reference to this throughout the year, this is also used to ensure pupils understand that they may be unable to use the devices available if they are not being responsible, safe or respectful whilst on devices.
- Online safety is taught at the beginning of each term to imbed learning and dispel any misconceptions.

Further information can be found in the Pear Tree Digital Technology document.

If remote learning should occur, pupils will be guided to follow the same advice and protocols that are embedded within school, including the technology agreement. Open communication with house managers and residential social care workers will ensure that pupils are accessing websites and documents provided by the teaching staff and not using the computers for anything else. Where possible, teaching staff will ensure any remote learning is accessible both online and in hard copy to guarantee pupils can access the learning if they are unable to follow the protocols and technology agreement set out and have therefore been stopped from accessing technology.

The school has updated the curriculum aspects of related policies to ensure that they are aligned to our child protection policy. This includes the school's online safety, relationships and sex education, substance misuse, smoke-free, equalities and anti-bullying policies.

### **Early Help Assessment**

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation

- is at risk of being radicalised or exploited • has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, and
- is persistently absent from education, including persistent absences for part of the school day.

We recognise that pupils who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of pupils at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

### **Vulnerable pupils**

Some children will have suffered or are likely to suffer significant harm, and some children will need support from one or more agencies. In accordance with Darlington local procedures and reporting thresholds, the former should be reported to Children's Social care immediately; the latter should lead to early help, inter-agency assessment and intervention using local processes, including use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Children requiring mental health support can face additional safeguarding challenges. In some cases, mental health problems can be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation.

### **Children with Special Educational Needs and Disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Our Pear Tree policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

1. Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
2. the fact that these children are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
3. the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing signs; and
4. communication barriers and difficulties in managing or reporting these challenges

When working with children with disabilities, staff need to be aware that additional possible indicators of abuse and/or neglect may also include:

1. A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
2. Not getting enough help with feeding leading to malnourishment;
3. Poor toileting arrangements;
4. Lack of stimulation;
5. Unjustified and/or excessive use of restraint;
6. Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
7. Unwillingness to try to learn a child's means of communication;
8. Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
9. Misappropriation of a child's finances; or
10. Inappropriate invasive procedures

There is a concern sometimes that, for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse a second. If children are behaving in particular ways or they are distressed or their behaviour or demeanour is different from in the past, staff should think about that as being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs. Children with SEND have a higher risk of being left out, or being isolated from their peers, and they are disproportionately affected by bullying. Our pastoral system makes sure that children with SEN and disabilities have got a greater availability of mentoring and support.

### **Children who are lesbian, gay, bi, or transgender, Intersex, Queer/Questioning and Asexual (LGBTQIA+)**

The fact that a child or a young person may be LGBTQIA+ is not in itself an inherent risk factor for harm. However, children who are LGBTQIA+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQIA+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQIA+

Risks can be compounded where children who are LGBTQIA+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBTQIA+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and we have a range of support available to help our homes and school counter homophobic, biphobic and transphobic bullying and abuse.

### **Allegations against staff:**

Levels of threshold - KCSIE identifies two levels of allegation/concern: those that may meet the harms threshold and those that do not ('low level concerns').

### **Allegations that may meet the harms threshold:**

These are allegations that might indicate that a person will pose a risk of harm if they continue to work in their present position, or in any capacity with children in our homes and school. If it has been alleged that any member of staff including supply teachers, and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;

- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children: and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (including because of transferable risk- i.e. behaviour that has happened outside of school.)
- If we identify:
  - that a child has been harmed,
  - that there may be an immediate risk of harm to a child, or
  - if the situation is an emergency,

Concerns and allegations that meet the harms test should be addressed as below (see KCSIE 2025 para 70, and 359 etc):

- Any allegations against staff, DSL, supply staff or volunteers **must** be referred to the Head, who will do no more than basic enquiries in line with local procedures before referral to the LADO.
- Pear Tree School has a sole proprietor Head and in line with KCSIE, any allegations against a sole proprietor Head must be referred directly to the LADO (without informing the Head).
- Similarly, where there is a conflict of interest in reporting the matter to the Head, any such allegation **must** be referred directly to the LADO (without informing the Head).

### **Concerns that do not meet the harm threshold ('low-level concerns')**

Along with the staff code of conduct and whistleblowing policy, this policy makes clear the importance of sharing ANY concerns that staff may have. These may arise from a variety of sources, including suspicion, complaint, a disclosure (by child or adult) or during vetting checks.

KCSIE 2025 describes it as critical that a culture is created in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. This should enable an open and transparent culture, enable the early identification of concerning, problematic or inappropriate behaviour, minimise the risk of abuse, ensure that adults working in schools are clear about and act within professional boundaries in accordance with the values and ethos of the institution, and protect those working in or on behalf of schools from potential false allegations or misunderstandings.

A low-level concern is 'any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate contact outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.'
- These behaviours can exist on a wide spectrum, from inadvertent to that which is ultimately intended to enable abuse. They include, for example:
  - being over friendly with children;
  - having favourites;
  - taking photographs of children on their mobile phone;
  - engaging with children on a one-to-one basis in a secluded area or behind a closed door
  - using inappropriate sexualised, intimidating or offensive language.

Low-level concerns about a member of staff should be reported to the Head. Staff should feel confident to self-refer where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. Low-level concerns about someone employed by a supply agency or contractor should be shared with the head, the concern recorded, and their employer notified so that potential patterns of inappropriate behaviour can be identified.

Where a third party has raised the concern, the head should collect as much evidence as possible by speaking:

- directly to the person who raised the concern (if known);
- to the individual involved and any witnesses.

The headteacher should record all low-level concerns in writing. This should include: details of the concern;

- the context in which it arose;
- evidence collected by the DSL where the concern has been raised via a third party;
- the decision categorising the type of behaviour;
- action taken;
- the rationale for decisions and action taken; the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible)

#### **Safeguarding children and whistleblowing:**

A member of staff who has concerns about the behaviour of another member of staff towards a child can be confident that such concerns will be thoroughly investigated. All staff working within our school and homes must report any potential safeguarding concerns about an individual behaviour towards children immediately. No member of staff should have any hesitation about making any such report in good faith.

#### **Record keeping in relation to allegations against staff:**

It is important that employers keep a clear and comprehensive summary of any allegations made, details of how the allegations were followed up and resolved, and any action taken, and decisions reached.

These should be kept in a person's confidential personal file, and a copy should be given to the individual. Such information should be retained on file, including for people who leave the organisation, at least until the person reaches the normal retirement age, or for 10 years if that is longer. The following information must be kept on the file of the person accused:

- a clear and comprehensive summary of the allegation;
- details of how the allegation was followed up and resolved;
- a note of any action taken, and decisions reached and (new) whether the outcome was substantiated, unsubstantiated or unfounded;
- a copy provided to the person concerned, where agreed by children's social care or the police
- a declaration on whether the information will be referred to in any future reference

Substantiated allegations should from September 2021 be included in references, provided that the information is factual and does not include opinions.

All Pear Tree Homes and Pear Tree School have a Safeguarding Log for incidents relevant to the home / school. This includes when a safeguarding concern is suspected in relation to children or staff. Pear Tree Head Office will maintain a central log of all additional or corporate concerns.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where a future DBS reveals information from the police that an allegation was made but did not result in a prosecution or a conviction.

The records must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR. They should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where such a pattern is identified, the school/home should either take action through its disciplinary procedures or, if it meets the harms threshold, refer to the LADO. KCSIE specifies that, 'Consideration should also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.' It is recommended that schools retain this information at least until the individual leaves their employment. Detailed guidance is provided in KCSIE as to when a low-level concern should be referred to in a reference.

More detailed guidance and case studies on low-level concerns are available in Developing and implementing a low-level concerns policy ([farrer.co.uk](http://farrer.co.uk)).

For further information please see - GDPR policy No. 71 - Guidance and Good Practice for Homes and Schools.

#### **Further Guidance in respect of Allegations made against Staff:**

This guidance has been developed as a response to "Working Together to Safeguard Children 2023" and "Keeping Children Safe in Education September 2025" which set out as statutory guidance the responsibility placed on all employers and other organisations who provide services to children. It outlines what steps to take when allegations of abuse or other inappropriate behaviour toward a child are made against someone in that organisation or contractors/visitors. It also outlines the process that will then be undertaken both within the organisation and by outside agencies that are involved. It also outlines the roles and responsibilities of key figures within the process.

The aims of the child protection procedures are to:

- Prevent unsuitable people from working with children and young people.
- Promote safe practice and challenge poor and unsafe practice.
- Identify instances in which there are grounds for concern about a child's welfare and to take appropriate action to keep them safe.
- Contribute effective partnership working between all those involved with providing services for children.

A framework for dealing with allegations made against a person who works with children, Working Together 2023 and Keeping Children Safe in Education 2025, should be applied when there is an allegation that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

Also in connection with his/her employment or voluntary activity, or where:

- Concerns arise about the person's behaviour with regard to his/her own children.
- Concerns arise about the behaviour in the private or community life of a partner, member of the family or other household member.

### **Recognising and Responding to an Allegation**

There are a number of sources from which a complaint or an allegation might arise, including from:

- A child or an adult.
- A parent.
- A member of the public.
- A disciplinary investigation.

An allegation may also require consideration arising from.

- Child protection enquiries by Children's Social Care.
- A Criminal investigation by the Police.
- A Staff disciplinary procedure
- A Complaints procedure
- Or if an allegation relating to a child is made about a person who undertakes paid or unpaid care of vulnerable adults, consideration should be given to the possible need to alert those who manage her/him in that role.
- Or these procedures can also be applied if a complaint or an allegation is made against a person in relation to his/her work with adult service users, which causes concern about the welfare of an adult service user's children.

### **How to Respond to a Complaint or an Allegation:**

The person to whom an allegation or concern is reported should not question the child or investigate the matter further, however they should:

- Treat the matter seriously.
- Avoid asking leading questions and keep an open mind.
- Communicate with the child (if the complainant) in a way that is appropriate to the child's age, understanding and preferred language or communication style.
- Make a written record of the information (where possible in the child's own words), including:
  1. When the alleged incident took place (time and date).
  2. Who was present?
  3. What was said to have happened.
  4. Sign and date the written record.
    - Report the matter immediately to the Designated Safeguarding Lead (DSL) or in their absence the Deputy Designated Safeguarding Lead (DDSL).
    - Forward the written record to the office within 24hrs.

### **Initial Action:**

Inform placing authority and Ofsted at the earliest opportunity. (Residential homes)

The Designated Safeguarding Lead should not investigate the matter by interviewing the accused person, the child or potential witnesses. However, they should:

- Maintain detailed records (chronology) with dates and times.
- Obtain written details of the allegation, signed and dated by the person receiving the complaint, or allegation (not the child/person making the allegation).

- Countersign and date the written details.
- Record any other information about times dates and location of incident(s) and names of any potential witnesses.
- Record any discussions regarding the incident, any decisions made and reasons for those decisions.
- The police must be informed about any case in which a criminal offence involving a child may have been committed.
- If the allegation meets any of the criteria below the Designated Safeguarding Lead should report it to the LADO within 1 working day.
  1. The person has behaved in a way that has harmed a child, or may have harmed a child.
  2. There is a possibility that the person has committed a criminal offence against or related to a child.
  3. They have behaved towards a child or children in a way that indicates s/he is unsuitable to work with children
  4. Or in connection with his/her employment or voluntary activity, or where:
    - Concerns arise about the person's behaviour with regard to his/her own children.
    - Concerns arise about the behaviour in the private or community life of a partner, member of the family or other household member.

Referral should not be delayed in order to gather information.

If a concern or an allegation requiring immediate attention is received outside normal office hours the Designated Safeguarding Lead should contact Children's Services Social Care Emergency Duty Team or local police and ensure that the LADO is informed the next working day.

What happens next?

The LADO (in consultation with appropriate others) should:

- Establish that the allegation is within the scope of their procedures.
- Verify whether there is evidence or information that enables an outcome of the allegation.
- Consider whether further details are needed.

If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer significant harm the LADO should immediately refer to Children's Services Social Care and ask them to initiate a child protection strategy discussion straight away.

If the significant harm threshold is not reached, but a police investigation might be needed, the LADO should tell the police immediately and initiate an initial evaluation discussion with the police, employer and other agencies involved with the child to evaluate the complaint or allegation and decide how it should be dealt with.

An allegations strategy discussion or initial evaluation should normally take the form of a face-to-face meeting with a dedicated minute taker wherever practicable. In an emergency it can be conducted by way of a series of telephone calls. The timescale from referral to strategy discussion is 2 working days.

A skilled, experienced Registered Manager / DDSL will normally chair the meeting, and the participants should be sufficiently senior to contribute all relevant available information about the allegation child and accused person and make decisions on behalf of their agencies.

The participants may include:

- Local Authority Designated Officer (LADO).
- Relevant social worker and his/her manager.
- Supervising social worker and his/her manager when an allegation is made against foster carer.
- Police representatives.
- Designated Safeguarding Lead for Pear Tree.
- Human Resources representatives as appropriate.
- A medical practitioner with an appropriate area of specialist knowledge, i.e., LAC nurse
- Where a child is placed by or resident in the area of another local authority, a representative of that authority.

The strategy discussion or initial evaluation, as appropriate, should also consider:

- Child protection enquiries by Children's Social Care.
- Criminal investigation by the Police.
- Review any previous concerns or allegations about conduct of the accused person.
- Decide whether there should be a S47 (Children Act 1989) enquiry and/or police investigation and consider the implications.
- Consider whether any parallel disciplinary process should take place.
- Consider whether a complex abuse investigation is applicable.
- Scope and plan enquiries.
- Allocate tasks and set time-scales.
- Decide what information can be shared, with whom and when.
- Ensure that arrangements are made to protect the child/ren involved and any other child/ren affected, including taking emergency action where needed.
- Consider what support should be provided to all children who may have been affected directly and indirectly.
- Consider what support should be provided to the person against whom the complaint or allegation has been made and others who might have been affected.
- Ensure that investigations are sufficiently independent.
- Make arrangements to inform the child's parents and consider how to provide them with support and information during enquiries.
- Make recommendations where appropriate regarding suspension, or alternatives to suspension, of the subject of the complaint or allegation.
- Identify a lead contact manager within each agency.
- Agree protocols for reviewing investigations and monitoring progress by the LADO, noting the target timescales.
- Agree dates for future strategy or evaluation discussions or meetings.
- Consider obtaining consent from the individuals concerned by the police and children's social care to share the statements and evidence they obtain with the employer and/or regulatory body for disciplinary purposes. We have a duty of care to share information with relevant bodies.

If the allegation is about physical contact, the strategy discussion or initial evaluation should take account of any entitlement by staff in certain professions to use reasonable force to control or restrain children in certain circumstances e.g. Section 550A Education Act 1996 in respect of teachers and authorised school staff.

A final strategy or evaluation discussion should be held at the end of enquiries to ensure that all tasks have been completed and where appropriate to agree an action plan for learning lessons in.

## **POSSIBLE ACTIONS AND OUTCOMES**

### **Resignation**

The fact that a person tenders his or her resignation will not prevent an allegation from being followed up in accordance with Local child protection procedures or criminal investigation and a conclusion reached.

Wherever possible the person should be given a full opportunity to answer the allegation and make representations about the allegation. The investigation should continue to a conclusion even if that person has resigned or the person refuses to cooperate.

### **Disciplinary Process**

The LADO should discuss with named person and agree what action is appropriate in all cases where:

- It is clear at the outset or decided by a strategy discussion or initial evaluation that investigations by the police or enquiries by children's social care are not necessary.
- The employer and LADO is informed by the police or the Crown Prosecution Service (CPS) that a criminal investigation and any subsequent trial is complete or that an investigation is to be closed without charge or a prosecution discontinued.

The discussion should consider any potential misconduct or gross misconduct on the part of a staff member and take into account:

- Information provided by the police and/or children's social care.
- The result of any investigation or trial and the different standard of proof in disciplinary and criminal proceedings.

The options could range from no further action to not using the person's services in future. The nature and circumstances of the allegation and the evidence and information available determine which of the range of possible options is most appropriate. In line with disciplinary procedures.

Where the initial evaluation decides that the allegation does not involve a possible criminal offence it will be dealt with by the employer who should institute appropriate action within 3 working days.

If a disciplinary hearing is required and it can be held without further investigation, the hearing should be held within 15 working days.

Where further investigation is needed to decide upon disciplinary action, the employer and the LADO should discuss who should undertake that.

In some circumstances it may be appropriate for the disciplinary investigation to be conducted by a person who is independent of the employer or person's line management to ensure objectivity.

In any case the investigating officer should aim to provide a report within 10 working days.

On receipt of the report, the employer should decide within 2 working days whether a disciplinary hearing is needed and if so it should be held within 15 working days.

### **Action In Respect of Unsubstantiated Allegations**

Where there is insufficient evidence to substantiate an allegation, the employer should consider what further action, if any, should be taken.

### **Action In Respect of False Allegations**

If an allegation is false, the employer, in consultation with the LADO, should refer the matter to Children's Services social care to determine whether the child is in need of services, or might have been abused by someone else.

If an allegation has been deliberately invented or malicious, the police should be asked to consider whether any action might be appropriate against the person responsible.

### **Referral to Disclosure and Barring Service**

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his/her services, the LADO should discuss with the employer whether a referral should be made for consideration as to the individual being barred from, or have conditions imposed in respect of, working with children.

If it is agreed that a referral is required or desirable, the LADO should advise on the form and content of such a referral and whether it should be made to the DBS.

### **Referral to the Teaching Regulation Agency**

The LADO may also advise whether it is appropriate to make a referral to a professional body or regulator e.g. the General Social Care Council, the Teaching Regulation Agency and the General Medical Council.

Where Pear Tree dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first, the school will consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

### **Sharing Information for Disciplinary Purposes**

Consideration should be given at the beginning of enquiries by the police and Children's Services social care to gain consent from those involved, to use the statements obtained and information gathered for any subsequent disciplinary purposes. This should be done as the investigation proceeds rather than after it is concluded to enable the sharing of relevant information without delay.

This will enable Children's Services social care, the police and CPS to share relevant information at the conclusion of their investigation or any court case.

If the person is convicted, the police should inform the employer straight away so that appropriate action can be taken.

If the police or CPS decide not to charge or decide to administer a caution, or the person is acquitted, the police should pass all relevant information to the employer without delay.

## Appendix 1

### Management of safeguarding & oversight

The designated lead (“the DSL”) is a member of the school’s senior leadership team. Their Job Description is outlined in KCSIE Annex C. They are responsible for the implementation of this and all related policies and procedures, ensuring that the outcomes are monitored. They will:

- meet regularly with the DDSLs and keep minutes of these meetings.
- ensure that the DDSLs have appropriate time, funding, training, and resources to fulfil all of their functions and ensure adequate cover in the event that the DSL isn’t available.
- ensure staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children;
- create an environment where staff feel supported in their safeguarding role and able to raise concerns;
- ensure ‘practitioners’ (such as those who work directly with children) have regular reviews of their own practice so that they have knowledge, skills and experience which improve over time.
- ensure that everyone connected to the homes and school is aware of this policy including safeguarding and child protection procedures.
- ensure that all staff are vigilant to harm and abuse, are able to identify those students for whom there are child protection concerns, and can make appropriate referrals, including to early help services.
- communicate clearly to visitors, parents, and students so everyone understands the school’s safeguarding policy and procedures.
- appoint DDSLs considering the range of responsibilities undertaken, e.g. the need to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences.
- ensure that contact and role details of the DSL and DDSLs are clearly displayed in staff areas.
- ensure safe recruitment practice is followed when recruiting for posts, and ensure appropriate action is taken when an allegation is made against a member of staff.
- ensure the homes and school offers a safe environment via a robust health and safety policy and procedure to meet the statutory responsibilities for the safety of students and staff.
- ensure the relevant staffing ratios are met, where applicable

DSL and all DDSLs are responsible for:

- Being available for all staff to discuss any safeguarding issues or concerns.
- Ensuring all staff are aware of the DSL and DDSLs contact details.
- Ensuring that all cases of suspected or actual problems associated with child protection or safeguarding concerns (including cases where the early help process may be appropriate) are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Head Teacher appraised
- Ensuring the school’s safeguarding policy and practice is relevant and consistent with the most recent statutory guidance outlined in Keeping Children Safe in Education (2025)
- Being aware of the latest national and local guidance and requirements and keeping the Head Teacher and staff informed as appropriate.
- Attending accredited, enhanced training, as required to fulfil the role.

- Ensuring that appropriate training for staff (including periodic updates via e-bulletins, email, or as part of staff meetings) is organised according to the agreed programme with the Head Teacher and renewed through ongoing professional development.
- Ensuring families are fully aware of the school policies and procedures and kept informed and involved.
- Ensuring that effective communication and liaison take place between the school and the Local Authority or partner agencies, and any other relevant agencies, where there is a Safeguarding concern in relation to a child.
- Ensuring that all staff have an understanding of specific safeguarding issues
- Maintaining details of any looked after child's social worker.
- Dealing with allegations of abuse, including assessments for early help, in accordance with local and statutory procedures.
- Supporting the staff member in liaising with other agencies and setting up an interagency assessment as appropriate if early help is appropriate.
- Ensuring that adequate reporting and recording systems are in place.
- Ensuring relevant records (and further information not contained in the child's child protection file) are passed on appropriately when students transfer to other schools or are being educated at alternative provision or off-site education.
- Referring suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Contributing and helping other staff to contribute to early help assessments.
- Meeting regularly with the Head Teacher to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work. Other key staff will be invited as appropriate. Safeguarding matters arising will be discussed routinely at each corporate/staff/education meetings.
- Ensuring staff are trained in on-line safety and how to deal with a report of child-on child- abuse
- Preparing an annual review and report to the proprietor.

## Appendix 2

### Specific Types of Abuse – as listed in KCSIE Annex B

#### **Child abduction and community safety incidents:**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence it is important, they are given practical advice on how to keep themselves safe. Within our homes and school, we focus on building children's confidence and abilities rather than simply warning them about strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

#### **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE):**

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education. Children who have been exploited will need additional support to help keep them in education. Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:
  - have older boyfriends or girlfriends; and
  - suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

#### **County lines:**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable

adults are exploited to move, store, and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit for Professionals.

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year-olds and 12-17-year-olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

In the event a child/young person is required to attend criminal court Peer Tree appropriate adults who would accompany them. See 'A guide to act as an appropriate adult'.

### **Children absent or missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child 143 criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's unauthorised absence and children missing from education procedures.

### **Children with family members in prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

### **Domestic abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide

further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation.

### **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

## **Preventing Radicalisation and Extremism**

Radicalisation is when someone starts to believe or support extreme views. They could be pressured to do things illegal by someone else. Or they might change their behaviour and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

People who have certain beliefs about politics or religions which are hateful, dangerous or against the law are often known as extremists. This harmful behaviour is called extremism.

All staff receive training to help to identify signs of extremism. Opportunities are provided in the Pear Tree School curriculum to enable children and young people to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)

Pear Tree is fully committed to safeguarding and promoting the welfare of all its children.

We recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

See No 43 Prevent Radicalisation Policy

## **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from becoming terrorists or supporting terrorism”. This duty is known as the Prevent duty.

The DSL and DDSs are familiar with the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education and are aware of local procedures for making a Prevent referral.

## **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The DSL will consider if it would be appropriate to share any information with a new school in advance of a child leaving Pear Tree. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the ‘Channel’ programme and have that support in place for when the child arrives.

## **Sexual violence and sexual harassment between children in schools and colleges**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and

will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in the 'Child-on-child abuse' policy.

KCSIE 2025 para 474 recommends that, if possible, managing report of sexual violence or harassment with two members of staff present, preferably inc the DSL or a DDSL.

### **Serious Violence**

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

increased absence from school

- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy. Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found [here](#). As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

The Police, Crime, Sentencing and Courts Act have introduced early in 2023 a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

### **So-called ‘honour’-based abuse (including Female Genital Mutilation and Forced Marriage)**

So-called ‘honour’-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the DSL. As appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children’s social care.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

### **FGM mandatory reporting duty for teachers**

The Female Genital Mutilation Act 2003 places a statutory duty on teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the DSL and involve local authority children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local

safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

### **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage.

The Forced Marriage Unit (FMU) has created guidelines on handling cases of forced marriage (chapter 8 relates to schools) and dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage -GOV.UK \(www.gov.uk\)](#) . School staff can contact the Forced Marriage Unit if they need advice or information: 02070080151 or email [fmu@fcdo.gov.uk](mailto:fmu@fcdo.gov.uk).

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

The following are other policies that relate to Safeguarding and Child Protection in Guidance and Good Practice for homes and school:

- No 83 Mental health and well being
- No 35-38 Behaviour management policy
- No 43 Prevent radicalisation
- No 48 Whistleblowing
- No 45 Anti Bullying policy
- Pear Tree Digital Technology (e-safety) document

## Relationships and Sex Education (RSE)

As an organisation that cares for and educates children who have experienced adverse childhood experiences (ACE) and RSE is at the heart of our aims and objectives both educationally and socially.

The Department for Education document \*- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, sets out what they hope should be taught to children at specific ages and stages of development. This document is detailed and comprehensive and its contents currently unnecessary to build on or alter in any way.

It is our policy to complete work in all areas set out and document the observations made during this process along with evaluating how much the child has understood and recording such evidence.

What does need to be acknowledged however is that the children in our care have been affected by inappropriate and perverse versions of relationships and sexual experiences that have negatively reinforced incorrect messages and behaviours.

These experiences need to be overcome and correct messages delivered. This needs to be documented within the child's overall recovery and intervention plan. The consequences of this are that the child may well need time away from anything to do with RSE to allow time to settle and recover. The other experiences provided within the school curriculum and therapeutic approach give this opportunity.

They also give the opportunity, especially whilst working with animals, to revisit the subject of sexual reproduction in a less intense non-threatening way. Relationship building is often easier with animals at this stage than people. If children can learn how to build relationships, they are much more likely to understand and appreciate this subject in many different ways. Traumatized children need time to recover and become sensitive to the subjects taught in all lessons. The formulae

Knowledge = Experience x Sensitivity (Yuval Noah Harari) \*\* below is important to consider in this subject.

We need our students to increase their knowledge in RSE with correct messages. The experiences in the form of educational experiences will only be transferred to knowledge if the child is sensitive to the subject.

Children who have experienced sexual trauma are often suffering from undiagnosed post-traumatic stress disorder. They are as a result desensitized.

At this stage the learning experiences may be delivered but the experience may not always be transferred to knowledge. The risk is that they will then become closed to the subject.

It is the responsibility of skilled professionals close to them to determine when a child is ready for this subject to be explored and in what way.

Therefore, there are some important differences in delivery that need to be appreciated.

- The delivery of RSE will most likely need to be delivered on a one to one basis by a key worker or trusted member of staff in the safe surroundings of the child's residential home.
- The key worker must not assume that the child has gained appropriate knowledge to their age and stage. Indeed, children are often skilled at pretending they have knowledge but as explained above this may well be incorrect or corrupted.
- The key worker must start at the beginning of the work set out in guidance regardless of the child's age and stage. They must work through this systematically. Whilst there can be changes in the order of work within stages, it is important the work delivered is in stage order.
- The document of the same name is to be started and completed during the time the child is with us. This can then go with them in the future to any other placements or be a record of their learning into adulthood.

Helping children have meaningful appropriate relationships is the most important part of all the work we do. It is a difficult subject to approach and often time sensitive. Those delivering the work must not be scared off by avoidance strategies displayed by the child indefinitely. The ground can be tested perhaps prematurely and left for a while to return to at a later date or opportunity. Although the timing and judgement of when to begin RSE may be difficult, it is important to cover the topic when key workers feel the child is receptive. Persistent resistance is an indicator which forms part of an assessment in itself. Repetition of work and being sure the child has retained knowledge and can demonstrate understanding is essential.

\*<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

\*\* Professor Yuval Noah Harari, Homo Deus

**Part A:**

<p><b>1. Families and people who care for me</b></p>	<p>Pupils should know</p> <ol style="list-style-type: none"><li>1. that families are important for children growing up because they can give love, security and stability.</li><li>2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>4. that stable, caring relationships, which may be of different types,</li><li>5. are at the heart of happy families, and are important for children's security as they grow up.</li><li>6. that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>7. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ol>
<p><b>2. Caring friendships</b></p>	<p>Pupils should know</p> <ol style="list-style-type: none"><li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ol>

<p><b>3. Respectful relationships</b></p>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>3. the conventions of courtesy and manners.</li> <li>4. the importance of self-respect and how this links to their own happiness.</li> <li>5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>6. about different types of bullying (including cyberbullying), the</li> <li>7. impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>8. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>9. the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ol>
<p><b>4. Online relationships</b></p>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>5. how information and data is shared and used online.</li> </ol>

<b>5. Being safe</b>	<p>Pupils should know</p> <ol style="list-style-type: none"><li>1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li><li>2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li><li>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>5. how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li><li>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>8. where to get advice e.g. family, school and/or other sources.</li></ol>
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## Part B:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<b>1. Families</b>	<p>Pupils should know</p> <ol style="list-style-type: none"><li>1. that there are different types of committed, stable relationships.</li><li>2. how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>3. what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li><li>4. why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>5. the characteristics and legal status of other types of long-term relationships.</li><li>6. the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>7. how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li></ol>
<b>2. Respectful relationships, including friendships</b>	<p>Pupils should know</p> <ol style="list-style-type: none"><li>1. the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li><li>2. practical steps they can take in a range of different contexts to</li><li>3. improve or support respectful relationships.</li><li>4. how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li><li>5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</li></ol>

	<ol style="list-style-type: none"> <li>6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>7. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>8. what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>9. the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ol>
<p><b>3. Online and media</b></p>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>2. about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>3. not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>4. what to do and where to get support to report material or manage issues online.</li> <li>5. the impact of viewing harmful content.</li> <li>6. that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>7. that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>8. how information and data is generated, collected, shared and used online.</li> </ol>

<p><b>4. Being safe</b></p>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>2. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ol>
<p><b>5. Intimate and sexual relationships, including sexual health</b></p>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>2. that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>3. the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>4. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>5. that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>6. the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>7. the facts around pregnancy including miscarriage.</li> <li>8. that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>9. how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> </ol>

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|  | <ol style="list-style-type: none"><li>10. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li><li>11. how the use of alcohol and drugs can lead to risky sexual behaviour.</li><li>12. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li></ol> |
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## **Period of recovery and recuperation**

The children in our care have experienced Adverse Childhood Experiences (ACE). They have then been removed from their home surroundings for whatever reason and find themselves often in multiple placements prior to being placed in residential care. The cumulative effect is that most are suffering from undiagnosed post traumatic stress disorder. The result is they become desensitised to the world around them and lose their capacity to learn.

After over thirty years of managing these kinds of dynamics, it is our recommendation that on admission the child is allowed a period of time away from intense subjects delivered through therapy or counselling unless specifically asked for by the child either verbally or through behaviour.

It is also our recommendation that the time allowed for recovery and recuperation is around six months. This is to allow the child time to increase their sensitivity and subsequently increase their capacity to learn, make progress and develop.

David Bartlett MBE  
October 2022

## **Security, Supervision and Management of Visitors in an Agricultural Environment.**

As stated earlier it is important to recognise that Pear Tree School is a 'School on a farm' and not a 'school with a farm'. The farm environment is significant in creating that harmonious environment which embraces wide open spaces and the beauty of the countryside. As a result, in contrast to many schools, who seek to protect their students during the time of their responsibility (the school day) by way of automatic gates and industrial fencing, keeping some people out while others in, we take a purposely very different approach. This is not to undermine conventional strategies but to acknowledge there is a different set of circumstances not just in environment but also that of numbers which allow the following to be relevant.

- Each farm deals with small numbers of children in small groups. Usually, 3 groups of 3 children at any one site at any one time.
- During each lesson, each student is engaged by a teacher/instructor and a member of the residential team in support to ensure effective supervision and facilitate toilet arrangements.
- The only variation from the above is with older students who may be working with the farm manager independently, who is part of the school staff.
- All staff are aware of the need to ensure the safety of students and are in a position to look out for and guide visitors to ensure risks from visitors are managed responsibly and effectively.
- Visitors to the building and classroom areas are only by appointment and are recorded in and out.
- As the farm operates within a rural community the school has taken precautions to ensure that regular contractors such as vets, farriers and building contractors are subject to DBS checks and entered onto the Single Central Register.
- Deliveries from feed merchants and other commodities are managed by way of ensuring the children and the deliverer are supervised at all times until they have left the property.
- Due to the very nature of the children's placement within Pear Tree, importance is placed on the need for self-protection skills and what to do in the event of encountering a stranger and awareness of 'stranger danger'.
- In the rare event that a student absconds from their particular class, all staff are immediately made aware, the grounds are searched in a way as to not attract undue concern or inappropriate attention from other students. If their whereabouts is identified an appropriate plan is designed to either engage the student to encourage a return to class or monitor from a distance without providing positive reinforcement to negative attention.
- In the event that a student has absconded at the same time as we have visitors to the farm. The visitor's supervision becomes imperative to ensure there are no chance encounters. If the student or students are still not located at the time the visitor is leaving the visitor should be informed of the situation and given advice on what to do if the students are seen by the visitor once they have left the farm. In terms of not engaging and who to contact to advise of their whereabouts.

- As soon as it is apparent the student/s are not on the farm or their whereabouts is continued to be unknown they should be reported as missing to the Police using the appropriate procedures.

### **The gates at Toy Top Farm.**

The ethos of the school is that it caters for children who are school phobic and therefore it is a huge benefit that the school looks like a farm and not a school.

Therefore, the farm gates represent expected farm yard security and not a means of locking students in. This would undermine the benefits of working outside in wide open spaces.

The gates at Toy Top have been upgraded to security gates. The locks were initially taken off during the day. As a result of an incident in August 2022 the gates were locked to keep people out not lock students in. As a result, and as a way of facilitating easy access by students being transported in staff cars, the students were encouraged to be part of the system and know the combination codes. This allows students to open and close gates leaving the member of staff in control of their vehicle and the vehicle not left unattended with students in the car while they opened the gates.

As a result, the gates are locked to the outside world but considered unlocked to all staff and students as they know the codes for the gates.

In the event that there is a good reason why the gates should be locked to students a second lock with codes only known to school staff is permanently attached to the gate to be used in the event of such an incident.

This situation should only be used for specific circumstances for as short a period of time as possible.

## **Critical Incident Policy (Lockdown / stay away) / Business Continuity Plan**

Predicting the unpredictable is never easy, if not impossible. Being prepared for every eventuality is what we must strive for and that includes all the possible scenarios we cannot predict or expect.

A critical incident can be defined as a sudden and tragic event or sequence of events which cause trauma and confusion within a school community, and which overwhelms its normal coping mechanism.

It may affect pupils and staff, it may relate directly to the safety of the school, or it may involve an incident beyond the school premises in a way that has an impact on the school which may be both long and short term.

Critical Incident Management Team:

The aim of the Critical Incident Management Team is to support the staff within our school in the event of an incident. Our team:

David Bartlett, Head teacher  
Fiona Corner, Head of Pastoral  
Philip Tebbs, Head of SENCO  
Helen Berry, School Leader

Within this policy, I hope to increase awareness of how to respond to the unexpected or unforeseen circumstances that may range from the difficult to manage, to the life-threatening, life-changing events.

My desire to avoid detailed prescriptive text on a range of scenarios is founded in real life concern. In June 2017 as the Grenville Tower tragedy unfolded, it became clear that the Towers fire plan specified that “in the event of fire stay in your rooms”.

What is unclear is how long this pre-scripted plan remained in place after it became apparent that was not the safe action to take and did anyone dare go against the plan. Having a plan on this occasion prevented people from using their own judgment and undoubtedly cost lives.

What I hope this policy achieves is the ability to assess each unpredictable scenario on its own merits and take suitable action. The important issue is that in the event of an unpredictable event, you put the children in our care front and centre of your thinking to ensure their safety.

Many schools have a lockdown policy. They are fixed in location and the required response to safeguard against the unpredictable or dangerous individuals is to return to the classroom and “lock down” to ensure everyone’s safety.

In our environment, we may be spread over a large geographical area, and it would be wrong to bring children back to a school building when this may mean bringing them closer to the risk. The issue is,

- once a risk is identified to keep children as far from that risk as possible.

The rural environment is by nature not always well known to those from urban backgrounds. Risks can be perceived differently and, in some cases, misunderstood. A man on the grounds wielding a large metal object may not pose a risk but be doing the garden or fixing the fencing. An individual on the horizon with a gun may not be intent on causing death and destruction but a neighbouring farmer legitimately shooting rabbits safely on his own land.

When I consider the serious incidents over the last thirty years and recognise that the same or similar can and most likely will occur again in the next thirty years, they are predominantly from the section of the population we live with or are connected to.

- Parents trying to abduct their own child in response to a court order.
- A parent trying to frighten off a child to stop them from giving evidence against them in an abuse case. When there is a possibility of spending a large number of years in prison, people do desperate things.
- A viral infection that cannot be allowed to run its course and needs safeguarding measures in place to prevent the spread of infection.
- The death of a known adult.
- The death of a child.
- A child in our care at high risk of 'honour killing' due to her evidence against her parents in an abuse case.

These incidents due to the resilience of those involved did not overwhelm our coping mechanisms. The death of an adult or a child is often heart breaking and requires the community to come together to share in its grief.

Problematic incidents (the last in particular) were managed by using pragmatic bold responses that were dynamically risk assessed at the time and utilised a large degree of creative energy to ensure a safe outcome for all involved. Not just the child but those looking after them also.

Therefore, looking to the future, it is most likely the threat will come from individuals known to us through the children we look after rather than random acts of violence or terror. These risks from families are risk assessed at the point of referral to understand if there is a risk that is beyond the expected norm.

To the random terrorist, geographically we represent a small target, difficult to find in an unfamiliar environment. Those seeking random acts of terror are able to find much more material to use closer to home and in a more familiar environment by keeping within built up areas.

In August 2022, we had the unpredictable happen when a young adult with Downs Syndrome attacked his mother whilst she was transporting him in her own car as she happened to pass our farm. She pulled into our car park at Toy Top Farm to seek help. He was to run off and arrested by the police a short while later. The Pear Tree staff at Toy Top Farm assessed the situation very quickly indeed and took the children away into the farmhouse and locked the door until the “all clear” was given.

This situation is now safeguarded against by simply keeping the gates at Toy Top Farm locked at all times. Not to keep people in, but to keep the unpredictable out.

If the same situation was to happen at The Manor, they would be unlikely to get up the drive and due to the potential spread of students across a large geographical area, it would be wrong to bring all the children back to the classroom which may be closer to the potential risk. Keeping children away from such risks is the important part.

In order to safeguard against such eventualities at The Manor, it is now standard procedure that all groups outside must have a two-way radio (coms) at all times.

This means we have many eyes over a wider area to give warning should the unpredictable happen. Observations can be communicated quickly without delay, as can often be the case with mobile phones with poor signal or a delay in the messaging system. Mobile phones should also be available at all times to call the police should it be necessary.

Staff at Toy Top farm benefit from a smaller more contained and secure environment. The only feasible access is through the two high double gates which are permanently locked. The farmland around the farm is well fenced and difficult to access. It is waterlogged six months of the year and difficult to access at any time. As the main activity is with horses it is thought that the use of radios would be more restrictive than a help. Therefore, the use of two-way radios is available advisable when possible but not essential. They are never far from the farm buildings and within range of a short walk and clear shout.

The following is advice that should be used but is not exhaustive and may be subject to circumstantial change.

If outside:

- Make observations.
- Report observations.

In the event that an observation is made, and a potential risk identified:

- Stop what you are doing.
- Switch off machinery, so you can hear instructions or help to collect further information that may be important.
- Listen for instructions.
- Keep out of the way and move away from risks identified.
- Stay safe.
- Help to share information.
- It maybe you are the best person to call the police.
- Help the authorities response by ensuring the main gates are open or remove any other
- obstacles identified.
- Wait for the “all clear”. Do not assume all is well until it has been confirmed.

If inside:

- Move away from the risk identified.
- Try to avoid moving into places with only one entry and exit point.
- Always plan for an immediate evacuation, if required.
- If possible, leave the building from an exit point away from the identified risk.
- If hiding inside, remain quiet.
- Wherever you are, keep away or quiet until the “all clear” is given.

In every scenario, try to keep a mental note of times, to create a timeline of events to include in your post-event report.

Help the police with their enquiries but if it becomes relevant do not give interviews to the press!

Keep the normal routines and expectations going as much as possible. If for whatever reason it is necessary to close the school, reopen as soon as possible.

It may be necessary to move school activities to the site unaffected or to utilise new sites. In which case a review of group dynamics will be needed to ensure continued safety from lesser pressing or more routine risks and management duties.

As part of our crisis management plan there are two important points to consider:

- Data. All data should either be available at different sites if hard copy, or online by definition available at all sites.
- We always have an extra property available to provide accommodation in the circumstances where an event made students homeless, or they were unable to return to their home address.
- Small numbers on multiple sites are part of a safeguarding strategy that is effective for a multitude of risks and relevant for our business continuity plan.

### National Emergency Alert System

In the event that the above system is activated it is important that all staff act accordingly and take measures described to protect themselves and the children in their care.

For further information please see:

<https://www.gov.uk/alerts>

In our school, we take all student's needs seriously, and are committed to ensuring all children receive the help they require to explore such matters as death and significant harm or injury in an environment of trust, care, and safety. We also recognise the impact such incidents can have on the wellbeing of our staff and will do our utmost to support any recovery needed and work with any agencies required.

All staff have access to our Health Assured Program which is a confidential employee service designed to help staff to deal with personal and professional problems that could be affecting their home life or work life, health, and general wellbeing.

As stated in the examples given above, from time to time our ability to cope and react (using a military metaphor ) under fire is tested. On these occasions Pear Tree staff have always managed in a commendable way. PTSD in our community is very real. It is not a possibility but an everyday reality. Therefore, it is because of these pertinent factors that practice drills including students are not undertaken as a policy. The impact of such drill would undoubtedly lead to increased long-term anxiety as the perception would be that the adults in charge need to practice as they may not be able to cope, undermining confidence. That the drills practiced for are a certainty and not a possibility. That the varying scenarios concocted are unlikely to be the experience encountered anyway as it always the unexpected that is encountered.

It would also significantly undermine the effort taken to maintain a calm positive functioning environment and become a high adrenaline experience.

On a cost benefit analysis, it is too high a price to pay for too little gain.

Critical incident management training is undertaken within the staff team on a regular basis in group discussions.

Critical incidents and the management of such are about ensuring the school is not overwhelmed. It is worth pointing out that in the darkest days of a worldwide pandemic, Pear Tree School was not overwhelmed but increased its capacity to cater for children in other schools that had closed and carried on through not only the term time but the holiday periods also. A fact that many may prefer to forget which will never be forgotten.

#### **Critical incident training and regular briefings.**

- All staff are to undertake critical incident training on our specific policy at the start of the school year. This is to consider the concept of “Lock down - Stay away” placing the protection of students at the centre of decision making in any particular scenario.
- The issue of managing critical incidents is to be added to the agenda of all school meetings alongside safeguarding.
- The meeting should consider A) Current affairs that may impact on the school. B) Specific local issues that may impact on the school. C) Specific issues regarding the school community, parents and other risks that may impact on the school. D) The meeting should be asked if there are any specific scenarios that anyone would like to talk through. E) The importance of communication using the different tools available. F) The National Alert System. What it is and to ensure all staff partake in its use.

## **Pear Tree School Attendance Policy**

Pear Tree School is for the exclusive use of children who live within Pear Tree residential homes. The children and young people looked after by Pear Tree come from difficult backgrounds and adverse childhood experiences. Their prior experiences of Local Authority services and education provision have often not been as positive as intended and in some cases may have contributed to their adverse childhood experiences and trauma. As such, school attendance rates are frequently very poor and sometimes non-existent.

Once admitted to a Pear Tree Home, the culture and ethos of the home is that of full engagement within education. 100% attendance is not uncommon which, considering the starting point, is remarkable in itself. The entire support team around the child within Pear Tree endeavour to ensure obstacles that may impact on attendance can be overcome insofar as is practicable. For example, medical and social care appointments are arranged outside of school time whenever possible.

Pear Tree School maintains a secure, centralised electronic attendance register which is completed in real time by teaching staff using the Department for Education attendance codes, with students being formally registered at the start of the school day, and again at the start of the designated afternoon session, in line with statutory requirements. The School Leadership Team oversees attendance monitoring, with the Head of Pastoral Care taking the role of Attendance Champion. Attendance statistics are reported to individual home Local Authorities as required. Attendance records are saved securely for a minimum period of 3 years, and all amendments are tracked and recorded.

In the event that a child refuses to engage in education this will immediately initiate a response from those supporting the child both at home and at school. The younger the child, the more clear the expectations. Young people in Year 12 and onward may have greater agency and autonomy to explore the decision making process themselves and to learn the consequences of exploring options and making decisions. In such cases, they will be given clear advice and guidance as to their decisions and likely consequences, and it will be up to them to make their decisions.

The range of the process of encouraging a student to reengage ranges from

- Verbal support to encourage continued attendance. (residential staff)
- Withdrawal of activities or privileges that may have previously been earned. (residential staff)
- Regular telephone contact to encourage attendance and challenge perceived difficulties or obstacles. (school staff)
- A letter inviting the student to attend an internal review meeting to discuss obstacles and plan a return. (school staff)
- To call a Looked After Review to discuss the overall effectiveness of the placement and to review the placement and all other options. (Residential and School staff.)

Being engaged in a positive functioning way including education is part of the overall “Recovery and Intervention Plan” with Pear Tree. Non engagement in education may be indicative of other problems elsewhere within the child’s life. This has to be seen within a holistic context and all options considered. Ultimately non compliance may result in the view that an alternative service may be better suited to meet the developing needs of the child.

## **Procedures for taking children off site during school time.**

All children leaving school grounds for whatever reason must be signed out using the correct recording procedure. This is now a digital system which will be facilitated by a school leader.

A conversation with a school leader is required to complete the process but also to give the school leader the opportunity to scrutinise the purpose of time away from school grounds.

The school grounds are defined as Pear Tree Property specific to that site i.e., Toy Top Farm/The Manor.

As The Manor is a large site, in order to ensure we know where everyone is, at any specific time, each group working outside must have available a two-way radio.

This is to allow effective communication across a varied environment, to keep people informed and to allow monitoring of groups whereabouts.

## Discipline

Once at Pear Tree School, students find themselves immersed in an ethos of high expectations regarding discipline and commitment to progress at all levels. In the event of misdemeanors, poor behaviour or failure to engage and complete work, sanctions may include:

- Expected to stay in class until work completed thereby missing out on other activities.
- Excluded from activities for a limited period of time.
- Asked to do extra work to reinforce a specific point requiring further attention.
- Restriction of social and leisure activities from the home, (exceptional circumstances only).
- Fixed term exclusions from school.

Details of our holistic approach to behaviour management is available in our document – ‘A Therapeutic Approach to Helping Children and Young People Recover from Trauma and Abuse.’

Details of disciplinary measures are documented in Guidance and Good Practice, 35 - 38. Behaviour Management Policy.

## **Prevent Radicalisation**

Please consider the following in conjunction with:

### **Guidance and Good Practice, 43. Prevent Radicalisation**

Pear Tree recognises its responsibilities to identify and support young people who may be at risk of radicalisation in all its forms. Pear Tree also recognises that the background of young people who are vulnerable to be influenced by others who can have a negative and harmful impact on them, share many characteristics with the current population at Pear Tree.

- The absence of positive role model leadership.
- The desire to attach to a group to feel a sense of belonging.
- Angry with their life.

The children at Pear Tree have been assessed as being responsive to the influence of our teaching and input. Likewise, they would be responsive to the negative influence of others if they were able to have sustained access such as through the use of social media.

Pear Tree recognises these issues as Safeguarding issues and will treat them as such. The Single Point of Contact (SPOC) is The Designated Safeguarding Lead: Gary Ramsbottom.

Whilst geographically Pear Tree operates within a low risk area for radicalisation, only one young person to fall victim to radicalisation is one too many. Also, we must remember that our children and young people come from a wider region and their home areas may vary in risk. We already know they are vulnerable.

## **Counter Bullying Procedures**

Please consider the following in conjunction with:

### **Guidance and Good Practice, 45. Counter Bullying Procedures**

Pear Tree regards all forms of bullying as unacceptable and will actively discourage and promptly respond to any such behaviour within our school.

It is the right of every young person and member of staff to be treated with respect and learn or work in a safe environment which promotes positive relationships.

Bullying is a major concern and the long-term effects for young people can involve emotional stress, trauma and considerable unhappiness.

In order for children and young people to develop and achieve their full potential it is essential that they are provided with a learning environment which is not just seen to be but actually is stimulating, safe and a place in which they feel respected and valued.

Acts of bullying are in direct conflict with the organisation's values, which underpin all our thinking, decisions and actions.

## **Pear Tree School Policy on Special Educational Needs**

As a school which has young people with special educational needs, we recognise the need to have robust procedures in place to ensure that young people receive the support they need to access a balanced education without hindrance or restriction.

### Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- We focus on individual personal holistic progress as the main indicator of success.

### Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from students, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet student needs, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2000).
- To have high aspirations and expectations and to support children in preparation for adulthood

In order to achieve these aims and objectives, we operate with due reference and awareness of the Children and Families Act, 2014 and The Special Educational Needs and Disability Code of Practice: 0-25, 2015.

Please see the full Policy for Special Educational Needs for full details on our policy and procedures for supporting young people with special educational needs.

## School Uniform

Pear Tree operates a School Uniform Policy.

This is designed to provide young people with practical clothes inside the classroom and on our farms as well as promote a sense of belonging and identity to our school. Our school doesn't look like any other school. Therefore, the uniform aims to remind ourselves that whilst it is in a unique environment it is very much a 'school'.

Early students were instrumental in designing this policy which was in practice before the school was formally established.

Children undertaking home tuition were expected to wear standard grey trousers and school jumpers, shirts etc. With the development of the facilities at the farm, it was decided to have a specific school uniform which reflected the colour scheme of the farm and corporate logo which was also re-designed, as well as provide practical work clothes whilst on the farm, i.e. work trousers, polo shirts etc.



The school uniform comprises of the list below:

Green or blue softshell jacket

Green or black work trousers

Black school trousers for classroom

Black school shorts (summer only)

Green or blue polo shirt

Green or blue ¼ zip fleece

Base layer

Waterproof jacket and trousers

Jodhpurs if Equine Studies

### **PE kit**

Blue jogging bottoms/shorts (Pear Tree)

Blue T Shirt

Blue Pear Tree Hoody

Trainers

### **Other**

Blue cap (Summer only)

Blue winter hat

Wellingtons

Riding Boots/Riding Chaps

## **Jewellery**

We are always conscious of health and safety risks both to the owner and others in the wearing of jewellery.

Therefore, the only jewellery allowed is:

- One small set of gold or silver ear studs
- Wristwatch

Piercings to the face or body are not allowed.

Fashion bracelets must not be worn at any time.

All items of jewellery should be removed for Equine Studies and on request in certain other practical lessons in the interests of safety.

## **Makeup**

Makeup is not allowed in Years 7, 8 and 9 and students will be asked to remove it. In Years 10 and 11 makeup, should be subtle. No eye shadow, eye liner blusher or lipstick is allowed.

## **Hair**

Hairstyles should be practical, clean and suitable for a working environment. In this school, hairstyles associated with negative or antisocial stereotypes (e.g. punk or mohican), or hair shaved in bands, stripes, initials or dyed in unnatural colours are unacceptable.

Eyebrows shaved in stripes are also unacceptable.

Young people with long hair may be asked to tie it back for reasons of safety so please be prepared to do so.

Hair **MUST** be tied back for all Equine and Farm activities for Health and Safety

Large fashion hair accessories are not permitted, including flowers and large hair bands that are purely there for fashion.

## **Other**

No false nails or nail gems are allowed at any time.

Black or brown belts are permitted. Large fashion belts are not permitted.

Caps, scarves and hats should be removed when inside the school buildings.

Green or blue uniforms can be worn on both sites.

No dirty jodhpurs should be worn in the classroom. If the group is on the yard during the afternoon they can wear clean jodhpurs in the classroom during morning sessions if they are clean. If the group is on the yard in the morning and classroom in afternoon, they will be expected to change into clean school/farm trousers. If they are helping to feed round at 3pm, they will still be expected to change into clean trousers at lunchtime and wear waterproofs over their clean trousers when helping to finish the yard.

School shoes should be worn in the classroom. Trainers should be worn for PE lessons only.

Waterproof trousers and jacket should always be available in the young person's school bag.

A full change of clothing should always be available in the young person's school bag.

PE kit (hoody, round neck t-shirt, joggers and trainers) should only be worn for PE sessions.

If a young person is timetabled for an outside lesson, they should be prepared with layers including base layer, polo shirt, ¼ zip fleece, softshell jacket and waterproofs.

If in any doubt, please check with the school first.

## School Mobile Phone Policy

### Purpose

This policy supports a calm, safe, and focused learning environment. While mobile phones can be useful tools, they can also cause distraction and safeguarding concerns. The school therefore sets clear expectations to ensure that technology enhances, rather than disrupts, students' learning and wellbeing.

In addition, for post-16 students, the policy acknowledges that mobile phones can play a role in promoting independence and improving personal safety when travelling to and from education independently. The rules below balance these benefits with the need to maintain a distraction-free school environment.

### Eligibility

- Only students in Years 12 and 13 may bring mobile phones onto the school site.
- Students in all other year groups are not permitted to bring mobile phones to school.

### Use of Mobile Phones

- Phones must be switched off and kept out of sight at all times during the school day.
- This applies to lessons and all break/lunchtime periods.
- Mobile phones must not be used for calls, messaging, internet access, photography, or any other activity during the school day, unless instructed to do so as part of a planned learning activity with a teacher or instructor.

### Student Responsibility

- Students who bring a mobile phone to school do so entirely at their own risk.
- The school accepts no responsibility or liability for loss, theft, or damage.

### “Don't See / Don't Hear” Approach

If a phone is **seen or heard** during the school day, it will be confiscated in accordance with the sanction structure below.

### Consequence Structure

#### *First Breach*

- Phone confiscated immediately.
- Returned to the student at the end of the school day.

#### *Second Breach*

- Phone confiscated for one full calendar week.
- Phone given to residential staff to take home.
- House Manager notified of the incident and Consequences to Behaviour form completed.

### ***Third Breach***

- Same consequence as the second breach: phone confiscated for one calendar week and handed to residential staff to take home; House Manager notified Consequences to Behaviour form completed.
- In addition, the student will be banned from bringing a mobile phone to school for a specified period or for the remainder of the academic year (as determined by senior staff).

### **Persistent Disregard for the Policy**

Students who repeatedly violate the policy or who fail to comply with the imposed consequences may face further consequences at the discretion of senior staff, including extended bans on bringing a phone to school.

### **Responsible Use of Technology**

As part of our commitment to safeguarding and personal development, the school supports students in learning how to use technology safely, responsibly, and positively. We educate young people on managing online risks, maintaining their wellbeing, and making informed digital choices. Our aim is to help students benefit from technology while understanding how to use it in a way that is respectful and appropriate in both school and wider life.

## Exclusions

In the event that a student's behaviour is so difficult that it also has a detrimental effect on other students it may result in that student being excluded for a limited period of time to allow for

- a) A cooling off period
- b) To reinforce the significance of their behaviour.

This may result in a review of the student's timetable and consideration of all issues.

Permanent exclusions are not considered appropriate, however, behaviour warranting such consideration, may result in the review of the child/young person's placement at Pear Tree and in extreme circumstances, an alternative sought.

Continued monitoring as to the suitability of our 'Therapeutic Approach' is important. The following factors are relevant to both refusal of admission and premature discharge:

- Physically wounded adults, children or animals.
- Persistent absconder, regularly missing overnight (currently).
- Regular smoker & does not want to stop.
- Alcohol/drug/substance dependent.
- ASD as a main issue of concern.
- Organic mental health difficulties.
- Significant physical disabilities.
- Severe special educational needs.
- Serious attempt at suicide or serious self-harm.
- Deliberate and calculated malicious allegations.
- Uses urine or faeces in a deliberate way to impact on others.
- Regularly involved in crime (not sexual).
- Regular intentional criminal damage.
- Stolen vehicles or allowed to be carried in such.
- Not responsive to intervention.

# Curriculum Policy

## Introduction

Pear Tree provides services to children and young people in the form of 'Residential Care with Education,' and the school is for the exclusive use of children and young people accommodated in our residential homes. There is therefore a symbiotic relationship between the two parts of the service each reliant on and supporting the other.

Historically it was indeed the residential service which started first and from which the service developed and grew. Other organisations established at the same time were often unable to develop a school setting and focused wholly on residential care or established classrooms in a bedroom or other part of a residential home with varying results. Pear Tree, however, already had established activity facilities independent of the homes and these activities were significant in the delivery of a 'recovery programme' with education being initially provided by home tutors. The process of bringing the two elements together was a worthwhile development which added huge value. Thus, Pear Tree School at Toy Top Farm was formally opened in 2005.

It is these foundations that were to impact hugely on the ethos of the school which still resonates today. This is due to the fact that the aims set out earlier can be summarised by stating that everything we do is about helping children and young people recover from their adverse experiences and improve their skill sets in order to enhance and maintain their overall mental health and to develop their employability.

It is this element of recovery which features significantly in the design of our school curriculum and for most children we are at the very beginning of an educational process where we hope to expose them to a variety of subjects to stimulate an interest and to start the process of learning in an enjoyable way.

## Curriculum Aims

As a result of this process and the balance between recovery and education, we intend our students to leave our school with the following:

- An understanding of the importance of values and being able to demonstrate positive values and live by them, these being the foundations to everything worthwhile in life and from which learning can begin and become embedded as a new norm.
- An understanding of Fundamental British Values and be able to live by them as a new norm.
- Be emotionally resilient.
- Have an understanding of their past but not ruled by it.
- Looking forward to the future positively.
- Have good interpersonal skills being able to interact with others in a positive way.
- Have skills to use to make a positive contribution at home, in their community and in the workplace to benefit themselves and others.
- The ability to use English and Mathematics in a functional form.

It is indeed the students overall 'Personal Holistic Competence' (PHC) that we endeavour to promote and have developed an advanced system to assess and monitor progress.

This system, which can be seen separately, has also become a curriculum checklist for Teachers, Instructors and Carers producing automatically from the assessment an action plan from which all involved in the child's care and education can work together on to help the child achieve and make progress.

The benefit of this system is backed up with research commissioned by Pear Tree by Dr. Jack Kennedy entitled "Small changes matter! – A marginal gains approach as a methodology of evaluation outcomes in a looked after child population" and can be read separately. The PHC system has been made available for any school, college or education system world wide and can be seen to <https://www.onlinephc.com>

It is important to recognise that whilst children may have undertaken educational assessments prior to placement these may have been before they have experienced abuse and the trauma that goes with this. Therefore, it is understandable if the educational progress is interrupted, and it may be necessary to revisit previous work and reassess to ascertain current levels of functioning and achievement. Future work then needs to be based on assessments made following admission and professionals should avoid focusing on past aspirations and accept where we are in the here and now.

It is important that these assessments are undertaken following 'settling in' and during a stable period of time in a calm and positive functioning manner.

## **Organisation and Planning**

Teaching and learning takes place through a topic-based approach which encompasses the seven areas of learning (linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education) using a common theme. Using topics as a common theme provides an overall structure to the learning which enables all students to work towards a common goal and to make holistic progress whilst allowing for suitable differentiation to take into account age, ability and any special educational needs (See also Policy on Special Educational Needs).

It must be acknowledged that:

- Some topics are part of everyday life (the welfare of horses and farm animals is an example of such)
- Some topics are seasonal each year (the growing of crops and vegetables, lambing, calving and foaling. Remembrance Sunday)
- Some topics are covered at different times of the year and may only be covered once within the time a student is in our school (slavery, apartheid in South Africa, the First and Second World War and D- day.)

Our topic plans allow for medium and long term planning whilst retaining the flexibility needed to meet the very individual needs of our students on a day-to-day basis in a sensitive and empathetic manner. The curriculum and learning is adapted for individual student needs and can be tailored to suit the strengths, needs and interests of students. We identify the needs of our individual students through a number of means including the termly Personal Education Plan reviews, the six monthly Looked After Child Review and Personal Holistic Competence Review, and where appropriate, through the Education, Health and Care Plan Annual Review.

As a values-based school accredited by IVET, the theme of values flows through all of our learning activities, with particular reference to our core Pear Tree Values of Courage, Responsibility, Kindness, Respect and Integrity, as well as Fundamental British Values. We are committed to providing the best learning opportunities through a combination of classroom-based activities and through experiential learning and the development of transferable and vocational skills. All children learn best through first-hand experience and positive modelling and all our students engage in relevant, practical learning experiences in a wide range of situations and contexts.

Resources to facilitate teaching and learning include suitably equipped classroom areas, creative and craft areas, a working livestock and arable farm, the horticulture gardens, the equine yard and outdoor education. Please see the relevant areas of the prospectus for detailed information regarding the facilities and resources available.

In planning the curriculum and putting this policy into practice, we aim to ensure that:

- Lessons are challenging and have appropriate pace for each student
- A broad range of relevant teaching styles are employed to ensure that the individual needs of each student are met.
- Ongoing assessment through a range of formal and informal strategies inform the learning and planning for progression
- Students make ongoing progress throughout their time in Pear Tree and their learning prepares them for life beyond school.

It is the teacher's role within the school, through the implementation of the school's curriculum policy and practices, to ensure that they provide a variety of relevant experiences for the students that serve to develop abilities, knowledge, skills and understanding and enable students to value themselves.

## Assessing Prior Learning on Entry.

Pear Tree School recognises that assessment of prior learning and understanding is a crucial part of students' learning experiences at school and personalising them to help fill important gaps in learning as well as to set out the route for excellent progress, taking into account each student's starting points. The process takes up to four weeks for most students, sometimes longer if necessary.

Assessing students prior learning is a process rather than an event. When students first arrive at school they have faced significant and often traumatic events in their lives. Staff recognise that gaining insight into students learning requires time both to build trust with students and time for students to find ways to express what they can do and re-engage.

Forming a view on students prior learning is not merely an assessment of what has been covered at some point in the past, supplemented exclusively by testing on arrival but an assessment of students ability to recall learning, link disparate parts together and reapply that learning in new contexts. When possible information from previous schools is taken into account as part of this process. However the evidence has to be tested to confirm its validity and retention.

The process.

Before admission the Head Teacher and education staff gather as much information as possible about the student from as wide a range of sources as possible. These sources should include where possible:

- previous school achievements and attendance information carefully dated
- Information regarding existing PEP's and / or EHC plans
- Information regarding medical needs / conditions and information regarding how these have been managed.
- any other medical reports eg CAMHS / Ed psychology, clinical psychology.
- recent social service reports.

Following admission, an assessment of education is formed using our Education Competency Assessment. This is a four week process which allows for a considered review of available data, in-school assessment in core subjects, observations of the child in a number of environments and discussion between staff to develop a detailed assessment of the child's knowledge and abilities.

All information and observations are then used to form a baseline Educational Competency Assessment in line with the school curriculum. This assessment is reviewed and updated half-termly to measure progress using a marginal gains approach, which can then guide the teaching and learning programme.

The stages of assessment are as follows:

- By the end of week 1
  - Education Competency Assessment files are set up for the student

- BKSB Maths and English assessment account set up for the student
- Review initial assessment notes and other available information
- By the end of week 2
  - Contact Social Worker and previous school if necessary to confirm information and discuss issues
  - Complete Maths and English assessments using BKSB
- By the end of week 3
  - Continue observations of student in the classroom and other environments
  - Discuss student with relevant House Manager and Key Worker to identify issues and to ascertain student's understanding of Social, Moral, Spiritual and Cultural education and of Relationships and Sex Education
- By the end of week 4
  - Collate all information, discuss within the Teaching Team
  - Input information onto the Education Competency Assessment to form the baseline assessment for education.

At six weeks, education staff consider all the gathered information to put in place a PEP (personal education plan) which also takes into account current education targets from the student's EHC plan. Staff complete the subject curriculum tracker sheets. This information is shared with the residential staff team.

Currently the following tests are used as part of the initial assessment process.

- BKSB Initial Assessment Literacy
- BKSB Initial Assessment Numeracy

Where staff find significant discrepancy with previous reports regarding prior learning and achievement and especially the EHC plan, education staff should organise an early EHC plan review with the appropriate authority.

## **Approaches to Curriculum Delivery.**

Pupils arrive at Pear Tree School with very different backgrounds and learning experiences. What they all have in common is a high level of adverse childhood experiences ( ACE ) which affects every part of their lives. In the broadest terms pupils typically enter the school with histories of significant disruption to their education, exemplified by significant gaps in their knowledge and understanding. In general most students following a period of assessment are found to be working at primary key stages, most often key stage 2.

Due to adverse childhood experiences and disrupted histories in education, pupils have not benefited from opportunities to connect different aspects of their learning and often have not mastered basic concepts e.g. letter and number recognition and time and time lines.

At times, particularly during the early stages of placement with the school, students can be reluctant to learn. This reluctance is part of their personal response to conditions and trauma which have led to placement with the school. School staff take care to assess students' prior learning in a variety of ways over an extended period of time, typically between 4 to 6 weeks, so that students learning in each curriculum area can be pitched accurately and gaps in learning identified. (Please see ' Assessing prior to learning on entry'.)

All staff are required to use discussion and observation with students learning and conceptual understanding to gauge their current levels of knowledge and understanding, identifying any existing historical, geographical, literacy and numeracy skills.

Current levels of learning should be recorded by education staff and used to shape individual learning experiences across the curriculum to build on students' prior learning and promote strong progress, including where students demonstrate they are working below or above key stage 2. For example outdoor learning such as walking and hiking might include aspects of both literacy, numeracy, geography and history. This cross curricular approach should be planned carefully by staff together and captured in each students' PEP and where relevant their EHC plan.

Subject area overview plans take into account the expectations of a key stage 2 learner but also crucially, provide scope for planning both above and below that range so each student's learning can be promoted to achieve excellence taking into account their individual starting points.

Overview plans represent a 'can do' approach linked to identified learning goals and students' personal targets are represented in their PEP. This enables students, staff and school leaders to understand how well students make progress and what needs to be changed to secure consistently good progress as a minimum. Where available the relevant staff take into account records of students prior learning. Very often records of prior learning are too distant to give an accurate view of their current level of achievement.

Assessment of students' learning and progress towards individual targets is closely aligned to the schools tracking of students personal development. This enables the student, the school and residential homes to form a coherent overview, a holistic picture of each student's development both academically and personally.

In line with the schools key aims and values, it judges students outcomes by assessing and evaluating their progress and development together.

## Assessment and Accreditation

The Education Competency Assessment is used throughout the school to assess and record student progress against the school curriculum, using a marginal gains approach. The ECA combines an overarching view of holistic progress through the ECA Dashboard and Progression Charts, with a highly detailed real-time assessment of marginal gains for each child against every area of the curriculum. This is supported with at least termly Personal Education Plan (PEP) Meetings which can include representation from the student, the school, the care home, the Social Worker and the Virtual School, where individual progress is scrutinised, and next steps of progression are agreed. This ensures that the progress of the student and the plans for progression are clearly understood and recorded with the direct involvement of the student.

The school employs several routes to accreditation at a broad range of levels so that all students have the opportunity to gain certified accreditation at an appropriate level. This approach ensures that progress is accredited and celebrated, builds a student's self-confidence and self-esteem as learners, and serves to improve a student's employability. The routes to accreditation include:

- Functional Skills accreditation in Maths and English - Entry Level 1 to 3, Level 1, Level 2
- ICT and Digital Skills
- GCSE Maths (if applicable)
- GCSE English (if applicable)
- BTEC Level 1 Introductory
  - Applied Science
  - Engineering
  - Construction
  - Land-based Studies
  - Performing Arts
  - Sport
- AQA Unit Awards

All students in Key Stage 4 also have the opportunity to work alongside staff to obtain accredited qualifications in fire safety and first aid, giving them valuable vocational and life skills and improving their employability.

Student progress is reported through the termly reviews of the Personal Education Plan to the student, carers, social workers and to the Virtual School throughout the year, and all are involved in the planning of progress for the coming term. Progress is also reported in detail in the six-monthly Looked After Review through the Personal Holistic Competence Assessment, which also produces a plan for progression in the coming six months. Carers, social workers and the Virtual School are also welcomed to discuss progress at any other time throughout the year.

### Legislation and Guidance

This policy reflects the requirements for Independent Schools to provide a broad and balanced curriculum as per sections 1 and 2 of the Education (Independent School Standards) Regulations, 2014. It also reflects the requirements for inclusion and equality as



## **Policy in relation to how to assess the suitability of a student to be entered onto a GCSE course:**

At the forefront of planning and decision making within Pear Tree School is the desire to help students to be “the best they can be”. The best they can be is a desired outcome however it is fundamentally important to recognise this statement of desire in a holistic context and not within the single issue of academic achievement.

Pear Tree’s aims that have remained consistent for 4 decades, are to help young people ‘emotionally, practically and academically” in this order of priority.

Academic progress is important, but if the maturing student doesn’t have the ability to apply the knowledge learned in a practical sense, it is of little use in the overall strategy of life enhancement. If a student has good practical skills but lacks the confidence and resilience to use their skills, both knowledge and skills learned will not be effectively utilised in the strategy of life enhancement.

The above is particularly important to the “Looked after Child” population whose adverse childhood experiences to whatever level of impact are exposed to the harsh realities of life, a factor often overlooked in the planning process of a mainstream education system. On leaving school, they will have to face the prospect of making their own way in life with minimum support networks, which are often limited in practical functioning and lack of vision or aspirations.

The basics of food, clothing and shelter are not just a theoretical chart but a stark reality. The benefit system is the national safety net; however, it can quickly become the visually appealing Emperors’ cloak that becomes a comfort blanket from which there is no escape.

The window of opportunity to overcome past traumas, discover new skill sets, be inspired to engage in a positive functioning future and lay down the foundations for a plan based on success is small, fragile and requires the focus of all those that support the student. It also requires continued success as there is little chance of overcoming setbacks created by getting it wrong.

It is perhaps this aspect that needs careful consideration beyond that of the mainstream population. Some students need to be pushed, experience failure and setbacks as part of the process of building resilience in the normal flow of life’s rich pattern. Looked after children who have experienced adverse childhood experiences are already damaged by such events proportionate to the level of trauma experienced. They need to be nurtured to succeed in a way that builds their self-belief and avoids further negative experiences. It is therefore hugely important that such a plan works on the basis of “incremental learning”, “sequential learning” and continued success. This is part of a ‘trauma informed practice’ approach to decision making and future planning.

Therefore, to be considered for entry into a GCSE programme of learning, the student must have made the following achievements.

- Demonstrate the ability to remain focused and on task in a classroom setting.
- Made achievements equal in value and complexity of the proposed course.
- Made term on term progress with work set.
- Made progress with all PEP targets.
- Receptive to learning and adaptable to the different requirements a GCSE course requires.
- Demonstrate the ability to cope with the exam conditions required. (The stress of exam conditions cannot be minimised as the damage to the student's emotional wellbeing can be significant if this is beyond their scope of resilience.)
- Demonstrate that any disappointment created by any setbacks can be managed and overcome. (This requires evidence of other factors in life to obtain a holistic overview of the likelihood of resilience.)
- The assessed outcome of the proposed accreditation must be in the region of as a minimum expectation around a grade of 50% of the scores available. If less than this there is the risk of falling below 25% which illustrates the lack of ability rather than promoting their strengths. No student should ever be entered just because they can pass the minimum requirement to achieve a pass mark.

To ascertain the suitability of a student to be entered onto a GCSE course the appropriate risk assessment form must be completed.

In the event that a student does not meet the risk assessment in full alternative options should be proposed.

**Risk assessment as to how to assess the suitability of a student to be entered onto a GCSE course.**

Name	
Date of birth	

<p><b>Why do it?</b></p> <ul style="list-style-type: none"> <li>- To maximise accreditation.</li> <li>- To encourage learning and progression through accreditation.</li> <li>- To build self-esteem and self-perception.</li> <li>- To increase confidence through success.</li> <li>- To increase further opportunities to progress and access further education.</li> <li>- To demonstrate to an employer now or in the future a level of competence.</li> </ul>
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	Yes	No
Demonstrate the ability to remain focused and on task in a classroom setting.		
Made achievements equal in value and complexity of the proposed course.		
Receptive to learning the different requirements a GCSE course requires.		
Demonstrate the ability to cope with the exam conditions required. (The stress of exam conditions cannot be minimised as the damage to the student's emotional wellbeing is significant if this is beyond their scope of resilience).		
Demonstrate that any disappointment created by any setbacks can be managed and overcome. (This requires evidence of other factors in life to obtain a holistic overview of the likelihood of resilience.)		
The assessed outcome of the proposed accreditation must be in the region of as a minimum expectation around a grade of 50% of the scores available		

Comments					
Assessed by (Name)		Designation		Date	
Counter Signed (Name)		Designation		Date	

# Pear Tree School Curriculum

## Introduction

The Pear Tree Curriculum represents a unique opportunity to capture what we really do! For the curriculum to reflect our practice developed over many years and to demonstrate its connectivity. To see it's based on incremental learning and to inspire teachers and student to value what is taught and to motivate to learn and to do more.

Pear Tree's roots lie in providing activities thought to be of a therapeutic nature. The term therapeutic meaning to help to heal. Within an education context, maintaining the right balance between academic learning and achievement and therapeutic activities has been difficult to articulate. This curriculum achieves that balance whilst also highlighting that so much of learning can be fun and therefore also therapeutic.

This fun factor must never be forgotten in the development of ideas within a curriculum. The children we look after have suffered so much that opportunities to enjoy their time with us must be grasped and we must also remember that they are more likely to remember and learn when they feel safe and are enjoying their experiences.

All areas to be taught in ways commensurate with age and ability. Independent accreditation should be achieved whenever possible for underpinning questions.

This document represents learning opportunities we hope to create for all our students between 8 to 18 years old. The way these opportunities are delivered will vary depending on the students age and ability.

The amount of work covered will also depend on the age at entry to our service and a professional judgement needs to be made regarding how to prioritise what to do and when to do it, in order to meet each students' individual educational needs.

David Bartlett MBE Head Teacher Feb 2020

Areas that include 'cross curricular content' are indicated with the following abbreviations

Aesthetic & Creative (AC)

Social Moral Spiritual Cultural (SMSC)

Relationship and Sex Education (RSE)

Technology (T)

Literacy (L)

Numeracy (N)

Scientific (S)

Human & Social (HS)

Physical (PE)

It is part of the cohesive nature of the organisation that members of the residential team will be supporting students throughout. Where 'direct' involvement is required this area is indicated with an ®

Please see the full version of the School Curriculum in an independent document for details of underpinning knowledge.

## Attitude to Education

1. *Is the student inspired to attend education?*

2. *Is the student motivated to engage in education?*

3. *Is the student receptive to teacher/instruction intervention?*

4. *Is the student receptive to instruction in education?*

(L)

5. *Can the student listen and learn from teachers and instructors?*

(L)

6. *Is the student positive about their education and open to new ideas and opportunities?*

7. *Does the student have a positive impact on others and lead by example?*

8. *Has the student visited places of educational interest?*

(All Areas)

9. *Is the student committed to their education and are motivated to learn independently?*

10. *Is the student inspired to want to learn and are motivated to do so outside of school time or following discharge?*

## Linguistic Curriculum

1. *Can the student make themselves understood? ®*

(N)

2. *Can the student verbalise the alphabet? ®*

3. Does the student know phonic letter sounds, CVC and high frequency words? ®

4. Can the student read a simple text fluently? ®

5. Can the student use common punctuation correctly?

6. Can the student apply basic grammar and tense? ®

(HS)

7. Can the student talk about simple description of an object or event? ®

8. Can the student write a simple description of an object or event? ®

9. Can the student read and follow instructions? ®

10. Does the student enjoy reading?

11. Can the student communicate effectively, verbally? ®

12. Can the student communicate effectively in writing? ®

(T)

13. Can the student use ICT to correct their work and understand when it is needed?

(T)

14. Has the student used their linguistic skills to ask for and buy items and public transport tickets? ®

(HS)

15. Has the student used their linguistic skills to communicate with other agencies to seek help and advice? ®

16. Has the student achieved a certificate in this area commensurate with their ability?

17. Has the student achieved a certificate of competence for a practical task using their linguistic skills to pass? ®

(T)

18. Has the student visited places or events of significance to increase their understanding of linguistic education? ®

19. Has the student used their linguistic skills to research and explore future training opportunities independently? ®

20. Has the student used their linguistics skills to achieve a successful outcome during an interview process for their next step independent of our school? ®

## Numerical Curriculum

1. Does the student have basic number literacy? ®

2. Does the student have appropriate knowledge of number place value?

3. Can the student add and subtract?

4. Can the student multiply and divide?

5. Does the student know the times tables? ®

6. Does the student have a knowledge of numerical computation?

7. Does the student understand Fractions?

8. Can the student tell the time using analogue and digital clocks? ®

(HS)

9. Can the student use money? ®

10. Does the student have a working knowledge of Geometry?

11. Does the student have a knowledge of the metric (SI) system?

12. Does the student have a knowledge of Algebra?

13. Does the student have knowledge of data handling and statistical processing?

14. Does the student have a knowledge of percentages?

15. Does the student have an understanding of ratios?

16. Can the student they demonstrate how they can use numerical skills in our working environments? ®

(S) (T)

17. Have they achieved a certificate of competence commensurate with their ability?

18. They have visited or experienced events or places of interest that have increased their knowledge of numerical learning? ®

(S) (AC)

19. They have used their numerical knowledge independently? ®

20. They have been inspired to used their numerical skills outside of school time or after discharge? ®

### Science Curriculum

1. Does the student have an understanding of the properties of Earth, Water, Fire and Air and their importance to life?

(L) (HS)

2. Does the student understand their place in the universe?

(L) (HS)

3. Does the student have an understanding of the particle model of solids, liquids and gasses?

(T)

4. Does the student understand the properties of Animals, Vegetables and Minerals?

5. Does the student understand the life-cycle and habitat of plants?

(L) (T)

6. Does the student understand the life-cycle and habitat of animals?

(L) (ES)

7. Does the student understand the food chain?

(L)

8. Can the student record and log data?

(N) (L)

9. Does the student understand where their food comes from? ®

10. Does the student understand the basic concepts of animal biology?

(L)

11. Does the student understand the basic concepts of human biology? ®

(L) (SMSC) (HS)

12. Does the student understand about diseases, infections and viruses?

13. Does the student understand the seasons?

(L) (HS)

14. Does the student understand the importance of light?

(L)

15. Does the student understand the basics of Volume, Mass and Density?

(T)

16. Has the student been involved in a Scientific experiment?

(L) (N)

17. Has the student been present during a veterinary surgical procedure undertaken by a visiting vet or farm and stable staff?

(L) (N)

18. Have they visited a museum or Exhibition of science? ®

(HS)

19. Can they use their scientific knowledge in a practical manner safely and independently? ®

(T)

20. They are inspired and motivated to want to learn more about scientific subjects outside of school time or following discharge. ®

(L)

## Technology Curriculum

1. Can the student be safe in our designated working environment?

2. Can the student do basic tasks in our designated working environment?

(L) (N)

3. Does the student know how to use a computer or internet connected device (tablet/iPad etc) to a basic level? ®

(S)

4. Does the student know what the internet is and why we would use it? ®

(L)

5. Does the student know how to stay safe online? ®

(L) (SMSC) (RSE)

6. Has the student experienced work with textiles?

(L) (S)

7. Has the student experienced working with different agricultural tools and machinery?

8. Has the student made or been involved in the repair of items of a practical application in a working environment?

(L) (HS) (S) (N) (AC)

9. Is the student able to use machinery in a working environment safely?

(L) (S)

10. Can the student design in a 2-dimensional way objects to be made in 3 dimensions?

(L) (AC)

11. Can the student use basic office/graphical ICT?

(L) (N)

12. Can the student design and make 3 Dimensional objects that are either aesthetic or functional?

(N) (PE) (S)

13. Is the student able to function in a kitchen environment?

(L) (AC)

14. Does the student an understanding of basic mechanics and electronics?

(L) (S) (N)

15. Does the student understand the properties of materials and how to best use them?

(L) (AC)

16. Can the student use their technological knowledge to design and complete a project independently?

(N) (L) (AC)

17. Has the student visited a museum or place of technological interest? ®

18. Can the student use their technological knowledge to work in a working environment independently?

(N) (L)

19. They can use their knowledge of ICT and Technology safely and independently.®

(RSE)

20. They are inspired and want to learn more about ICT and Technology and are able to use those skills safely outside of school time or following discharge. ®

(N) (L)

## Human and Social Curriculum

1. Does the student have an understanding of time?

(PE) (T) (L) (N)

2. Does the student have an understanding of history?

(L) (N)

3. Is the student aware of how we have been invaded over the centuries and the impact both positive and negative of these invasions?

(L)

4. Does the student know where they are in the world?

(PE)

5. Does the student have an awareness of the world around them?

(PE) (L) (N)

6. Does the student understand the concept of maps and mapping conventions?

(PE) (L) (N)

7. Is the student able to use a map to navigate?

(PE) (L) (N)

8. Does the student understand what Geographical Features are and are able to identify them in the field?

(PE) (L) (N)

9. Does the student have an understanding of how geography has impacted on an area's development through the ages?

(PE) (L) (N)

10. Does the student understand the Seasons?

(S) (L) (N) (AC)

11. Does the student have an understanding of the significance of common festivals and why we celebrate them? ®

(AC)(SMSC) (L)

12. Does the Student have an understanding of the Weather and Climate?

(S)

13. Does the student have and understanding of Climate Change?

(S) (L)

14. Does the student have an understanding of how living on an island has significance?

(S) (L)

15. Does the student have an understanding of The Law in England and Wales and its development? How we led the world?

(L)

16. Does the student have an understanding of democracy and how it works?

(L)

17. Does the student know what Fundamental British Values are? ®

(L)

18. Has the student visited places or events of significance to increase their understanding of Human and Social behaviour? ®

(L) (PE)

19. Has the student used their knowledge of Human and Social behaviour to undertake practical tasks independently? ®

(N) (L) (PE)

20. Is the student inspired and motivated to want to learn more about human and social behaviour independently or following discharge? ®

## Aesthetic and Creative Curriculum.

1. Can the student produce simple drawings and artwork? ®

2. Can the student colour in without going outside of marked areas? ®

3. Can the student identify colours and use them in a planned piece of work?

4. Can the student identify primary colours and mix them appropriately using paint?

(L)

5. Can the student produce 2D paintings and drawings which demonstrate underpinning knowledge and an expression of ideas?

6. Can the student produce drawings demonstrating technical knowledge of measurement and symmetry?

(N) (L)

7. Can the student produce work in a variety of different media? ®

8. Can the student arrange items in an aesthetically pleasing way?

(S) (SMSC)

9. Can the student produce a 3D object with form and structure?

10. Can the student apply colour to a 3D object?

(HS)

11. Can the student demonstrate the ability to apply creativity in a variety of settings?

(S)

12. Can the student identify religion and cultures through art?

(L) (SMSC)

13. Can the student demonstrate an appreciation of and identify Music of different genres? ®

(L)

14. Can the student play a musical instrument? ®

(L)

15. Has the student been involved in a performance in front of an audience? ®

(L)

16. Has the student experienced live music? ®

17. Has the student experienced a Theatrical production? ®

(L)

18. Has the student visited an art gallery or exhibition? ®

19. Can the student use their creative knowledge in a practical manner independently?

(L)

20. Is the student inspired and motivated to want to learn more about being creative outside of school time or following discharge? ®

(L)

## SMSC Curriculum

### SPIRITUAL.

1. Does the student have an awareness and understanding of different faiths and beliefs and how they are valued around the world? ®

(L) (HS)

2. Does the student have an awareness of their own Faiths or beliefs or of those around them and how they are relevant to everyday life? ®

(L)

3. Does the student have an awareness of a variety of religions, faiths and beliefs and how they are worshipped at different times of the year? ®

(L) (HS)

4. Can the student be reflective of others with varying different religious beliefs and consider relevant issues?

(L)

#### MORAL.

5. Does the student have an understanding of morality and can demonstrate this in their behaviour? ®

(L)

6. Does the student understand the importance of honesty in any relationship and demonstrates this? ®

(L)

7. Does the student consider different situations that reflect an ethical issue and verbalise their views?

(L)

#### SOCIAL

8. Does the student have self-awareness and understands how their behaviour impacts on those around them? ®

(L)

#### CULTURAL

9. Does the student have an awareness of Fundamental British Values and embrace these in their everyday life? ®

(L)

10. Is the student aware that we live in a multicultural society with people of varying beliefs, sexual orientations and gender identities and embraces these in their everyday life? ®

11. Does the student respect the school's culture?

12. The student has an understanding of our democratic system and how it works?

(L)

#### OUTCOMES

13. Has the student been actively involved in doing something for others when there was no apparent reward for doing so?

(L)

14. Has the student embraced the school's corporate values and demonstrates these to others? ®

(L)

15. Does the student respond positively to being involved in artistic, musical, sporting and cultural opportunities?

(L) (T) (AC)

16. Has the student taken part in celebrating their success or the success of others that have demonstrated good values? ®

(L)

17. Has the student demonstrated a desire to improve their understanding and explore different faiths and beliefs, cultural diversity, ethnic and socio-economic groups, locally, nationally and internationally? ®

(L)

18. Has the student visited places of interest demonstrating the importance of SMSC? ®

(L)

19. Has the student used their knowledge of SMSC to build positive and safe relationships independently? ®

(L)

20. Has the student an awareness of the world around them and can relate to different people of different faiths and beliefs or sexual orientation demonstrating respect for others in their approach to wider society. They know how to value others, make a contribution to their community and as a result of what they have learnt in SMSC they are ready for the next stage of their educational journey? ®

(L)

## Relationships and Sex Education Curriculum

Please read the schools policy relating to this subject.

The following is to be worked through with students in verbal or written forms at a level commensurate with their ability, understanding and emotional resilience. A professional decision based on the knowledge of the child's background and experiences must be made regarding when it may be appropriate to consider these issues in part or full.

1. Does the student have an understanding of appropriate relationships and can explain the context of these relationships between? ®

(L) (SMSC)

2. Can the student have an understanding of appropriate relationships and can explain how these relationships may change overtime between? ®

(L) (SMSC)

3. Does the student have an understanding and can explain what appropriate boundaries would be around different relationships between? ®

(L) (SMSC)

4. Does the student understand what love and trust is why it is important for emotional well-being and how it is different between different people and that relationships can create strong feelings for others? ®

(L)

5. Does the student understand what the difference is between love and respect and affection between the following? ®

(L)

6. Does the student have an understanding what a sexual relationship is and when it is and is not appropriate? ®

(L) (N)

7. Can the student can explain what self-protection skills are and how they may be used?  
®

(L)

8. Does the student have an understanding of what puberty is and how it may affect their body as they get older and how this may be at different times for different people? ®

(L)

9. Can the student name parts of the reproductive systems of both sexes and explain their function? ®

(L)

10. Does the student understand the need for good personal hygiene? ®

(L) (SMSC)

11. Can the student articulate what important elements are necessary for a healthy sexual relationship? ®

(L) (SMSC)

12. Can the student explain what contraception is and how to avoid pregnancy using ®

(L) (T)

13. Does the student understand the practical function of sex and reproduction and can explain the following? ®

(L) (N) (S)

14. Can the student demonstrate they have an understanding of what sexuality is and can articulate the following? ®

(L) (SMSC)

15. Can the student explain what protected characteristics are and what the law is regarding the following? ®

(L) (SMSC)

16. Does the student understand why it is important to treat everyone equally and has demonstrated respect for all regardless of? ®

(L) (SMSC)

17. Does the student have good relationships with teachers, instructors, carers and peers?  
®

(L) (SMSC)

18. Has the student visited places of educational interest to increase their knowledge of relationships and sex education? ®

(L) (S)

19. Has the student been able to reduce any identified risks to or from themselves and has been able to use their improved skills independently. They have been able to use their improved relationship building skills and safe lifestyle practices to? ®

20. Has the student developed good relationship building skills and has demonstrated they are able to use these independently and safely now and following discharge? ®

(L)

## PE Curriculum

1. Can the student conduct themselves appropriately on the farm or at an equine facility?

(S)

2. Does the student know understand the basic horse / animal care? ®

3. Can the student ride to a basic level?

4. Can the student undertake required tasks of a physical nature to maintain the running of the farm or equine facility? ®

(T) (L)

5. Can the student undertake physically demanding tasks independently?

(S) (N) (L) (T)

6. Can the student can ride to an advanced level?

(L) (N)

7. Can the student undertake a short, planned walk? ®

8. Can the student navigate to a basic level? ®

(HS)

9. Does the student know what equipment they need for a variety of situations?

(S)

10. Can the student navigate to an advanced level?

(N) (S) (T)

11. Has the student been on an extended walk or challenge? ®

12. Does the student take part in sports and games?

(N) (S)

13. Can the student ride a bike in a safe area? ®

14. Can the student look after their own bike? ®

(N) (S)

15. Has the student passed a cycling proficiency test? ®

16. Can the student partake in a full day bike ride? ®

17. Has the student undertaken an extended bike ride?

18. Has the student been involved in organised sports on a regular basis? ®

19. Has the student been to a sporting event? ®

20. They have been inspired and motivated to be involved in physical education outside of school time or following discharge. ®

(L)

## *Career Planning and Personal Development Curriculum*

Pear Tree Schools development over the years has from the onset recognised the need to prepare students, not to pass tests, but for employment. The ability to work in return means the ability to provide for one's self and one's family, self-reliance and autonomy.

Indeed, the mantra has always been "make them tax payers" because if they are, everything else fits into place. (Professor Findlay Graham, Forensic Psychologist)

Indeed any kind of relapse prevention plan, (relapse meaning a return to any previous negative behaviours) is significantly enhanced by obtaining meaningful daytime occupation or employment following discharge.

This must be regardless of an absence of GCSE's or any other accreditation which may not always be possible.

Therefore, our earlier documentation identifies the sequence of events to encourage learning and development as:

INSPIRE  
MOTIVATE  
EDUCATE  
TRAIN  
EMPLOY

All roads wherever possible as said, leading to future employment regardless of a lack of any formal qualifications.

This curriculum captures a well-established process we have developed over the years with a successful track record of achieving its aim of a future based on employment and the aspiration to be employed. We, above everything else must ensure our students have achievable goals; aspirations with self-belief and the confidence to move forward with their development and life planning. They must be shown that the world of work is fun, enjoyable

and rewarding. Our culture actively promotes this from the beginning of the student's time with us following admission regardless of age.

Our population has often come from a culture of many generations of unemployment and negative outcomes. Therefore, demonstrating an alternative culture needs to start as soon as the child/young person arrives.

The 'Pear Tree Estate' has contact with many different professions and occupations which are used on a semi regular or regular basis. These being:

- Farmers
- Farriers
- Vets
- Builders
- Plumbers
- Electricians
- Joiners
- Accountants
- Horse trainers
- Jockeys
- Estate owners
- Gamekeepers
- Metalworkers
- Engineers

Controlled contact with the above over a sustained period of time when specific interests, skills or aptitudes are identified which are relevant to their development.

This is a strength of the service whereby they can experience people in a certain role and learn from them in a subtle way over time, as role models are much more effective than one off talks or presentations. Many of the above have given work experience opportunities when appropriate.

As well as the above we set out to explore individual aptitude's, interests and aspirations. Helping students to set achievable targets conducive to their circumstances and most importantly their 'individual risk assessments'.

This is important as our experience has taught us independent careers advice often puts advisors in a difficult position on occasions advising students to strive for occupations in conflict with their relapse prevention plan. An example of this, students with sexually harmful behaviour being encouraged to apply for jobs as lifeguards in a swimming baths. Recently we had information that a discharged student had gained employment as a nurse working in a mental health unit for young people, probably as a result of uniformed advice. Therefore, this has to be factored into risk assessments and students support to access appropriate advice wherever possible.

The school has its own working environments which are unique to most other education facilities. These being:

The farms

The stables

The workshop

The forge

The commercial kitchen

The gardens

As well as its own maintenance and painting and decorating team who have provided learning opportunities for identified students since our early beginnings with several students obtaining employment in this area.

1. *Has the student attended work experience within Pear Tree's working environments?*

(L)(T)(S)

2. *Has the student demonstrated they have the communication skills required to progress? ®*

(L)

3. *Has the student has demonstrated good linguistic skills to be able to undertake formal process required for the next stage of their career or personal development? ®*

(L)

4. *Has the student demonstrated reliability and responsibility in a way which can be taken further?*

(T)

5. *Has the student listened to presentations by past students with regard to their career planning and development. The opportunities available and how they found their experience?*

(L)

6. *Has the student visited places of interest to explore careers and development opportunities? ®*

7. *Can the student recognise the importance and value of building positive relationships with career developing networks?*

(RSE)

8. *Has the student undertaken specific work place training to promote their employment opportunities?*

(RSE) (L) (T)

9. *Has the student used their knowledge of careers and personal development to undertake tasks independently?*

(RSE) (L) (T) (N)

*10. Is the student inspired and motivated to develop their knowledge and skills to gain employment with training or further education following discharge as part of their personal development? ®*

(RSE) (L) (N)

### **Curriculum Activity Recording System on Pear Tree Connect.**

The Pear Tree connect system is a sophisticated internal programme which covers all our administrative requirements. The 'Curriculum Activity Recording Form' is a new addition which captures the various activities we undertake in all our different environments. The recording form can be viewed separately and has the capacity to add photos and video.

Its value is in the report being filed under the many different areas of the curriculum and the different children that may be involved in each activity. These reports are now being completed:

- After each educational activity.
- After each sporting activity
- After visits to places of educational interest when allowed to do so
- When out for a walk with carers
- After each sporting activity

The importance of capturing these events is significant, as it allows me as head teacher to monitor the learning taking place and being able to comment on these activities, provide advice and feedback and for this feedback to be filed under the relevant member of staff's supervision records.

## Classroom Based Activities

The Pear Tree School was established at Toy Top Farm in September 2003 to cater for the children who are unable to attend mainstream school. Previously these young people were educated within their/our homes.



The philosophy behind this development was to create a setting for those students which would give them identity in their education setting. It did not take long for the young people to recognise the 'cabin classroom' as their classroom, and the farm as their school.



We currently have nine classrooms/workstations:

- The Patio Portacabin - Toy Top Farm
- The Bottom Portacabin - Toy Top Farm
- The Outdoor Education Classroom - Toy Top Farm
- The Woodwork Shop - The Manor
- Art Studio - The Manor
- The Classroom – The Manor
- The Blacksmiths Forge - The Manor
- The Rural Science Cabin Classroom – The Manor
- The Grain Shed

Within the education programme we aim to gainfully employ and educate our young people until they may be ready to join mainstream education. Our programme is wide as well as varied and is matched to each individual's requirements. Although not offering a full school curriculum in the depth and detail they would receive in some subject areas, the children and young people receive individual attention and encouragement to help combat their personal academic and social difficulties. Over the years this has proved successful to all who have been re-admitted to mainstream education.

The vast majority of the young people we educate at Pear Tree come to us with an assortment of difficulties that impact on their learning. They are multi-troubled individuals with complex needs, and we aim to address these on a one-to-one basis wherever possible. To date, we have a good success rate at reintegrating students back to mainstream school or starting a college course at sixteen years old, independent of Pear Tree staff.

Environmental issues, which tie in with the BTEC Level 1 Introductory Land Based Studies, have also been covered which have included learning about the natural world and life cycles. Students learnt about animal classification, as well as embarking upon more detailed work on farm animals and animals within the rural habitat. This included learning about various breeds of cows and sheep, as well as gaining knowledge on groups of amphibians, such as frogs. Students are also given a flavour of rural life by looking at the flora and fauna and how it changes during the seasons, as well as observing how a farmer's work changes during the year, by being actively involved. The students gain abundantly from this type of relaxed work where they can appreciate the variety of the natural world and they have enjoyed producing work relating to countryside issues, such as the Countryside Code.

We have a spacious, well-equipped wood workshop that the students attend each week to engage in woodwork activities. Due to the individual attention, all students are able to produce high quality work which they are proud of. Over the years, students have produced various artefacts both for themselves and for use within the Pear Tree





homes and on the farm. Such articles have included garden furniture, horse jumps, large cold frames for the kitchen gardens, bookcases, chairs and stools, coffee tables, as well as smaller items such as, money-boxes, puzzles, name plates, jigsaws, owl/bird boxes, light boxes, flower presses, jewellery boxes, bookends and yahtzee board games.

We have restored the original blacksmiths forge at The Manor to full working operation. The young people can enjoy using this fantastic resource to develop and learn new skills in blacksmithing and create unique hand-crafted items in a safe and controlled environment. This valuable resource links many areas of the curriculum including science, technology, mathematics, human and social, aesthetic and creative, and career planning and personal development, as well as helping the young people to develop self-esteem, fine and gross motor skills, resilience and employability skills. The skills the students have learned in the Forge have enabled the students to participate in a number of significant creative projects including the design and production of a bespoke rose arch with individual details from each student, the production of two large fire beacons to commemorate the Queen's Platinum Jubilee, the manufacturing of hand-forged tree guards for use on Pear Tree farms, and the design and manufacture of bespoke steps and handrails.



We have access to a community artist. In 2014 the young people studied mosaic art and felt art. The felt art was a banner designed by the young people to commemorate 100 years since World War 1 and Pear Tree School. In 2017 the students studied glass art.

- Maths - Functional Skills (Edexcel) Entry Levels 1 - 3, Level 1 and 2, GCSE
- English - Functional Skills (Edexcel) Entry Levels 1 - 3, Level 1 and 2
- ICT Functional Skills and Digital Skills
- BTEC Level 1 Introductory
  - Applied Science

- Engineering
- Construction
- Land-based Studies
- Performing Arts
- Sport

## **Vocational Studies**

At Pear Tree School we believe in offering a holistic and meaningful education which will provide our young people with the confidence and skills they need to reintegrate and contribute positively to society. Vocational Qualifications are an ideal platform which allows our young people to develop their abilities in a non-threatening, supportive manner and achieve widely recognised accreditation which is valued by colleges and employers.

## **BTEC**

BTECs are work related qualifications which are suitable for a wide range of students and are developed to accommodate the needs of both students and employers. They provide a practical real-world approach to learning, and their flexibility means that we can tailor the delivery to suit a young person's specific needs. BTECs are based around the completion of projects and assessment and there are no examinations. This makes them very accessible to young people who would struggle to cope with the pressure of a formal examination or who struggle to access more formal academic studies.

Through our BTEC Level 1 Introductory programme, we have successfully delivered qualifications in a number of areas including Applied Science, Engineering, Construction, Land Based Studies, Performing Arts and Sport. These qualifications enable students to gain recognisable and valuable qualifications which reflect their abilities and enhance their potential for further learning and employment.

We also have the flexibility to provide other programmes of study to meet the specific and individual needs of the learner.

Philip Tebbs

Head of Special Educational Needs / BTEC Lead IV

Reviewed September. 2013/2015/2018/April 2019/2021/2023

## **Maths and English**

Maths and English are two of the most important subjects for a young person to learn in order to develop socially, academically and to become a productive member of society. We aim to deliver an educational package which is tailored to meet the individual needs of the young people, and which will provide valued qualifications to enable them to progress on to

further education, gainful employment and independent living. Pear Tree School is accredited to deliver a number of qualifications in English and Maths at a range of levels from Entry Level 1 through to GCSE. The flexibility of this range enables us to build a young person's capabilities and self-confidence whilst providing accredited qualifications at a level commensurate with their academic abilities. We maintain high levels of expectation for our young people and aspire to facilitate our learners working towards Level 2 accreditation in English and Maths Functional Skills wherever possible. This level of qualification, equivalent to GCSE grade 4 (grade C), has been highlighted to us as a preferred qualification for employers and providers of training and apprenticeships, as young people are taught to apply the maths in a practical manner, giving it significant value in the workplace.

Reviewed September. 2013/2015/2018/April 2019/Sept 2021

### **PSHE Education**

“All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.”

Department for Education 2013

Personal, Social, Health and Economic Education is integrated into the curriculum in Pear Tree School and is taught through a variety of subjects and topics. The whole of our curriculum is tailored to suit the individual and specific needs of our young people and satisfies the need for a sound PSHE education. Due to the complex nature and challenging background of our young people, it is not possible to deliver some aspects of PSHE in a sensitive and appropriate way in the classroom. To ensure that the young people receive a full and sound education in PSHE matters, specifically sex and relationship education and drug education, these elements are delivered within the homes on a one-to-one and small group basis in conjunction with the Key Workers and with the support and guidance of the Looked After Children Nurse.

Philip Tebbs

Head of Special Educational Needs / BTEC Lead IV

Reviewed September. 2013/2015/2018/2019/2023

## Classrooms



**Philip Tebbs and Helen Berry outside the Patio Portacabin**

## Weather and Climate Recording

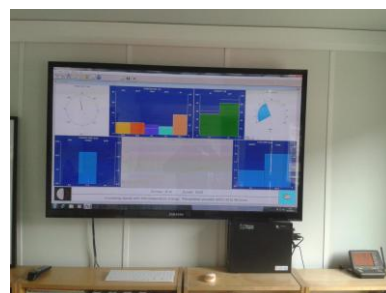
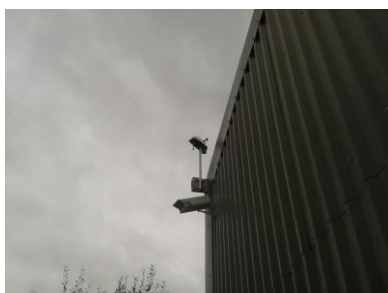
Science and nature are closely linked to many of the things that we do at Pear Tree School and the weather is a key factor in many of our activities throughout the year. Based in a rural setting, our school year is frequently defined by the passing of the seasons and their associated weather patterns.

In September of 2011, we installed a weather recording station at Toy Top Farm to facilitate a long-term project for the young people to scientifically record and study both seasonal and climatic change as well as day-to-day weather change. The weather station allowed the young people to study wind speed, precipitation, temperature, wind chill, humidity and barometric pressure – all terms that they became familiar with, and it can be a popular daily activity to record the weather on the weekly log sheets.

We quickly outgrew the limitations of the original weather station and in the summer of 2015, a new data logging weather station was installed and commissioned at Toy Top Farm. This new station has a high level of functionality and capability for measuring and recording weather conditions and its data logging capability has allowed us to continually record the weather every half an hour for over 8 years. This valuable data not only allows us to study the weather conditions in detail real-time and observe how the different weather metrics are related to each other, but also to study the long-term data and identify annual trends and the effects on the local climate.

The weather station and the information it records can contribute to a range of learning opportunities in many curriculum areas including ICT, numeracy, science, technology and the humanities.

Philip Tebbs  
Head of Special Educational Needs  
Philip Tebbs,  
Head of Special Educational Needs/BTEC Lead IV  
Reviewed April 2019/2021/2022/ 2023



## **Creative and Aesthetic Areas**

During the school year 2005 – 2006, we developed art and pottery rooms in a converted barn that lent itself to an ideal ‘wet area’. Since then, the children have had the opportunity to be involved in painting, drawing and pottery, albeit at a very basic level, on a weekly basis. In addition to this, creativity outside on the farm is something that is encouraged in many different ways. For example, during the course of the term young people have been involved at various stages in the design and construction of cross-country jumps, out of materials that were immediately to hand, i.e., fallen trees, railway sleepers, fencing posts etc...

In 2022 we converted the former Farm Shop into a dedicated Creative Art Studio to enhance and develop our aesthetic and creative facilities. This space is designed to be nurturing and engaging and has a range of resources to promote and develop creative skills including a bespoke island workbench with individual lighting, projection equipment, lightboxes and specialist framing equipment.

Creativity is also being encouraged in terms of gardening and the design of patios, planters and by way of planting trees and hedges thus improving the aesthetic appearance of our environment and coupled with full explanations on the practical effects for both wildlife and the running of the farm.

Painting & planting up a flowerpot  
Introduction to Watercolour painting  
Creating a Habitat for Woodland Animals  
Mosaic 2D and 3D  
Felt collage and mosaic  
Aboriginal Art  
3D Ceramic painting  
Papier Mache model building  
Modelling for stop motion animation  
Computer aided animation  
Still life  
Decoupage  
Drawing and paint trees in the landscape (developing the idea of perspective)  
Landscape in watercolour  
Tim Men ‘Metal sculptures’ (creative endeavour through practical work)  
Thumb pots  
Building a kiln  
Creative projects involving up-cycling  
Deconstructing books  
Flying model projects



**Nick Pearson in the Wood Workshop at The Manor**



**Steven and Sharon O'Leary outside the greenhouse**

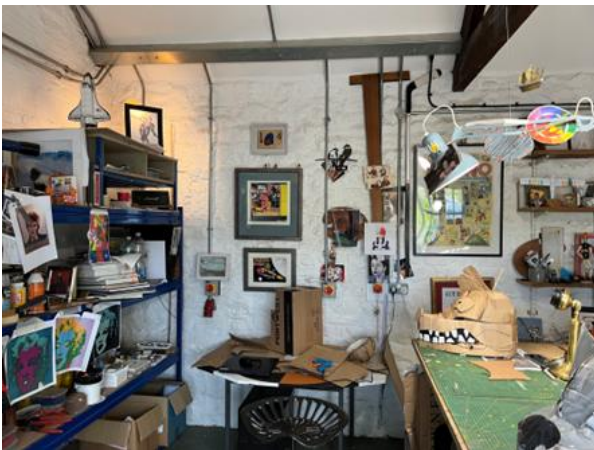
## Outside Classrooms

From the beginning of our school formation, it was acknowledged that our farms were in fact outside classrooms. However, the impact of Covid 19 required us to consider how we could pursue classroom based activities in an outside environment to reduce risk of infection. The answer was in the creation of outside classrooms, this being

- The Grain Shed at The Manor.

This space allows for classroom-based activities in an outside environment.

### Art Studio



## Example Timetable (May 2025)



### TIMETABLE

		Group 1 KM, AC, RW, SR	Group 2 IA	Group 3 KR, JB	Group 4 EH, OB, SP, ER	Group 5 JBP, JD, RP, LC/7B	Group 6a BH - Toy Top,  Manor Stables, BG - Manor Gardens and Farm, time to be split equally depending on work available	Group 6b RH			
		09:30 - 10:50	Break	11:00 - 11:45	Tidy up and review	Lunch *	13:00 - 13:50	Break	14:00 - 14:50	Tidy up and review	15:00 - 16:15
Monday	1	Toy Top Stables - IE			PL	Toy Top Portacabin - RT					
	2	Manor - RT (joining with group 6a)			LM	PE - AS (joining with group 6a)					
	3	Manor Gardens - S DL			UVI	Manor Workshop - NP					
	4	Manor Classroom - VS			UVI	Manor Gardens / Farm - S DL, AF, SR					
	5	Toy Top Portacabin - HB			PL	Toy Top Stables - IS					
	6a	Manor - PT			PL	Farm  Manor Stables, BH Toy Top, BG Manor Gardens/Farm) - S DL, AF, SR. BH transported by RT to Toy Top after lunch					
6b	Manor - RT			LM	PE - AS						
Tuesday	1	Manor Gardens / Farm - S DL, AF, SR			UVI	Manor Workshop - NP					
	2	Farmhouse Classroom - FC			PL	Toy Top Stables - IS					
	3	PE - AS			UVI	Manor Classroom - HB					
	4	Manor Classroom - SH			UVI	PE - AS					
	5	Toy Top Portacabin (Top) - AB			PL	Toy Top Portacabin - SH					
	6a	Toy Top Portacabin (Bottom) - VS			PL	Bottom Portacabin - AB					
6b	RH - Toy Top Yard			RL (Toy Top)	RH - Toy Top Yard						
Wednesday	1	Manor Workshop - PT			UVI	PE - AS					
	2	Manor Classroom - RT			LM	Manor Workshop - NP					
	3	Toy Top Stables - IE			PL	Toy Top Portacabin (Bottom) - VS					
	4	Manor Art Room - MP			LM	Manor Classroom - RT					
	5	Toy Top Portacabin - VS			PL	Toy Top Portacabin (Top) - PT					
	6a	Farm  Manor Stables, BH Toy Top, BG Manor Gardens/Farm) - S DL, AF, SR			LM (Manor) RL (Toy Top)	Farm  Manor Stables, BH Toy Top, BG Manor Gardens/Farm) - S DL, AF, SR					
6b	Toy Top Bottom Portacabin - AS			PL	Farmhouse Classroom - AB					Feed Round at Toy Top	
Thursday	1	Toy Top Portacabin - SH			PL	Toy Top Bottom Portacabin - VS					
	2	Manor Classroom - HB			UVI	Manor Gardens / Farm -  DL, AF, SR					
	3	Manor Stables - LW			LM	Manor Classroom - PT					
	4	Outdoor Education - NS			PL	Outdoor Education - NS					
	5	Manor Workshop - NP			UVI	PE - AS					
	6a	Toy Top Portacabin (Bottom) - AB			PL	Toy Top Farmhouse Classroom - SH					
6b	RH - Toy Top Yard			RL (Toy Top)	RH - Toy Top Yard						
Friday	1	Manor Classroom - HB			UVI	Manor Stables - LW					
	2	Toy Top Stables - IE			PL	Toy Top Portacabin (Bottom) - VS					
	3	Toy Top Portacabin - AB			PL	Toy Top - RT					Feed Round at Toy Top
	4	Manor Stables - LW			LM	Manor Classroom - HB					
	5	Toy Top Portacabin - RT			LM PL	Manor Gardens - S DL,  DL, LC/7B - Toy Top Farm					
	6a	Farm  Manor Stables, BH Toy Top, BG Manor Gardens/Farm) - S DL, AF, SR			LM (Manor) RL (Toy Top)	Farm  Manor Stables, BH Toy Top, BG Manor Farm) - AF, SR					
6b	RH - Toy Top Yard			RL (Toy Top)	RH - Toy Top Yard						

PL = Packed lunch or lunch at home. UVI = Lunch at the Manor.  
 PE: Holly Tellez FC = Rosa Cornejo HB = Helen Berry AB = Magal Blackburn NP = Nick Pearson RP = Andrew Poon LC/7B = Noel Scroddle GJ = Gerry Edwards S DL = Steven O'Leary DL = Sharon O'Leary RT = Patsy Bartlett SH = Sarah Bartlett SR = Sarah Heestrick VS = Victoria Smith RT = Rachel Thwaites SR = Sara Reed LW = Laura Wilton AB = Adam Bann SR = Nicola Bartlett S/DL/AF/7B = S/DL/AF/7B

### WEEKEND TIMETABLE

		GROUP 1 Duffryn Road and Clarence Street	GROUP 2 Stanhope Road	GROUP 3 Merbank	GROUP 4 The Gird	GROUP 5 The Manor	
Saturday	1	AQDA			PL	Toy Top Stables (LW weeks)	
	2	AQDA			PL	Toy Top Stables (LW weeks)	
	3	Rest Day			PL	Rest Day	
	4	AQDA/Toy Top Stables/BBP-Toy Top Stables			PL	Rest/BBP-Toy Top Stables	
	5	Manor Stables			PL	AQDA/SH - Manor Stables	
Sunday	1	Rest Day			PL	Rest Day	
	2	Rest Day  Manor Stables			PL	Rest Day  Manor Stables	
	3	Toy Top Stables/RH-Toy Top Stables			PL	AQDA/RH-Toy Top Stables	
	4	Rest			PL	Toy Top Stables/RL-Manor Stables	
	5	Rest Day			PL	Rest Day	

## Equality and Diversity

For several years now, we have presented work on the Holocaust and all its details each year to coincide with Holocaust Memorial Day in January. This is explored, in detail, within the classroom and can at times when suitable, result in a trip to the Holocaust Centre, where our young people have been able to meet and listen to a survivor of the Holocaust and to see and hear at first hand, the reality of their situation.

Previously we have in the past explored the trilogy of Alex Haley's, 'Roots' – a fascinating saga of an American family, from the capture of Kunta Kinta in Africa through to Alex Haley's autobiography, of his search to discover his ancestry. Like a lot of things, 'Roots' in particular, I tested out on my own children first and at the ages of 6 and 11, they found the series fascinating and 'unmissable' and one I would recommend to all.

In 2013 a film was released that captured in one production all that could be learned about slavery from the Roots saga and has since been promoted by our school as a must see and learn from film, '12 Years a Slave'. This production has taken precedence over 'Roots' based on time management and curriculum content. Another film worth studying is 'A United Kingdom'. This is a true love story set in the 1940s, a white woman in London who fell in love with a black man who turned out to be the king of Botswana. This film explores racism and class prejudice.

This aspect of our curriculum is particularly important because, within a controlled environment of the classroom, it asks our young people to consider, on a very serious level, how people must have felt under those conditions and what it must have been like to have lived through that experience – and ask themselves some very real questions about how they may have coped under those circumstances – and from that, perhaps to learn the most important lesson of all – that despite the difficulties and misfortune that life has thrown at them – there is always somebody, if not many people, who have experienced worse. Not just a bit worse; an awful lot worse. This is a very valuable lesson to learn.

In March 2003 I was delighted to be able to take five staff and seven children, who had been assessed as presenting no risk to others, to the Bahamas. This was to visit a facility that claimed excellent results with young people swimming with dolphins. The plan was that this would be both therapeutic and educational. It was, in my view, a great success and one I would love to repeat again if circumstances allowed. We used our buying power and skills of negotiation to mean that the trip was cost effective.

It has since 1997 been a target that young people in our care get to travel abroad at least once in their time with us (circumstances allowing). It is a great way to bring young people into contact with people from other countries, cultures and faiths. Trips so far have included The Bahamas (mentioned above), France and Ireland. Visiting the Normandy landing beaches was probably the most successful as a major cross curricular experience.

In 2019, Students learnt about the life of Nelson Mandela. As a child myself, I was brought up in South Africa in the 1970s and indeed had to leave the country as a result of conflict with the Apartheid system. I was able to speak about this from a firsthand basis and

demonstrated its injustice. This was followed by a visit to 'The Official Nelson Mandela Exhibition in London'.



Spiritual, Moral, Social and Cultural education (SMSC) covers all aspects of religious and non-religious beliefs including cultural and world views. Lessons are stimulating, thought provoking and inspiring, allowing students to not only focus on their own beliefs but to increase their awareness and knowledge of the world around them. It gives them the opportunity to develop critical thinking skills of interpretation, analysis and evaluation through debate and discussion in a safe learning environment. Throughout their time here this will promote good citizen skills and enable them to be forward thinkers for the future.

## **Staff Guidance for Pear Tree School Educational visit to Major Cities such as London and Edinburgh using Public transport.**

Staff must remember that any dress code expectations for children apply to staff also e.g., comfortable shoes no trainers.

- Gather at the meeting point before barriers at the station.
- Move through barriers together.
- One person controls tickets.
- As one group sit on the platform for a briefing.
- The leader nominates the back marker.
- Explain we are one group, and no one is behind back markers.
- Once on the train. Control seating arrangements. Adults sit in aisle seats to give reassurance of containment and facilitate mobility when needed.
- Word searches and dominos are an advantage.
- Wet wipes are essential, and one member of staff must be available.
- Eat food after Peterborough. (London only)
- Bin lunch packages so nothing to carry.
- Control the mood.
- Control toilet breaks.
- At the tube, if packed tightly together ensure hands are visible.
- Visit to the National Gallery can be done in half an hour from entry. This also provides an opportunity for a controlled group toilet break. (London)
- Allow an hour to walk down The Mall to Buckingham Palace and back to Horse Guards. (London)
- The London Eye takes an hour from arrival to leaving. (London)
- Whilst walking through the city staff should be placing themselves equidistant throughout the group to be able to break the group up when needed whilst crossing the road.
- Always use the green cross code and set an example by leading by example.
- Staff must be always alert to the whereabouts of all children and be constant mentors, remembering to spread out during visits to places of interest as you would whilst walking through the streets. This is to guide conversations and monitor safeguarding issues.
- At mealtime, a starter or pudding, not both.
- Encourage other options other than drinking coke or other carbonated drinks.
- Check that younger people can eat the adult portion if not the children's menu.
- Try to get concessions at a museum, not a restaurant.
- Allow half an hour to get to Kings Cross from Piccadilly. (London)
- Plan to get to the train Station half an hour before the train departs.
- Once on the train no one uses the toilet until the train departs.

## **Aims of our Diversity & “Culture”**

- To promote a culture of care and consideration to others at all times
- To help our young people understand the importance of being able to respect people of all faiths, cultures and abilities.
- To ensure they develop respect of all others.
- To consider other’s experiences and feelings
- To develop their empathetic skills.
- To be fair to others through the example of good role models
- To demonstrate an understanding of fundamental British values and to always practice these values.

As a value-based organisation, teaching good values to children and promoting good values to everyone we have contact with is embedded in our everyday way of life. We recognise the importance of promoting and teaching ‘Fundamental British Values’ (FBV). These are taught within the context of their place within values as an important subject. We have taught these implicitly since our formation. Since 2015 they have been formally interwoven into our overall curriculum and taught specifically using accepted language. In October 2015 we were recognised as an International Values Based school.

Our corporate values are:

**Courage** - to face difficult challenges.

**Integrity** - to have strong moral principles and know what is right and wrong.

**Responsibility** – being accountable, dependable and trustworthy.

**Respect** – having due regard for the feelings, wishes or rights of others.

**Kindness** – helpful towards others without return.

As these values (as well as others) are given such importance, it means our children are prepared to interact with the rest of the world and know what’s right and wrong, how to behave with others even with limited contact and experience. This becomes the foundation to everything we do and everything that is important. The evidence of our success is seen in the virtues displayed throughout the school and the organisation as a whole.

David Bartlett  
2015

For more information on our values journey please see our document ‘Therapeutic approach to helping children and young people recover from trauma and abuse’- The Importance of Values.

## Religious Education

Currently, there appears to be a popular trend by which you can only discuss religion if you discuss all religions and that people don't want to acknowledge their preferred faith or, under-estimate their own childhood and the significance of Religious Education throughout their early education.

Whilst I have not been to a church service on a Sunday for as long as I can possibly remember, I'm not afraid to acknowledge that I was brought up with Christian values and a student of a Church of England Primary School and I am, in fact, very proud of it. I am proud to say that I am a Christian and I am proud to hold Christian values. I am also proud to be able to say that whilst I unashamedly have limited academic qualifications, I consider myself to be an educated person. I have educated myself on the value of other faiths and cultures and stopped to consider the values that these present and cross-reference, within the context of living in the 21<sup>st</sup> Century in North East England.

However, I do value the importance of Religious Education and the significance it's had, for centuries, in terms of teaching young people values by which to guide their lives. I am concerned that modern society has minimised this in an effort to please everyone.

Throughout this document I have spoken of the importance of creating a 'culture' by which, respect, care and consideration for others is of so much importance, this is very evident within Christian values – something which we should be proud to be able to uphold – no matter what label or name is put on what we are teaching.

Therefore, I think it is important that the young people, who come to our service, get the opportunity to be educated in the key events of the Christian calendar and to experience these, first-hand. Most of us would agree there is something very warm and nurturing about attending a Carol Concert before Christmas. Knowing the significance of key events is just as important for our own general knowledge as it is within any religious context and these include Christmas, Easter and equally importantly, Remembrance Sunday. These events all go towards encouraging thoughts around sacrifices that others have made on our behalf, as well as promoting consideration for other people's thoughts, feelings and situations. This is exactly what we aim to do, when we are encouraging young people to use their empathic skills.

Likewise, as a Christian, professional and educator, I feel it is very important that young people are made aware of key events which are significant to other faiths and religions, and to learn about their values and contexts. Of course, whenever a young person comes to us, who is not of Christian beliefs, their presence can only add to and enhance the dynamics which demonstrate these points and give us increased incentive to learn and explore issues even further.

In the Summer of 2013, I was contacted by a young man (19 years) who was looking for an opportunity to work with horses. He explained that as he was a Black Muslim, he wasn't getting the chance as doors were closing in front of him. His CV was impressive having been on a 'game keeping' course and worked for a well-known shoot in Norfolk. He however

didn't have much experience working with horses, which was the direction he wanted to go in.

We invited him for a trial period and were immensely impressed by his work ethos, manners and interpersonal skills. He was also very intelligent, which led me to believe he should have higher aspirations. As a result, we invited him to join our stable staff on an apprenticeship.

As he was a long way from home with no transport, we took him into our home, sleeping in a flat adjoining our business offices and joining my family for an evening meal every night.

This young man was an asset to the school and the time he was with us he demonstrated to be an excellent role model. Whilst he had not had a successful education my initial assessment of his abilities lead me to encourage him to reconsider his position, return to further education and think about other options which should include teaching or training at a racing college as he should aim for the larger establishments found in the racing industry. Alternatively, it transpired he was an accomplished musician and had been a member of his local Cadet force. As a result, I encouraged him to think about joining the Household Cavalry.

He was able to use this opportunity and his experience in our school as a springboard to other options. When he left us, we were informed he had successful interviews for the British Army but was able to find a job showing Arabian horses for a successful businessman in the South of England.

Key events can be found on our year planner, purposely, to remind us all – staff and young people – to be a discussion point, and often joint research point, for staff and young people alike.

As a small school, a group assembly is not possible, therefore, our religious attendance is confined to key events and whenever opportunities arise during educational cultural visits, to have these points illuminated and expanded upon. We have explored other religions through learning about art from different faiths and cultures.

### **Aims of Religious Education**

- To educate young people on key events that represent different religious faiths
- To appreciate the values that these represent
- To appreciate other faiths and have respect for other cultures
- To attend church and experience services at key times, these being Christmas, Easter and Remembrance Sunday
- Appreciate the importance of being part of something bigger than yourself
- To educate young people in forms of support available to them at different times of their lives
- Whenever possible to find inner peace

## Marking Policy

### Introduction:

Marking is an essential part of the teaching and learning at Pear Tree School. Marking is evidence of ongoing assessment and live marking is encouraged. At Pear Tree School we have different types of marking for our students which can be seen across students work, not every lesson. Teacher/instructor/HLTA marking should be completed in red. Any self-assessment/peer marking should be completed in another colour.

### Aims of Marking:

- To show students that their work is valued.
- To recognise achievement, presentation and effort.
- To indicate how students can improve and extend skills.
- To enable staff to plan future work appropriately.
- To share expectations.
- To encourage students to reflect on their performance.
- To promote a consistent approach to marking and feedback.

### Who is responsible for marking and feedback:

Teachers, Instructors and HLTA 's will mark work. Instructors and HLTA's marking will be checked by a teacher termly. The Senior Leadership Team will review samples of work each term from each student to monitor the implementation of this policy and the effectiveness of the marking throughout the school.

### How we mark:

- Live Marking
- Verbal Feedback
- Self-Assessment

### Live Marking:

In Pear Tree School we believe that the process of marking and feedback should be provided in the moment, it is a dialogue that takes place between teacher/HLTA/Instructor and student, ideally while the learning is still being completed.

### Verbal feedback:

Examples of this are:

- Praise and Encouragement – stickers and stamps - comments such as 'excellent work today', 'keep it up', 'big improvement' ensure this is meaningful, and understood by the student.

- Very brief written and verbal comments on how to improve/next steps always link this to the work and/or targets that are current.
- Correcting spelling of key words and high frequency words, capital letters and full stops; Using live marking in each lesson wherever possible.

Annotations - these are comments regarding how the pupil did the work, more for staff information, this is recorded in detail on Pear Tree School Curriculum forms which are completed after each topic.

Examples of this are:

- What support was given or was the work independent, how often was this support given.
- What does the student need to work on, e.g. John needs to work on punctuation.
- What changes need to be made, e.g. spellings, capital letters.

#### **Self-Assessment:**

Pear Tree School will allow students to mark their own work if the teacher/Instructor/HLTA feel this is appropriate considering the students that Pear Tree School have within the current cohort. Peer marking takes place at the discretion of the teacher/instructor/HLTA.

#### **Presentation:**

All students are encouraged to take pride in their work and to present it as well as they are able to. Student books should be easy to read and information and ideas to be organised clearly and neatly. All students are encouraged to take pride in the presentation of work in their books.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

SEND Policy  
School Prospectus

December 2024

## Flow Chart of Educational Assessment Procedure



## Assessment Procedures

Young people who are referred to Pear Tree have very complex emotional and behavioural difficulties and when a referral takes place, we are interested in how a young person has developed life experiences that have resulted in these complex difficulties. Also, how they have developed educationally, what barriers to education have been experienced.

The Assessment Procedure starts by simple interaction with the young person to determine their suitability for a placement at Pear Tree. In that initial conversation we are already starting to put together the beginnings of an educational assessment. Taking into account the level of understanding of their situation – the level of understanding of their whereabouts in time and place – what kind of work they have done previously and their attitude to education – all help to go towards forming an initial view on how we may be able to help him or her further.

A questionnaire is sent to their current school or education provider, to try to ascertain what their view is of the young person and give them the opportunity to comment on the things the young person can do, as well as the things they may have found concerning.

This Assessment Procedure is followed up immediately on admission, where initial enquiries are made by the teaching staff, in terms of exploring what young people can do – the emphasis being very much on ‘the positive’.

Assessment criteria is also considered during every lesson, in terms of the ability and responsiveness a young person has to what is being asked of them. Their compliance with School uniforms and their attention span during the course of a lesson are also monitored, as well as their ability to remain on task, as well as the quality of their work, during that time.


This all builds into a much more comprehensive assessment document “A Personal Holistic Competency Assessment”, as well as reporting on a six monthly basis in a narrative form. It asks 160+ key questions which are relevant from the start of the placement to discharge. The statistics generated show progress made and identified areas for extra support.

Within the classroom we have other tools available to us including BKSb assessment tools for literacy and numeracy. These programmes use technology to make a rapid impact in terms of a young person’s ability to read and their mathematical skills.

Over the last few years, we have invested heavily in having our system web based. The PHC assessment format is now available for other schools to use and is being tried in schools across the North East. Further details are available on request.

## Examples of Assessment Tools

Referral Procedure  
Part 7

 **The Full Picture: A. The Referral Procedure**  
**Initial Assessment of Education**  
This is to be completed by current school by someone who knows the child/young person.

Pupil Name	D.O.B.	
Name of responsible person	Date completed	
Has the young person regularly attended school?	Yes	No
Do they have good attendance?	Yes	No
Does the young person have an Education, Health and Care Plan?	Yes	No
If so, when is the next review date?		
Can you provide a copy of the EHC?	Yes	No
Does the young person have a current PEP on file?	Yes	No
If so, when is the next review date?		
Can you provide a copy of one PEP?	Yes	No
Current level of SEN:	EHCIP	SEN Support
		No SEN
Current Assessed Levels (Please provide explanation of your assessment tools/methods on the next page)		
Maths		
English		
Science		
Please tick all applicable boxes below to indicate levels of ability		
Can recognise numbers	Can recognise letters of the alphabet	
Can sequence numbers from 1 to 10	Can sequence letters of the alphabet	
Can sequence numbers up to 20	Can spell simple words (cat, dog, hat)	
Can sequence numbers up to 100	Can spell intermediate words (horse)	
Can add single digit numbers	Can spell difficult words (elephant, friend)	
Can add two digit numbers	Can correctly use capital letters	
Can subtract single digit numbers	Can correctly use full stops	
Can subtract double digit numbers	Can correctly use commas	
Can multiply single digit numbers	Can structure sentences	
Can multiply double digit numbers	Can write lucidly and descriptively	
Can perform simple division	Can read basic words	
Can count money	Can read basic sentences	
Can calculate change from money	Can read intermediate sentences	
Can tell the time (digital, 12 hour)	Can understand written information	
Can tell the time (analogue, 12 hour)	Can extract information from written text	
Can tell the time (24 hour)	Can write a standard letter	
Understands basic units of measurement	Can write a standard email	
Understands basic area and volume	Can fill in simple forms	
Risks and general issues in an educational environment		
Is the young person moving forwards with their education?	Yes	No
Does the young person have a history of absconding from school?	Yes	No
Does the young person have a history of assault on staff?	Yes	No
Does the young person have a history of assault on peers?	Yes	No
Does the young person pose a risk with sharp objects?	Yes	No
Does the young person have any history of stealing?	Yes	No

Referral Procedure  
Part 7

Assessment tools and methods used
Current PEP Targets (if applicable)
Any other relevant comments or information

## Aims of Classroom Based Activities

- To remain on task throughout the duration of the lesson.
- To improve concentration and develop learning skills.
- To make good use of learning experience inside and outside the classroom.
- To learn to function in a formal classroom setting.
- To complete tasks in a controlled environment.
- To make certificated achievements wherever possible.
- To help young people fulfil their academic potential.

## Farm Activities

We are all aware of the famous saying within the acting profession:

‘Never work with children or animals’.

I have had the greatest pleasure of being able to work with both for all my adult life. Whilst it is regularly frustrating and often quite precarious anyone who has worked with young people, particularly in lambing time, knows how satisfying the whole process can be. At Pear Tree School we take this process very seriously. The benefits are both clear and tangible, how the number of young people that have been through the process have developed skills and have gone on to other facilities and used Pear Tree School as a stepping-stone to the rest of their life, is very rewarding.



## Equine Assisted Therapy

Television programmes and films have captured the theme of the 'Horse Whisperer' and even specialists called Equine Therapists. It is important to acknowledge that this work is neither unique nor ground-breaking and much of it has been going on for years.

Pear Tree activities back in the early 90's included teaching young people how to ride and promoting the development of relationships through horses. As any horseman would tell you, 'Horses never lie'. They are very receptive to moods and body gestures and are very quick with a reply if your conduct is not appropriate.



From this, we have built upon what many would advertise as a 'unique, therapeutic approach', using horses alone. In our establishment it is merely one element of an even more all-encompassing and successful therapeutic approach. However, its significance should be recognised.

For young people it is often easier to develop positive relationships with animals such as horses and with this, appropriate body gestures and communication skills that can then be transferred to their relationships with human beings.

In my view, this is a fascinating field that shouldn't be underestimated. All children and young people receive equine assisted therapy during their time with us as part of the school curriculum.

## Horse Riding



When children go to a riding school, they may ride different ponies each week and will be shown the mechanics of the processes that are involved. At Pear Tree we do not allow children to ride straight away but are actively encouraged to look after the animals first. After introducing themselves to a variety of horses/ponies and developing positive relationships first as a

priority, begin the process of learning to ride. Thus, I hope developing within a much more valuable context, and not just succumbing to the belief that horses are like big furry quad bikes, to do as they are told at the push of a button. This also avoids the immediate buzz or adrenalin rush available and replaces it with a much more rewarding experience.

At Pear Tree we are proud to be able to say that we offer young people the opportunity to be involved in a genuine equine facility that boasts connections with most fields of horse sports and associated industries. As a result of this we can provide an excellent training ground for any young person wishing to go on to develop their expertise in this area, perhaps being helped onto other training courses and places like The National Horseracing Racing College at Doncaster.



## Farm Livestock

Basic animal husbandry is one of the first lessons young people learn on the farm. Whether it is a horse, dog, cow or sheep the basic principles are the same and become an all- important process for anyone who has regular contact with the animals. Poultry not only provides entertainment in the same form as the doves and ducks, but the hens once looked after correctly, provide a source of food in the form of eggs. We also have a large flock of sheep, which produce lambs each year. The young people are involved in the whole process from helping at lambing time, worming, clipping, through to sorting out and preparing for the following year. The lambs provide a source of food for all our homes and anybody who wishes to purchase them at cost price, through our farm shop.



Whilst life in a Pear Tree Children's home is as positive an experience as we can make it, it does have its' limitations, and having pets is one of them. We have had children who have had pets such as ferrets and rabbits in hutches in the back yards; this has often been with some difficulty. The farm provides a neutral venue where young people can share in having a variety of pets, which hold particular importance for many. The opportunity for children to simply take a dog for a walk or to watch puppies grow up and play with them on a regular basis is an activity in itself that should be valued, and we have seen this enjoyed by many.

As I said earlier, working with animals and children to some people may be their version of a nightmare or at the least daunting, but I have taken great satisfaction out of working with both. Working with animals and children on their own is enjoyable and rewarding, working with them together is a rewarding experience like no other. I am particularly proud of the fact that after many years of difficult and laborious social work I have been able to engineer an opportunity to combine two great interests and view the benefits for myself. I only hope that you will be able to see at firsthand what a rewarding experience it can be. If for some reason, animals are not your cup of tea, (but I certainly hope children are) then never feel any pressure to be involved in the activities but I do hope that you will respect the significance of the work undertaken.



The very rare breed of 'White Park' cow and calf at the Manor.

## The Manor

In October 2010, I accompanied a group of young people who were volunteers at a local horse event when a gentleman known to me came up and started to discuss The Manor. He pointed out that it was an excellent site and that it had been up for sale for some time, and it seemed a shame that no-one had bought it.

A young person, an ex-student of ours, was standing with me at the time – he had recently been discharged from one of our homes and was living in a flat in Darlington. Later, as I was taking him home, we were to pass The Manor – I pointed out that this was the place the gentleman had been referring to.

The following week that young person came to see me again and said, “Hey, you know that place we were talking about last week – I’ve been for a look round and I’ve taken some photographs. It’s amazing. It’s even got a lake – we could do all sorts there – fishing and everything.” It was quite clear that the young person who had spent a good part of his life going through the Pear Tree process, had seen an opportunity to encourage me to develop our services further.

This was well-timed, as it was at a time when we had been experiencing an excessive demand on our service and with that, brought about further dilemmas. If we were to expand and provide further accommodation, how, in fact, could we expand our educational facilities?

I had decided that if the rate of referrals was to continue into 2011 that I would go and visit the place in January, which we did for the first time. On that initial visit it immediately became apparent that a viable project was in front of me. The Old Manor House could be renovated to provide accommodation for up to 4 young people and by doing so would help to finance the development of the farm buildings and the remainder of the farm, to enhance and bolt-on the side of our current education provision.

The farm comprised 105 acres of arable land which would bring about a completely new direction to us as well as 100 acres of grassland – approximately half of which could be developed as parkland, to enhance The Manor.

And so, it was in September of 2011 we took possession of The Manor and began the renovation of the old farmhouse. This hadn’t been lived in for over 8 years and was full of many period features including a Butler’s Pantry; Servants’ staircase and a gem of a place that had needed tender loving care many, many years ago.



From the onset, Pear Tree young people were involved in working alongside our own painting and decorating Instructor as well as other building contractors who have worked for us for many years. They were able to learn new skills, such as woodwork, joinery and

building work. The whole overall project, very much like a TV reality show restoring a beautiful old manor farmhouse to its former glory, with young people – (in this case, very young people) 9 years plus, moving in, in July 2012.

The farm buildings in some cases, very much dilapidated, were developed for education resources and creative spaces. However, there was also a huge grain-shed which brought about another dimension. We were able to have our first function containing a couple of hundred people for a BBQ and dance, to celebrate The Queen's Diamond Jubilee.



Later, in the year we were to see a performance by the Comedy Group 'The Noise Next Door' as seen on BBC1 'The One Show' – bringing about other experiences in terms of music and drama.

We also saw a very special project developing with the appointment of Andrew Forrest as a Farm Manager/Rural Science Instructor. Andrew was to move into The Lodge as the job would require 24-hour attendance, to see the livestock etc, and this would come about in the form of a very carefully considered purchase of a herd of beautiful White Park Cattle. These are a Rare Breed and resulted in the school becoming members of the Rare Breeds Survival Trust. Later, we were to purchase a flock of Kerry Hill sheep, likewise, Rare Breeds – beautiful animals that look fantastic in the landscape of The Manor and have in themselves brought about another dimension to working within that environment. In 2014 we became owners of the largest pedigree flock in the county.



Several 'large trees' were purchased giving us the opportunity to plant an avenue of Lime's up the drive, surrounded by Beech, Horse Chestnut and Oak, enhancing the immediate environment around the farmhouse.

Other areas on the farm have been identified to be planted up to make wildlife havens and develop the woodland further.

The lake became suitable for a range of activities, including kayaking and fishing.



The Manor is quite simply a unique and magical place and has bolted onto the side of Pear Tree's operation as if it has always been there.

In 2018, the old barns we had been converting since 2013 were finally completed resulting in improved education and training facilities. They comprise of

- A new art and craft classroom.
- Entrance hall, suitable for certain staff training and general use.
- Main Hall, suitable for group assemblies, staff training, presentations, banqueting.
- Utility kitchen.
- Commercial Kitchen, providing school meals and training for both staff and children. - The Commercial Kitchen also provides catering for functions.
- These functions are held in either The Main Hall or The Grain Shed.
- Bait room for staff and students working on the farm to receive food from the kitchen.

On the first floor there is:

- The Teacher's Office, this leads to
- The Mezzanine incorporating a waiting area, this leads to
- The Board Room. A formal meeting room for professional meetings as well as managers and teachers meetings. It is also suitable for smaller confidential presentations and training.
- A waiting area outside

## **Material Change Assessment.**

From the onset of the school opening in 2005 it was based at Toy Top Farm. Offsite education included outdoor education and a workshop facility at a local industrial unit.

The acquisition of The Manor allowed us to develop off site education in the form of developing our agricultural and horticultural aspects of our curriculum. When a suitable space was identified and developed, we were able to transfer the workshop from the industrial unit to the Manor. These facilities were shown to inspectors as part of our off-site provision.

From 2012 developments continued at The Manor creating meeting and catering spaces and one classroom. This development was completed in May 2018.

At this point consideration was given to a material change application. Consultation with professional colleagues in education resulted in the conclusion that this was not necessary, due to considering the following documentation.

## **Handbook for additional inspections of independent schools - 118 / 126.**

118. The DfE may grant permission for the material change without reference to Ofsted and does so where the request is a routine matter that may be seen from the school's application and the evidence it submits. For example, the DfE does not routinely ask Ofsted to conduct a material change inspection when a school opens a new building on its premises.

126. Change of premises. DfE will normally commission a material change inspection if a school applies to move in its entirety to a new address. The acquisition of additional premises is not a material change. However, it may be the trigger for a material change of increased maximum capacity. If the DfE has concerns about additional premises but the school does not intend to increase its capacity, the DfE may commission Ofsted to carry out an emergency inspection to check relevant standards.

This matches our situation as we have developed facilities on our premises but not increased our numbers. Should we experience evidence which indicates our numbers would increase at this point a material change application will be made.

A material change application was made in May 2020 due to increased numbers as schools closed due to Covid-19 and we sought to support and provide education for all children in our care. This was approved in July 2020, confirming the status of The Manor site and increasing the school capacity from 18 to 30 students.

## Overnight Accommodation for the Care and Welfare of Farm Animals.



The Manor Lodge is occupied by the farm manager and his family. The lodge is situated at the end of the drive approximately 200 yards from the classrooms and education facilities. This provides a natural 'gatekeeper' in terms of monitoring traffic in advance to the education buildings. Immediately behind the lodge is the 'Lambing Shed' which is the main livestock building. This was purposely located behind the lodge to facilitate the care and wellbeing of the farm animals particularly during

lambing time when round the clock attendance is required. All living in the lodge over the age of 18 years old are subject to DBS checks and their details are held on the Single Central Register.

At the main site there are several stables and kennels for horses and other smaller animals, including dogs, goats, alpacas and occasionally pet lambs. Next to these stables incorporated into the main building but separated are two bedsits kept for staff who need to have access to care for animals. Again, all are subject to DBS checks and their details held on the Single Central Register.

## **Bee Keeping**

Whilst I will not try to suggest that it is important for children to have positive relationships with bees, we have all learnt to understand the process of beekeeping. It is rewarding and satisfying for those who enjoy this on a regular basis. In the 2001 shortly after our arrival at Toy Top Farm, Mike Crisp, a then House Manager, discussed with me the prospect of having a beehive. This in my view was an excellent rural activity, very much in keeping with what we were trying to achieve and what is more, something unique providing a good novelty factor. This was soon established and before long we were offered more equipment and the project soon developed.

Students are actively involved in the care of the bees throughout the year, with activities such as weekly checks on the hives through the spring and summer looking for Queen cells and checking on the quantity of honey produced, spinning and bottling honey, preparing and insulating the hives for winter, and feeding the bees throughout the winter months. Students learn about the science involved in beekeeping through studying their hierarchy and social structures within the hive, and their value and importance in the ecosystem through their roles as pollinators. Students also use the produce of the bees through taking honey home for consumption and using the wax collected whilst honey spinning in the blacksmiths forge as a protectant coating for the metal: a practice which is as old as blacksmithing itself.

The beehives have recently been moved to The Manor and located near to the kitchen gardens. This has allowed for further development of the beekeeping programme and has also enabled a broadening of the beekeeping links into the curriculum, making the links between beekeeping, rural sciences, science, technology and the human and social curriculums clear and explicit, with plans to further develop this area of learning over the coming months and years.

## Rural Science Classroom. The Old Portacabin at The Manor

In this classroom the details of growing plants from seedlings are considered and where they can be nurtured. It is the place incubators are kept to rear chicks from eggs. Where DVDs on the natural world can be found and a viewing space to the bird feeders outside. This is also the place where you can get warmed up and get a hot drink in the depth of winter. Steven and Sharon O'Leary (Rural Science Instructors) have developed this learning space to be part of their working day.



## **Pear Tree Farm Shop**

During our first year the main produce on a regular basis was eggs. The children regularly took eggs home with them after a visit. It was very much on an ad hoc basis with a somewhat erratic distribution. Our first year also saw a small crop of honey and soon lambs were getting fatter. I asked some of the House Managers if their households ate much lamb meat and was advised by most that it was something not eaten regularly due to its cost. We therefore felt it was a good idea to try to provide each home with a lamb for the freezer, to see how it went. To our surprise they were devoured with enthusiasm. One thing led to another and within a short space of time, Fiona Corner came forward with the idea of developing a farm shop. Most schools have a tuck shop which students are encouraged to help run, we thought what an opportunity it was for our young people to be involved in a similar process. Subsequently we make all our produce available to the Pear Tree and wider community. The children were involved in not only designing order forms etc. but also using them as working tools within the shop, collecting and processing orders as they came in from various homes etc. All the homes are being supplied with a wide range of produce. This has been a good learning experience for many. The farm shop transferred to The Manor in 2013. This has recently been relocated at The Manor to allow for further expansion of the art room/studio.

## A Year on the Farm

There is perhaps no better place to view the changing seasons than on a farm.

The start of the year sees horses bedded down in the stables requiring feeding and mucking out each day, exercising and lessons where appropriate. This tends to be the busiest time of the year with the horse and daily duties taking up a great deal of time.

January and February are the best times to plant trees and thicken our hedgerows.

Early Spring sees the prospect of new foals being born and lambing time with newborn animals arriving at a frightening pace, where children can help with the process from start to finish. Mid-Spring also sees us harrowing and rolling the fields and putting fertiliser on, particularly the fields that are going to be used for haymaking. This is also the time calves are born in the fields and foals return from the stud with their mothers.



Early Summer sees us begin haymaking, cutting grass and having contractors bale and wrap what is to be haylage, our Winter fodder for the farm animals. This may go on through to August. Summertime sees barbeques and when possible, barn dances with invited guests. Animals grazing calmly in the fields mean we have empty buildings that can be pressure-washed, cleaned and painted. Sheep clipping, an enjoyable couple of days for all those involved in looking after the sheep. Also, camping and survival weekends during the summer holidays when possible.



Early Autumn sees us sorting out the lambs and moving to other pastures away from the farm and we once again prepare for the onset of winter. The potatoes are harvested, and the greenhouses are sorted out. Honey is collected and we prepare for our Harvest Festival. November, after a great deal of hedge cutting and pruning is a good time to have bonfires although no fireworks for the sake of the animals. As we approach the end of the year, we

prepare with Christmas decorations and organise our Christmas party with invitations to our local community and all involved in helping us throughout the year.

### AQA Unit Awards

Some examples of regularly used AQA Unit Awards:

Introduction to Horse Management

Livestock Management

Routine Care of Animals: Mucking Out and Inspection

Animal Husbandry: Poultry

Rearing Calves on a Farm  
Mixing & Feeding Milk Substitute to Calves  
Rearing of Sheep on a Farm  
Footcare in Sheep  
Identification of Agricultural Crops  
Inspecting Livestock to Ensure Presence & Welfare  
Checking the Water Supply to Livestock  
Seed propagation  
Introduction to Horticulture – Small Vegetable Garden  
Introduction to Sowing and Planting (Unit 1)  
Preparing a Piece of Ground for Sowing Seeds or Planting  
Mucking Out an Equine  
Mucking Out Stable–Kept Animals  
Horse Riding Skills  
Tacking Up  
Equine Care & Handling (Unit 1)  
Introduction to Grooming  
Introduction to Health & Safety in Land based Industries  
Equine Care & Handling (Unit 2)  
Identifying Horse Colours and Markings  
Horse Care & Riding  
Horse Rugs  
Turning Out and Catching Horses  
Cleaning Tack  
Equine Care and Handling (Unit 3)  
Horses (Unit 4) Hoof Care  
Horses (Unit 9) Road Safety  
Horses (Unit 7) Feeding  
Horses (Unit 8) Horse Health  
Horses (Unit 10) Lunging

## Conclusion

When we first acquired Toy Top Farm in 2001, many people said what a great achievement it was. In my view, it was merely the start, the achievement was not the purchase of a farm, the farm was simply a tool. The achievement would be the effect that the farm would have on many people, in terms of improving their confidence and a great training ground and being significant to a number of people's lives, in whatever capacity they would like it to be. Pear Tree is about providing genuine resources.

From the very beginning we wanted to provide real homes for these children to live in happily and likewise with the prospect of facilities such as the farms we very much wanted them to be real farms. Other organisations have tried to do similar things, however when you visit them you cannot help feel from a 'service user' point of view that the full facility is there for their entertainment. At our farms I hope that there is no such feeling.. The farm is a place where a number of people get a lot of satisfaction out of being able to follow their own interests and anybody who would like to help is made most welcome. Thereby, young people have the opportunity to contribute to a real farm where their contribution can be valued, and their progress helped. It has remained authentic.

In 2025 the organisation benefits from having five farm sites extending to 560 acres, encompassing a variety of geography – North Yorkshire Moors to Lower Teesdale including safe stretches of three rivers, a pond and a lake. Many orchards and landscape gardens that have been landscaped by the students themselves as projects described above carry on year after year.

It is my sincere hope that your involvement with Pear Tree Farms in whatever capacity, is interesting and as satisfying for you as it is for those of us who have the pleasure to be involved on a daily basis.

David Bartlett, Head Teacher.



## Aims of Working on our Farms.

- Learn to look after other animals/creatures often for the first time instead of being looked after.
- Establish routine.
- Learn transferable skills.
- Experience teamwork.
- Complete tasks sometimes against adversity.
- Use communication skills.
- To encourage physical activity.
- To develop motor skills.
- Listen to and follow instructions.
- Deal with responsibility.
- Experience processes and outcomes.
- Establish work ethic.
- Meet a variety of people from different professions.
- Acquire material to use in the classroom.
- Increase confidence.
- Learn to use and look after tools and equipment.
- Learn about and experience rural science
- Be inspired to learn
- Be gaffered
- Learn that work can be fun
- Be inspired to think about their future role in the working world

David Bartlett MBE – Managing Director: October 2003/Revised October 2006/Revised February 2011/October 2012/April 2013/November 2014/ July 15/ Sept 2016



## Incentive Allowance Payments

### Pear Tree Training Programme

- Any child/young person, any age **up to** £5.00 for good work at any time (not school time) as an incentive.
- **Up to** £10.00 per day for those above 15yrs (not school time)
- **Up to** £15.00 per day for those above 16yrs (not school time)
- **Up to** £20.00 per day for those over 17 yrs (not school time)

**If the young person is already receiving a bursary from college or direct from Social Services, these payments will be for weekend work only.**

To achieve the full amount they must:

- Be on site before 9.30am
- Do everything that's asked of them
- Give full effort throughout the day

All trainees must:

- Be able to work independently
- Be able to listen and follow instructions
- Be able to complete task to the required standard
- Be able to make a positive contribution

If these targets are not met any variation or deduction can be made accordingly.

Payment is made on completion of all tasks and full attention, without any issues or concerns. To be signed off by a mentor/instructor.

Arrival after 9.30am will result in a deducted payment.

### **Weekend Jobs**

Must be able to work unsupervised, left unattended and must be at work before 9.30am.

The payment book is the responsibility of the trainee to look after and get signed. The absence of a signature or book will result in no payment.

**Any rude, aggressive or silly behaviour around the horses and other animals, towards staff or other young people will result in no payment.**

## Our School Year

### Farm/Outdoor Education/Educational Visits

Month	Activity
<b>January</b>	Sledging and snow activities, when possible.
<b>February</b>	Possible tree planting and hedge cutting. Firewood collecting.
<b>March</b>	As February. Last week in March, preparing the lambing shed. Could be harrowing and rolling grassland.
<b>April</b>	1 <sup>st</sup> week in April lambing, usually over Easter holidays until last one born.  2 <sup>nd</sup> week in April start calving.  Last week in April planting out veg.
<b>May</b>	1 <sup>st</sup> week in May, plant potatoes.  2 <sup>nd</sup> week in May, plant out tomatoes in poly-tunnel.  Last week in May, plant out bedding plants.  Harrowing and rolling fields.
<b>June</b>	Last week in June, early July, hay making, stacking bales. Topping and cutting grass.
<b>July</b>	Second week in July, Great Yorkshire Show.  Prize giving and raft race.
<b>August</b>	Holiday at our farm in the North York Moors - Pony trekking, mountain biking and walking.
<b>September</b>	1 <sup>st</sup> to 3 <sup>rd</sup> week, stacking straw, preparing cross-country course for events. Harvest potatoes, picking fruit.
<b>October</b>	Planting spring bulbs. Empty poly-tunnel. Harvest festival. Pumpkin Carving. Countryside Live.
<b>November</b>	1 <sup>st</sup> week, prepare ewes for the tup and all sheep for winter. Bonfires. Remembrance Sunday.
<b>December</b>	Possible opportunity to help prepare Christmas turkeys. Visit to London. Cut Christmas trees, prepare and deliver hampers. Christmas lunch, film and dinner dance.

## **Outdoor Education**

### **Outdoor Education/Rural Studies Classroom. Converted Barn at Toy Top Farm.**

This classroom is the starting point of many worthwhile and interesting walks and mountain bike journeys. It can also be the place where the mountain bikes are stored and maintained.

Within the classroom maps are seen on the walls of 'The World, The Country and The Region' to make clear the context of the journey and by doing so encouraging geographical thinking. This is also the place where map reading exercises can be carried out along with route planning and followed up with reflective work being completed.



**Noel Snowden Outdoor Education Instructor**

## Fishing



Fishing is one of those activities that can clearly be described as ‘therapeutic’ and it’s also about learning new skills, in a calm way, to be able to achieve the outcome. It’s also a rural skill and field craft; learning about the countryside is all part of the fishing process.

With mountain biking, fishing and walking, it’s important to recognise that it’s not just the end result that counts – this is in fact true of many of the things I’ve been talking about earlier – it’s the process that’s

undertaken to achieve the outcome that counts. Learning doesn’t start and finish with a result – it’s a process.



## Aims of Fish Management

- Greater understanding of our environment and the natural world
- Sustainable food sources
- Lake stocking process
- Water monitoring
- Enhancing the environment
- Working with other agencies, i.e. Environment Agency
- Remain on task and focused
- To calm down
- To observe the world around them
- Enjoy fishing

## Mountain Biking



There's one good reason why this activity is called mountain biking and it's the only reason; it is to inspire young people because it sounds a lot more 'cool' than simply, cycling or bike riding.

However, that is probably a better description. Mountain biking becomes mountain biking when you go up and down mountains, off-road. When you're on farm tracks and forest trails and

country lanes, it is quite simply cycling or biking and that's the level to which we intend to stick to.

George Hedley who has now retired, was a stalwart of the mountain biking department and has inspired our young people, very successfully, to undergo some serious challenges over the years.

These started with the Coast to Coast in 2005 followed by the West Highland Way, the W2W, the Cleveland Way and for each challenge he has trained by undertaking sections at a time before completing the whole thing in one go at the time of the challenge. This is an excellent way of inspiring young people and giving them something to aim for and then the reward of having completed a difficult and challenging task.



Whilst undertaking mountain biking activities should be great fun, it also leads to other important learning opportunities such as; being included in route planning and map reading, wherever possible, and also, learning about the area in which the cycle route is to take place – remembering key points to be able to document within diary sheets. Also, and most importantly, bike maintenance; where mountain bikes are looked after and repaired on a regular basis. Inspections should take place before and after cycling trips; bikes cleaned, and repairs made where necessary each time they are used and planned for within the day.

21st – 25th Oct 2005 - Coast to Coast (C2C) Cycle Route: Workington to Sunderland

7th – 11th April 2006 - Lakeland Cycle Route: Penrith (Lowther) to Whitehaven

21st – 24th July 2006 - Climb 'Ben Nevis' & Cycle the Caledonian Way: Fort William to Inverness

21st – 24th Oct 2006 - Yorkshire White Rose Cycle Route: Whitby to Hull & The Humber Bridge

9th – 12th April 2007 - Lakeland Cycle Routes: Penrith to Keswick – Various

8th – 10th June 2007 - Danby & North Yorkshire Moors – Hike & Bike  
 18th – 22nd July 2007 - Walney Isle to Whitby (W2W) – Cross Pennine Route  
 25th – 28th July 2008 - Hadrians Way Cycle Route: Bowness on Solway to South Shields alongside the Roman Wall  
 3rd – 6th Aug 2009 - NC1 Whitby to Scarborough incl. The North York Moors. – Various routes through Dalby Forest  
 20th September 2010 - North Pennine Range - Waskerley to Washington  
 10th October 2010 - Keelman's Way - North & South of the River Tyne  
 4th-7th July 2011 - Coast to Coast Cycle Route - Whitehaven to Roker (Sunderland)  
 19th-22nd July 2012 - Hadrian's Way Cycle Route NCN 72 - Angeton on Solway to Southshields (Roman Wall)  
 19th -22nd July 2013 Coast to Coast (C2C) Cycle Route: Walney Island - Whitby  
 19<sup>th</sup>- 22<sup>nd</sup> July 2014 Coast to Coast (C2C) Cycle Route: Walney Island – Whitby  
 7<sup>th</sup>-9<sup>th</sup> August 2015 - Coast to Coast Cycle Route - Whitehaven to Roker (Sunderland)  
 24th - 26th July 2017 Coast to Coast (C2C) Cycle Route: Workington – Whitby  
 Summer 2017 - Three Peak Challenge - The three peaks of Yorkshire Whernside, Ingleborough and Pen-y-ghent  
 6<sup>th</sup> – 8th August 2018 - Whitehaven, finishing in Sunderland  
 23<sup>rd</sup> – 25<sup>th</sup> July 2019 – C2C – Whitehaven – Sunderland, 140 miles  
 3<sup>rd</sup> – 5<sup>th</sup> August 2021 - Coast to Coast (C2C) Cycle Route: Workington – Redcar

These challenges obviously take some time in terms of preparation and training to be able to reach this standard.

We have had mountain biking as a regular feature on the timetable as this can also help to boost young people's self-esteem in being able to look after and manage their own mountain bike. Maintenance is also something that has been given careful consideration as well as time available to ensure bikes are maintained to a satisfactory and safe standard.

Whenever possible, we try to ensure that young people are provided with their own mountain bike; to be their own property, to take responsibility for, for the duration of their time at Pear Tree. This is usually provided no later than their first Christmas, and in many cases, can be part of their Christmas presents package.

These bikes are available for young people to take away with them after leaving Pear Tree and it is not uncommon for young people to go through more than one new bike during the time, they are with us.

Whilst we regularly go for cycling trips around the local area, we are also familiar with trips to Hamsterley Forest in County Durham and Dalby Forest in North Yorkshire. Cycling/mountain biking is also a regular activity from our Farm in the North Yorks Moors at Danby.

As well as keeping young people physically fit, it's also an excellent way to see the countryside and to explore tracks and routes which may be difficult to achieve in other ways. A popular option, in the past, is to have the mountain bikes transported to a location on the roof-rack of our Land Rover 110, where our students will set off on a journey to be

collected at another location, by the same Land Rover, before returning home; allowing for a linear route, starting at point A and finishing at point B. As an alternative to returning to point A before the return journey home.

### **Aims of Mountain Biking**

- Improve Physical Fitness
- Improved Fine Motor and Gross Motor Skills
- Learn about Geography
- Overcome Adversary
- Increase Stamina

## Walking and Camping

During the time that young people are with us, we hope to engage them in a number of walks both at low-level and, whenever possible, at a higher level. Also, camping, trips, these can be initially started at our own farms, thereby utilising our own land and resources in a sheltered capacity; a place where young people can feel safe and familiar.



This can be developed to camping on campsites at any chosen destination and, on occasions, can progress to 'wild camping' but only with experienced personnel who are familiar with the area and able to complete all the relevant and necessary risk assessments. Camping, again, gives rise to many learning opportunities: planning and preparation being one of them but also, learning about the geographical area in which this is taking place; field-craft skills; survival skills and of course, looking after your own equipment – remembering the key information and relevant documentation should be forwarded on for the completion of diary sheets and inclusion in young people's files whenever possible.

### Aims of Walking and Camping

- Listen to and follow instructions.
- Learn to look after equipment.
- Plan a route.
- Learn about and experience geography.
- Complete a task, sometimes against adversity .
- Increase confidence.
- To be inspired to learn.



## Physical Education/Performing Arts and Dance



Physical Education is an important part of any young person's school life and is an excellent opportunity to develop skills such as teamwork and leadership as well as promoting good, physical exercise and wellbeing. Within Physical Education lessons, students develop and extend their basic skills, knowledge and understanding of sports and individual activities by accessing a range of different games such as badminton, athletics, tag rugby, football, cricket, netball and rounders. Opportunities are provided for students to apply and demonstrate their skills to game situations as well as learning the rules and scoring systems. During Physical Education, students also have the opportunity to complete AQA awards in sports and work towards the BTEC Level 1

Introductory in Sport.

In January 2021 the recruitment of a Dance and Physical Education Instructor led to our barn space 'the grain shed', being utilised as a dance studio providing our young people a great outlet for creativity and letting off some lockdown steam. We have since expanded this area of our therapeutic curriculum more widely, adding dance and performing arts and sport to the school timetable.



Performing Arts and Dance is an excellent opportunity for young people to improve skills and is both educational and therapeutic. Dance is a form of physical exercise that keeps children active and is a great way to improve overall health and express emotion through motion. As well as improving numerous skills such as teamwork, creativity, artistic skills, problem solving, to name a few, dance can also improve self-esteem and confidence.

The dance curriculum offers the young people the opportunity to perform dance routines in various styles they have learnt during lessons in performances and showcases where their achievements are celebrated. The young people are offered various AQA awards in this area as well as the opportunity to achieve BTEC Level 1 Introductory in Performing Arts/Sport.



## Aims of Physical Education/ Dance

- Motivate cardiovascular exercise.
- Improve fine motor and gross motor skills.
- Encourage regular exercise.
- Promote a healthy and active lifestyle.
- To improve confidence and self- esteem.
- To promote teamwork.
- To enjoy.
- To develop competence to excel in a broad range of physical activities.
- To be physically active for sustained periods of time .
- To engage in competitive sports and activities.
- To help to promote social, emotional and mental wellbeing.



At Pear Tree we aim to make PE experiences fun and educational. Every June we hold our annual Sports Day where the young people work in teams competing for a variety of trophies and certificates. Sports Day adds value to the overall school experience, being fun, enjoyable and recognising the young people's achievements. It is a day of celebration!

During the summer holidays a summer school timetable operates where the young people become involved in many physical activities and games which complement the whole school PE curriculum.



## Visiting places of Educational and Cultural Value

### Introduction

Since its foundation, Pear Tree has always placed great importance on taking children to many places of educational or cultural value. As most of the children we look after have only ever been exposed to a very small geographical area and rarely given the opportunity to look around places of educational interest etc. The value of these visits cannot be underestimated, they broaden horizons, stimulate interest and instigate the very beginnings of promoting motivation for young people to learn. They provide subject matter for young people to fall back on and bring up in conversation with other young people or adults at a later date. It also increases vocabulary as well as adding to subject matters covered within the classroom.

These visits are very much about inspiring young people. It is an expectation that soon after the visit a follow up session is conducted where the visit is written up on their diary sheets within the classroom. These are often cross referenced against AQA Unit Awards.

As Pear Tree has become much more structured in terms of detailed educational timetables, the development of the farms as a resource base etc., along with the success of being able to reintegrate children back into mainstream school. The frequency and quality of educational and cultural visits has coincided with most visits being within a shorter distance of home and on a much less frequent basis. One-off visits are much less likely now and the places that children visit, they tend to visit on a regular basis.

Therefore, we thought it would be helpful to put together a booklet of places of Educational Interests and Cultural Value that can be drawn on during the child's time at Pear Tree. It is hoped that during a child's stay, which on average is approximately three to five years, they will have had the opportunity to go to many of the places listed.

I hope this text is of some use, and something that you can keep for future reference.

When taking students on educational visits please consider the following:

Health and Safety:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335111/DfE\\_Health\\_and\\_Safety\\_Advice\\_06\\_02\\_14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335111/DfE_Health_and_Safety_Advice_06_02_14.pdf)

David Bartlett

Head Teacher

March 2006/Rev. Oct 2006/Rev. Sept 2010/July 2015

Acorn Bank Garden and Watermill,  
National Trust, Temple Sowerby.  
Tel: 01768 361893

Beamish Museum  
Co Durham

Beck Isle Museum of Rural Life,  
National Trust, Pickering, North  
Yorkshire.  
Tel: 01751 473653

Bedes World, Jarrow  
Tel : 0191 4892106

Benningborough Hall and Gardens,  
National Trust, York  
Tel : 01904 472027

Binchester Roman Fort  
Co Durham

Sion Hall, Bird of Prey Centre, Thirsk  
Tel: 01845 587522

Bowes Museum, Barnard Castle

Braithwaite Hall, National Trust,  
Leyburn

Bridestones Moor, Pickering Tel: 01751 460396	Brimham Rocks, National Trust, Harrogate Tel: 01423 780688	Tel:01969 640287 Captain Cook Museum, Middlesbrough Tel: 01642 311211
Castle Howard, York Tel: 01653 648529	Cherryburn, National Trust, Mickley Tel: 01661 843276	Chillingham Castle, Alnwick Tel: 01668 215359
Cragside, Rothbury Tel: 01669 620333	Pumping Station, Darlington	Darlington Railway Museum, Darlington Tel: 01325 287746
Discovery Museum, Newcastle Tel: 0191 232 6789	Dunstanburgh Castle, National Trust, Alnwick Tel : 01665 576231	Durham Cathedral, Durham Durham Light Infantry Museum, Durham Tel : 0191 3842214
Easby Abbey, English Heritage, Richmond Tel: 0870 333 1181	East Riddleston Hall, Riddleston (Haunted House) Tel : 01535 607075	Eden Camp, Malton Tel: 01653 697777
Eggleston Abbey, English Heritage, Barnard Castle Tel: 0870 333 1181	Fountains Abbey and Studley Royal, English Heritage Ripon Tel: 01765 608888	George Stephenson Birthplace, National Trust Wylam. Tel : 01661 853457
Georgian Theatre Museum, Richmond Tel ; 01748 823710	Gibside, National Trust, Burnopfield Tel: 01207 541820	Green Howards Museum, Richmond Tel: 01748 826561
Hadrians Wall	Hancock Museum Newcastle	Hardcastle Crags, National Trust, Hebden Bridge Tel: 01422 844518
Hartlepool Historic Quay and Trincomalee Tel : 01429 223193	Helmsley Castle, English Heritage, Helmsley Tel: 0870 333 1181	Hexham Abbey, Hexham No Phone Open : 9.30 – 5pm
Holy Island, Lindesfarne Priory, Lindesfarne Castle Tidal causeway so please check times	Imperial War Museum, Trafford Park, Manchester. Tel: 0161 8364000	James Herriot World, Thirsk Tel: 01845 524234
Jorvic Museum, York	Kielder Water and Forest Park, Northumberland	Killhope Lead Mining Centre, Cowsgill Tel : 01388537505
Kiplin Hall, Scorton, Richmond Tel: 01748 818178	Middleham Castle, Middleham Tel: 01969 623899	Museum of Film and Photography, Bradford Tel: 0870 7010200
Nostell Priory, National Trust, Wakefield Tel: 01924 863892	National Glass Centre Sunderland Tel : 0191 515 5556	Natures World, Middlesbrough
Newby Hall, Ripon Tel : 0845 4504068	North East Aircraft Museum, Sunderland Tel: 0191 5190662	Nunnington Hall, National Trust, York Tel : 01439 748283
Old Coastguards Station, Robin Hoods Bay Tel: 01947 885900	Ormesby Hall, National Trust, Middlesbrough Tel: 01642 324188	Otterburn Mill, Otterburn Tel:01830 520225
Piercebridge Roman Fort, Piercebridge	Preston Hall, Eaglescliffe Tel: 01642 527375	Prince Bishop River Cruiser, Durham Tel: 0191 386 9525

Raby Castle, Staindrop Tel : 01833 660202	Richmond Castle and Museum, English Heritage, Richmond	Rievaulx Abbey, Helmsley Tel : 0870 333 1181
Ripley Castle, Ripley Tel : 0423 770152	Royal Armouries, Leeds Tel : 0113 2201999	Scampston Hall, Malton Tel : 01944 759111
Seal Sands, Hartlepool	Souter Lighthouse, National Trust, Sunderland Tel: 01670 773966	St Marys Lighthouse, Whitley Bay Tel : 0191 200 8650
Northern Gallery for Contemporary Art, Sunderland Tel: 0191 514 1235	Teesside Transporter Bridge, Middlebrough Tel : 01642 247563	Thackeray Museum, Medical Museum, Leeds Tel : 0113 244 4343
The Alnwick Gardens Alnwick.	The Forbidden Corner, Leyburn Tel : 01969 640638	The Laing Art Gallery, Newcastle Tel : 0191 232 7734
Locomotion Museum, Shildon Tel: 01388 777999	Borders Regiment History Museum, Carlisle Tel : 01228 532774	Tynemouth Priory, English Heritage, Tynemouth Tel : 0870 333 1181
University of Durham Oriental Museum, Durham Tel : 0191 334 5604	Vindolanda Roman Fort, Corbridge	Wallington Hall, National Trust, Morpeth Tel : 01670 773967
Washington Old Hall, National Trust, Washington Tel: 0191 416 6879	Whitby Abbey, English Heritage Whitby	White Scar Caves, Ingleton Tel : 015242 41244
York Minster, York	York Railway Museum, York Tel : 08448 153139	Yorkshire Air Museum Tel: 01904 608595
Yorkshire Law and Order Museum, Ripon Tel : 01765 690799	Arbeia Roman Fort South Shields ; Tel: 0191 456 1369	Nenthead Mining Centre Nent Head Cumbria Tel: 01434 382726 Open 21 March – 2 Nov 08

Trips to London have included:

London Eye, National Gallery, Natural History Museum, Science Museum, St Paul's Cathedral, Westminster Abbey, Downing Street, Trafalgar Square, Leicester Square, China Town, O2 Arena, Imperial War Museum, Churchill's Bunker and Offices, Buckingham Palace, London Zoo, Royal Parks, Tower Bridge, Tower of London, River Boat trip, Horse Guards Museum as well as specific exhibitions such as the 'Official Nelson Mandela Exhibition'. The practice run through for the Platinum Jubilee celebrations in 2022.

Trips to Edinburgh have included:

Castle Vaults, National Gallery of Scotland, Edinburgh Castle

Trips to Normandy have included:

War Museums, Mont Saint-Michel, French Marker, Bayeux tapestry, Military cemeteries, French Markets, Pegasus bridge and the D-Day landing beaches.

## Aims of Cultural Visits

- To broaden horizons.
- To learn about their own country.
- To appreciate History.
- To listen and follow instructions.
- To be inspired to learn.
- Whenever possible to experience a trip to another country during their time with us.



## Supporting Education and Homework Policy

Following advice from the Department of Education April 2019 (received 01/05/2019) I have considered this and issued the following advice for immediate effect.

### HOMEWORK POLICY.

1. Sex education and the importance of relationships in our setting is most suitably undertaken by key workers or other named staff delegated this responsibility due to their relationship to the child.

In our setting this task is only appropriate on a one-to-one basis to be able to ensure the discussion is entirely appropriate to the child, their level of development and understanding and to avoid any distress or trauma from flashbacks or memory recall. Whenever possible this should be accompanied by completing suitable AQA unit awards.

This task must not be avoided in part or fully due to the absence of suitable AQA unit awards because of the circumstances of the child. Even in the case of a traumatised child as a result of prolonged sexual abuse, where the mechanics of sex are only too well known to the child, this would not result in the child being excluded from advice and education on the importance of appropriate relationships. Indeed, it is more likely to give this work greater importance.

All conversations must be of an age-appropriate level and recognising the current needs of the child.

2. All children must be advised on the importance of recognising and respecting 'protected characteristics. This advice must also be age appropriate.

- a. Age
  - b. Disability
  - c. Gender Reassignment
  - d. Marriage and Civil Partnership
  - e. Pregnancy and Maternity
  - f. Race
  - g. Religion or Belief
  - h. Sex
  - i. Sexual orientation
- (Equalities Act 2010)

This must be followed up where possible with suitable and appropriate AQA unit awards. This work must be actively encouraged at all levels and have been incorporated into the PHC

assessment. (Subject to technical completion)

3. Work on Religion and beliefs in key worker or group discussions are extremely valuable and wouldn't risk undermining school lessons but support them. The promotion of attendance at key festivals such as Christmas, Easter, Harvest Festival and Remembrance Services is important but must be added to with learning about other Faiths, Religions and Beliefs. Once again the completion of suitable AQA unit awards adds value to this process.

4. The use of the language of values (as discussed in training) at any opportunity is the fundamental foundation to the above and underpins attitudes and behaviours. These should be evident in house meetings and key worker sessions.

5. All students at Pear Tree School must be encouraged to partake in a sporting activity on an evening or weekend at least once a week during term time. This could be (not exhaustively) swimming lessons or club activity, badminton, organised football or any ball game, running or gym work.

6. Children are given the opportunity to develop and discover appropriate areas of interest independently.

7. All children should be encouraged to read for an hour a week. This being books, papers or magazines.

8. All children should be encouraged to develop and maintain an interest in current affairs.

9. The Department of Education refers to the importance of homework. Good practice in residential settings acknowledges the importance of supporting school homework. Bedtime stories and encouragement to read papers, magazines or appropriate online content is very much required and part of good parenting and not homework. It must be recognised by students and staff that the above (1-5) represents homework from Pear Tree School and will be the only regular homework set as part of an ongoing process.

N.B. Please see curriculum for details of specific tasks that are the responsibility of the residential team to undertake denoted with (R).

# Independent Living Skills

## Introduction

At Pear Tree we recognise the importance of encouraging young people to learn life skills as soon as possible after their admission. Any organisation that thinks they can put children through a course 6 months prior to discharge has already missed the point. The unfortunate fact of life is that many of the young people that come through our system are going to lead independent lives much quicker than you would ordinarily expect and therefore we have a duty to ensure they have the necessary skills to help them through this process.

In many ways, this comes from living in an environment where learning is encouraged, and the expectations are that children and young people take responsibility for as much as possible providing that it is age appropriate and live within routines that provide high standards. It is important that we do not fall into the trap of encouraging young children to do tasks that are perhaps beyond their age and more for the reasons of completing tasks than from promoting learning. It is also important to remember that adults completing these tasks for children and young people is a significant part of promoting self-esteem and relationship building, therefore it is important that helping young people learn the skills necessary for independence does not go to undermine nurturing strategies. As with most things in life it is getting the balance right.

## Activities

### 1. Organising Personal Belongings

- Keeping Room Tidy
- Arranging Bedroom
- Putting up Posters etc
- Looking after Clothes
- Ironing
- Polishing Shoes

### 2. Domestic Duties

- Hoovering
- Dusting
- Cleaning Windows
- Health and Hygiene within the Home
- Importance of Keeping the Bathroom and Toilet Clean etc

### 3. Health and Safety within the Home

- Keep Electric Cables to a Minimum
- How to use Stepladders
- How to Change Light Bulbs etc
- Cleaning Products – Safest Way of Using Them
- Rubber Gloves
- Storage etc

#### 4. Home Maintenance

Basic Painting and Decorating  
Putting Curtains Up  
Sewing/Needlework  
Fitting Carpets

#### 5. Food Hygiene

How to Organise the Fridge, Check Temperature  
Keep Kitchen Clean  
Cooking Temperatures etc.

#### 6. Making Meals

How to Make Simple Meals on a Low Budget  
Recipes  
Baked potatoes with Various Toppings  
Eggs, Omelettes, Scrambled  
Sandwiches etc.

#### 7. Budgeting

Household Accounts  
Use of Banking System, How to Save.

#### AQA Unit Awards

Developing a Life History File  
Safety Awareness in the Kitchen  
Food Hygiene Awareness  
Opening and Using a Bank Account  
Using Public Transport  
Money Management  
Basic Money Management  
Post Sixteen Planning  
Managing Personal Finances  
Healthy Eating  
Introduction to Personal Hygiene  
Using an Iron  
Introduction to Healthy Living  
Health & Hygiene: Personal Hygiene  
Using Kitchen Appliances  
Planning and Shopping for a Budget Meal  
Introduction to First Aid and Safety Awareness  
Caring for Clothes  
Carrying out Weekly Care of a Bedroom  
Mopping the Floor  
Shopping Skills (Unit 2): Purchasing Items  
Using Colour Coded Boards in the Kitchen  
Basic Household Cleaning  
Using a Train

Cooking Eggs  
Crossing the Road  
Introduction to Using an Iron  
Setting a Table  
Setting and Cleaning a Dining Table  
Basic Cookery (Unit 1): Bread  
Cleaning and Putting away the Dishes after a Meal  
Teeth Cleaning  
Understanding Personal Safety on Social Networking Sites  
Carrying out Weekly Care of a Bathroom  
Sexual Health and sexually transmitted diseases  
Using a Train  
Reading a Bus Timetable  
Using a Bus  
Baking Biscuits  
Having a Wet Shave  
Internet Safety  
Travelling by Bus Independently  
Budgeting Skills  
Household Budgets – Living on a Budget  
Operating a Steam Iron  
Cooking a Three Course Meal  
Dusting and Polishing Furniture in a House  
Independent Living – Personal Hygiene  
Vacuuming a Carpet  
Changing Bed Linen  
Domestic Hygiene – Cleaning Kitchen Work Surfaces  
Using a Washing Machine  
Shopping in a Supermarket  
Using a Microwave Oven Independently  
Hair Washing  
Taking a Bus Journey  
Travelling by Public Transport to Complete a Task  
Personal Presentation (Unit 1): Washing Hands  
Planning, Preparing and Baking a Cake  
Washing Up  
Sewing a Seam by Hand to Join Two Pieces of Material  
Cooking and Nutrition (Unit 9): Healthy Chicken Dishes  
Cooking and Serving a Meal for a Peer Group  
Cooking with Pasta (Unit 2): Spaghetti Bolognese  
Foreign Cookery (Unit 3): Indian  
Introduction to Safety and Hygiene in the Kitchen  
Making a Roast Dinner  
Using a Variety of Cooking Skills  
Using a Washer/Dryer (Unit 1)  
Introduction to Safety and Hygiene in the Kitchen  
Safety in the Home (Unit 1)

Safety in the Home (Unit 2)  
Using the Internet (Online Activities)

Undertaken by all Young Persons at Pear Tree

**Aims**

- To help young people to acquire the skills necessary to live independently
- To be prepared both practically and emotionally for independent living.

## Preparing for Employment



As with preparation for independence, preparing for employment begins at the start of a young person's time at Pear Tree. Preparation for the next stage of a young person's life, be it further education, gainful employment, voluntary work or other meaningful occupation, gives value and meaning to education. Such preparation gives a young person a strong work ethic, instils confidence and self-esteem, develops communication and cooperation skills

and shows that work can be both enjoyable and rewarding.

Our Year 11 students are included, wherever possible, in our staff professional development and internal training programmes. Examples include food hygiene training, first aid training and fire safety training. This serves as an ideal platform for our students in their transition to the adult world and helps to develop and enhance their CV with the skills and knowledge that employers are seeking.



## **Student Achievements School Year 2024-2025**

### **Maths**

Functional Skills Entry Level 1 - 2  
Functional Skills Entry Level 2 - 2  
Functional Skills Entry level 3 - 5  
Functional Skills Entry Level 1 - 2  
Functional Skills Entry Level 2 - 2

### **English Reading**

Functional Skills Entry Entry Level 1 - 2  
Functional Skills Entry Entry Level 2 - 2  
Functional Skills Entry Entry level 3 - 7  
Functional Skills Entry Level 1 - 5  
Functional Skills Entry Level 2 - 2

### **English Writing**

Functional Skills Entry Level 1 - 2  
Functional Skills Entry Level 2 - 2  
Functional Skills Entry level 3 - 11  
Functional Skills Entry Level 1 – 5

Core Unit A1 - Being Organised - 11 x PASS

Land Based Studies Unit 8 - Growing Plants - 5 x MERIT, 2 x PASS

Land Based Studies Unit 13 - Developing Estate Maintenance Skills - 3 x MERIT

Land Based Studies Unit 14 - Riding Horses Under Supervision - 1 x MERIT, 2 x PASS

Engineering: ENG7 Using a Welding Process to Join Materials – 7, 3 Distinction, 4 Merit

The total number of AQA's achieved in this school year by the school cohort is: 1048

## **Attendance Percentages**

The following percentages includes mid term school leavers and mid term admissions.

2010/11 = 98.7 %  
2011/12 = 99.3 %  
2012/13 = 99.7%  
2013/14 – 99.9%  
2014/15 – 98%  
2015/16 – 96.5%  
2016/17 - 96.9%  
2017/18 - 97.24%  
2018/19 – 97.9%  
2019/20 – 97.9%  
2020/21 - 98.8%  
2021/2022 – 96.29(COVID recording changed)  
2022/2023 – 98.2%  
2023/2024 – 98.63%  
2024/2025 – 97%

## Personal Holistic Competence Assessment Report

Marginal gains - Personal Holistic Competence Assessment (PHC)

'Value what you measure or measure what you value'

Quick Easy Consistent Pragmatic.

About this report.

Today there is a desire by many professionals to find a way of clarifying and overcoming the barriers to education, training and employment. There is also a desire to consider emotional wellbeing and have a pragmatic way of measuring progress in ways other than academic performance.

Dr Neil Hawkes founder of the 'International Values in Education Trust' also identifies the need to talk about values as part of our everyday language. By doing so we are more likely to appreciate and live up to the values that have been the foundation of society for generations.

As an employer who has undertaken interviews measured in the thousands and taken on the direct responsibility for employing people who can be measured in the hundreds, over a thirty-year period. I concur with Dr Hawkes' observations that employers are in many cases seeking recognition of the importance of what are often called 'the soft skills'. Social skills that have a direct impact on a candidate's employability.

The marginal gains approach to helping young people whatever their situation is inspired by Matthew Sayed's book 'Black Box Thinking'. In this he describes the process undertaken by successful organisations such as the SkyB Cycling team which has gone from good to world champions. They have been able to do this by breaking every part of their process down into many simple parts and seek to make progress on all even if only very small steps to progress. The cumulative effect of small steps of progress in many areas can result in a significant impact.

In order to help children and young people I have broken aspects of life as set out in 'every child matters' down into a series of (140 +) questions. These questions are unambiguous and rely on a yes or no answer. The system is preset to a positive answer so only needs altering if there is an issue to consider. It has been tested for many years and provides an accurate tool to measure progress over time.

It is my belief that most (if not all) social problems can be helped by improving skills and education, socially, emotionally physically as well as academically. This process places equal importance on all aspects of life and identifies areas for improvement that can be considered systematically, producing a quantifiable task list to be worked on. Our experience is that children and young people can see progress ranging from 30+% to 90+%. A visibly tangible measure of progress.

Likewise there are young people who may not be academically able but have made huge

progress on really important issues in life. Who often have the soft skills that make them employable when that time comes. This system also gives the opportunity to recognise progress and developing skill sets often unrecognised formally.

Children who overcome barriers to education become more engaged which increases their opportunity to achieve academic progress.

This system is suitable for all children in all settings at all ages and can be used to measure progress over time or simply to create an action plan on issues to work on or help with. It is also able to follow children through different settings at different ages and create a visual pen picture of a child's needs through transitional stages.

From a management perspective it helps those working with children and young people focus on important issues and to have a checklist of things to work on that are also regulatory requirements. It is therefore a useful tool for staff development.

The benefit of this system is backed up with research commissioned by Pear Tree by Dr. Jack Kennedy entitled "Small changes matter! – A marginal gains approach as a methodology of evaluation outcomes in a looked after child population" and can be read separately. The PHC system has been made available for any school, college or education system world wide and can be seen to <https://www.onlinephc.com>

Child	Gender	Age at Admission	Current Age	First PHCA Positivity Percentage	Date	Last PHCA Positivity Percentage	Date
A	Male	14	15	72%	29.04.24	92%	23.07.25
B	Male	14	17	38%	21.06.23	79%	09.12.25
C	Male	14	15	48%	29.04.24	87%	27.10.25
D	Female	13	16	67%	19.06.24	80%	04.10.25
E	Male	12	15	43%	06.07.23	78%	30.09.25
F	Male	14	17	75%	12.02.24	92%	23.09.25
G	Female	12	15	51%	15.12.22	85%	17.11.25
H	Male	14	15	45%	03.12.24	70%	08.10.25
I	Male	12	17	72%	10.01.22	94%	15.11.25
J	Female	9	12	47%	29.06.23	72%	05.11.25
K	Male	11	14	42%	01.08.23	75%	28.10.25
L	Female	13	16	59%	03.05.23	85%	10.12.25
M	Male	11	11	38%	30.07.25	50%	29.12.25
N	Female	11	12	54%	10.09.25	N/A	N/A

## Pear Tree School Complaints Policy

Pear Tree School takes all complaints seriously. We also recognise that listening to what people have to say about our organisation and dealing with constructive criticism or trying to put something right after it has gone wrong is an important part of helping our organisation develop and improve.

In the event that a student, member of the public or a parent or their representative (member of Residential staff) makes a complaint regarding the services that they receive at Pear Tree School the following steps should be taken:

Wherever possible the complaint details should be kept confidential unless:-

- a) The information needs sharing with the relevant local authorities.
- b) The complaint has an impact on relevant risk assessments.

### The Difference between a Concern and a Complaint:

A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'.

A complaint may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'.

Complaints received outside of term time:

- We will consider complaints made outside of term time to have been received on the first school day after the holiday period.

Withdrawal of a complaint:

- If a complainant would like to withdraw their complaint, we will ask them to confirm this in writing.

### Stage 1:

#### Informal Stage

Every effort should be taken to resolve the matter informally at the earliest opportunity. Informal complaints are directed to the relevant member of staff. Very often informal complaints can be resolved at this early stage by those who are most closely involved.

### Stage 2:

#### Formal Complaints following Unsuccessful Resolution at Stage 1

If the complaint cannot be resolved informally with the member of staff, it should be directed in writing to the Headteacher.

If you wish to make a complaint that cannot be dealt with by a specific member of staff, you should direct this in writing to the Headteacher.

On receipt of the complaint the matter should be referred to Mr David Bartlett, Head Teacher. As Mr David Bartlett is involved in the day to day running of the facilities at School he is the person most likely to be involved in the initial assessment and consideration of such complaints.

The complaint will be given consideration within 2 working days. A written reply is to be provided to the young person and parent or their representative or both within five working days.

In the event that the complaint is found to be valid, an action plan should also be included within the reply as to how the complaint will be resolved.

### Stage 3:

#### Appeal to Panel following Stage 2 - Formal Written Complaint

In the event that either parties are still not satisfied with the outcome of stages 1 and 2 the matter can be referred to appeal by writing to Diane Reed (Independent person).

A hearing will be arranged before a complaints panel. The information will be put before the appeal panel consisting of a minimum of three people, who are not directly involved in the management of the school. At least one member of the panel will be an independent member.

Subject to Change, Panel Members are currently:

Mrs Diane Reed – Service Manager

Mrs Ashleigh Thomas - Administrator

Ms Angela Sturgess - Independent consultant - Independent Person

Parents, students, members of the public and representatives making a formal complaint may be accompanied to attend the panel meeting by one friend, relative or another suitable person at the panel hearing.

Following the hearing of the appeal, which should take place as soon as practically possible within ten working days, unless valid reasons as to why this may not take place i.e member of panel is on holiday, etc, then a formal written response should be sent to all parties within five working days, including if appropriate to the person the complaint is about.

If the complaint is about the Headteacher:

Stages 1 and 2 will be followed if a complaint about the Headteacher is made and will be managed by Diane Reed, Service Manager.

Following request of a written response to the panel if the complainant is still not satisfied they are advised to contact OFSTED.

In the event the complaint is of a serious nature about the Headteacher this should be referred to the LADO.

All matters regarding a complaint recorded are kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

Within the last academic year (September 2024 – July 2025) Pear Tree School has had 2 complaints.

## **Disability Discrimination Act Compliance**

To meet the needs of people, young or not so young with disabilities, the following must be considered.

- Visitors to the facility must be catered for on the ground floor of the education facility. To visit the farm, most areas are accessible, but farm staff must ensure guidance is given as to where it is appropriate to be situated to be out of the way of livestock, machinery and general farm practice etc.
- This school does not set out to cater for children/young people with physical disabilities. However, in the event of injury, lessons can be continued with the current provision that is all on the ground floor. Consideration for a ramp at the outside classroom door should be given at the time, if required.

Activities on the farm can also continue, on an assessed basis. The above advice for visitors must also apply. Most of the farms can be accessed by wheelchair, weather conditions allowing.

- In the event of sight difficulties, the photocopier can be used to enlarge any particular visual resource, for use in the classroom.
- To be reviewed in line with changing circumstances and legislation.

## Equality Information and Equality Objectives

Equality Act 2010: Pear Tree Group: School – Toy Top Farm and The Manor Provision of the Public Sector Equality Duty

Date: February 2026

We in Pear Tree Group are committed to equality.

We aim for every student to fulfil their potential no matter what their background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and in break and lunchtimes, in pastoral support and in before and after school activities.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all students, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the school's provisions are:

- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation
- Age (only applicable to staff, not students)
- Marriage and Civil Partnerships (only applicable to staff, not students)

Age, marriage and civil partnership are NOT protected characteristics for the schools provisions for students.

We will have due regard to advancing equality of opportunity including making serious consideration of the need to

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;
- Encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.
- We will take into account the six Brown principles of 'due regard'
- Awareness – all staff know and understand what the law requires
- Timeliness – implications considered before they are implemented
- Rigour – open-minded and rigorous analysis, including parent/carer/student voice
- Non-Delegation – the PSED cannot be delegated
- Continuous – ongoing all academic year
- Record-keeping – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable.

To this end we fulfil the specific duties of the Act by:

- Publishing our equality information
- Publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

### **Equality Information**

We maintain confidentiality and work to data protection principles. We publish information in a way so that no student or staff member can be identified.

### **Staff**

Age Figures change – we ensure that safer recruitment arrangements have priority. Recruitment practices do not discriminate on grounds of age, sex, and all those who are members of groups with protected characteristics under the Equality Act 2010.

### **Students:**

**Age:** We have students aged from 8 to 18 years old in our school.

**Disability:** We have 1 child with a registered disability

Gender Reassignment: We would support any student towards gender reassignment.

Pregnancy and Maternity: We comply with our equality duty and have planned to deliver education on site if and when required.

Race/Ethnicity (Figures may change within the school year): At Sept 2025 100% of our children were White British.

EAL (English as an Additional Language, figures may change within the school year): At Sept 2025, we had 0% of children with EAL.

Religion and Belief: We do not collect information about students' religious belief/no belief in school. We invite students and their parent/guardians/corporate parents to let us know if student/s adhere to any particular faith belief system.

Special Education Needs and Disabilities(SEND, numbers may change within the school year) : At Sept 2025 15 children were on the SEND register (100%), of which 12 students (80%) are supported through an EHC Plan and 3 students (20%) are at Special Educational Needs Support.

Sex : At Sept 2025 Male: 10 (66.7%) Female: 5 (33.3%)

Sexual Orientation. We support all students regardless of sexual orientation.

We will update our equality information at least annually.

#### Equality Objectives: 2022 - 2026

Our equality objectives are:

1. To enable everyone in our school to engage in a wide range of activities, open to all
2. To promote conscious awareness of the rights of children and of human rights
3. To engage with all stakeholders and help them to have their voice heard in school
4. Enable our school community to accept that our children, their families and our community is diverse
5. Celebrate diversity and provide a curriculum to support engagement with all of our community

We will update our equality objectives every four years and will publish progress on them annually in our equality information

We adopt a whole school approach to equality and consider it important for students to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and

teachers. Without an equality and human rights culture within the classroom and school, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.

Though the Act refers to 'race', the use of ethnic/ cultural origin, background or heritage is often more appropriate.

## Accident and First Aid Procedure

All accidents on Pear Tree property, which result in injury, must be recorded by completing an "Important Information Accident" form. Then filled in the accident file, as well as the staff/young person's file. A copy is also sent to the young person's social worker and other relevant agencies where applicable.

In the event of injury, requiring medical treatment, to client, staff or visitor, Senior Staff must be informed as soon as possible.

All our staff receive HSE Emergency First Aid training.

Pear Tree's Health and Safety Coordinator completes HSE Advanced Emergency First Aid Training.

### Staff will:

- Ensure that their qualifications are always up to date.
- Always attend a casualty when requested to do so and treat the casualty to the best of their ability in the safest way possible. This includes wearing gloves where any loss of blood or body fluid is evident, calling for help from other First Aiders or Emergency Services.
- Help fellow First Aiders at an incident and provide support during the aftermath.
- Act as a person who can be relied upon to help when the need arises.
- Ensure that their portable first aid kits are adequately stocked and always to hand.
- Insist that any casualty who has sustained a significant head injury is seen by professionals at the hospital by sending them directly to hospital; ensure that home is aware of all head injuries promptly.
- The First Aider need not be the member of staff to accompany the casualty to hospital, however, an appropriate person should be sent.
- Liaison must occur with the teacher in charge of cover, to ensure that lessons are covered in the event of an absent teacher.
- Ensure that everything is cleared away, using gloves, and every dressing etc. be put in a yellow bag for contaminated/used items and sealed tightly before disposing of the bag in a bin. Any bloodstains on the ground must be washed away thoroughly. No contaminated or used items should be left lying around.
- If ill or injured in a way which doesn't require attendance at A&E. The ill or injured person may be advised to recover in our medical room at both school sites.
- Under no circumstances must a student be left unsupervised in a medical room.

### Senior Management Team will:

- Ensure that there is always a qualified first aid person available on each school site.
- Report to the Health Centre all staff accidents at work that fall under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).

## Conclusion

I hope this document demonstrates that we are extremely proud of our school and the achievements of our young people. We sincerely hope that whatever your involvement with our school is, in whatever capacity, that it is as positive and rewarding for yourselves as it has been for us here that eat, sleep and breathe Pear Tree School.

David Bartlett MBE

Head Teacher, April 2013 / Reviewed September 2013 / Reviewed November 2015 /  
Reviewed September 2016 / Reviewed December 2017/ January 2018/September  
2018/April 2019/June 2019/May 2020/September 2020/September 2021/April  
2022/September 2022/October 2022/March 2023/June 2023/September 2023/July  
2024/September 2024/December 2024/February 2025/March 2025/April 2025/May  
2025/July 2025/September 2025/December 2025/January 2026

