

ADO River Valley Handbook – V3.2

ADO12650

ADO RIVER VALLEY HANDBOOK FOR PARENT-CAREGIVERS

Company Operations

ADO SERVICES C.I.C.

ADO River Valley Independent Special Education School

Version 3.2 ©2025

Current Version Valid from August 2025

Next Review In August 2026



ADO RIVER VALLEY HANDBOOK – FOR ALL TO READ AND ADHERE TO

1. Essential Information and Terms

ADO River Valley School is run by ADO Services C.I.C. (ADO), a Not-For-Profit Community Interest Company.

This handbook is designed to provide important guidelines to key areas for stakeholders to follow and forms part of your acceptance to all the main ADO River Valley School Terms and Conditions and Operational Policies and Procedures.

For any young people that join our school, we request that they, their families and any professionals associated with them adhere to our procedures and way of working.

ADO River Valley School reserves the right to take necessary action should we feel our Handbook, and internal Code of Conduct are not being followed by stakeholders. We must emphasise that caregivers and young people must be on board with our processes to promote a successful placement at our school.

Our office will ensure that they have it in writing that families have read, understood and agree to the contents of this handbook.

2. Operating Hours and Site Access

The site is shared with ADO Fusion-Therapy and can be located at Poets Corner Centre, 19a Keats Road, Welling, DA16 3NB.

The ADO River Valley School hours of operation are from **9.00am to 3.30pm**.

Site access for vehicles is via the main gate entrance on Keats Road, where there is drop off and pick up parking spaces. The car park is accessible from 8.30am for service users. We request that vehicles are not parked on Keats Road and our car park is fully utilised instead. This is to support our neighbours access to and from their own driveways. Vehicle owners are advised to turn off their engines whilst waiting and to not leave them running.

For those wishing to use bicycles to arrive at site, the covered bike park is well sign posted near the ADO Fusion pathway entrance, behind the horse trailer.

The main student reception area opens at **8.30am** to ensure prompt access for students. However, please note that due to our thorough risk assessment procedures in the morning, we are unable to welcome students into the school learning spaces until **9am**. To access the main reception, leave the car park on foot by walking out of the small green pedestrian gate, before walking past the goat enclosure and then through the green visitor reception door.

Staff members will then sign in and escort students into their respective main learning zones. If students bring in a mobile phone, they will hand this over to a member of staff on the gate to be kept in a secure phone box until the end of the day.

If the student transport (taxi), parent-carer arrives onsite early, it is recommended staying in the vehicle in the car park for safety until the main reception opens. Students, visitors or siblings are not able to stand around or play around or wait alone in the car park in line with Health and Safety procedures.

Any accompanying pets, dogs for example, must remain inside their vehicle and not allowed to roam the car park.

Please note: Vehicle owners park in the car park at their own risk. We cannot be held responsible for injuries or vehicle damage in the car park zone. For Post16 students, please park on neighbouring roads.

ADO River Valley site is on a residential street, therefore it is not advised that students wait in the street or that transport takes up street parking for residents. Please respect our local residents and support the community by using our facilities and not blocking driveways.

Please do not smoke outside a neighbours' property or sit on their wall whilst waiting.

3. Absence and Lateness - Attendance

If a student has not arrived on site by **9:15am** and ADO River Valley has not been advised accordingly by telephone or email, the ADO River Valley office will generate a SMS which contacts the parent-carer and supporting professionals to advise they have not yet arrived. We ask Parent-Carers to email or call to respond to the message – the number the text is sent from doesn't allow us to see the replies.

To report an absence or lateness, please call the main office number on **020 8850 6778**, following the options on the menu. Leave your message, which will be emailed immediately to the relevant staff team. Alternatively, please send an email to ***learning@rivervalleystudent.co.uk*** as soon as it becomes known they will not be attending or will be late.

If we don't receive a response by 10am a member of staff will call home to check in.

Due to our duty of care towards the well-being of the young people in our care, if we receive no contact after 2 days of your young person being absent, we will conduct a home visit on the morning of the 3rd day of absence, where we will need to see and speak with the young person. If we don't get a reply on this visit, we must escalate our concerns with the local Safeguarding Hub for your Borough.

If ADO River Valley has been advised of absence by the parent-carer, we will forward the relevant information to the supporting professionals for their attendance records (upon request from individual Local Authorities).

As a school we are duty bound to regularly inform the local authority of any pupils who are regularly absent from school, have irregular attendance, or have missed 10 school days or more without the school's permission.

Only exceptional circumstances warrant a leave of absence.

For more information and further guidance on attendance, please refer to our

Attendance Policy.**4. The School Assessments and Timetable****4.1 The Assessment Process**

The first step at our school starts with the assessment. The assessment stage is an important part of joining our school so that we can fully assess the diverse needs of the individual, prior to them starting with us. This is a standalone trial, to fully assess the individual with their caregiver or professional. The assessment stage is a fact-finding time, not only for us but also for the individual too. We are very alternative, and it may be that we are not what you envisaged! With that in mind, the assessment is a stand-alone fee. After the assessment we will provide our feedback and recommendations to the network.

Individuals who would like to join our school will be required to attend a two day practical assessment (maximum of two caregivers attend for first two hours of day one). The rest of day one will be supported by our staff, providing exposure into different subjects we deliver. For day two, this is when individuals are fully immersed into the school day with our students.

Please note, all phones and devices are to be locked away upon arrival, for the full duration (as per our policies and procedures). More information can be found on this in section 9.3.

4.2 The Student Timetable

The school day begins at **9.00am**. Students will have 15 minutes from **9.00 - 9.15am** AM registration where they will put their belongings away and prepare themselves for the day.

Students then have one lesson from **9.15-10am** with a morning snack break from **10-10.10am** and then a check in time / assembly from 10.10-10.20. This is then followed by a further two lessons.

The students break for lunch at **11.50am** for 30 minutes, with the afternoon register being taken from **12.20pm**.

From **12.20-1.05pm** is the first afternoon lesson, followed by the next lesson from **1.05-1.50pm**.

From **1:50-2:00pm** there is an informal break before the final lesson at **2:002:45pm**.

2:45pm-3:15pm is extracurricular club time. There is a different club each day for all young people to join.

3:15-3:30pm During mindfulness time is when learner groups are supported by our staff and have the opportunity to engage in therapeutic activities that focus on the present moment which helps to help calm and reground them prior to going home.

3:30pm is home time. Students can be collected by their transport or parent /carers once they have collected all their belongings and have exited the site safely.

However, please note, that standard procedure for any secondary student is to leave site independently and if this is not possible due to individual risk factors and student presentation then it is the responsibility of relevant professionals /caregivers to notify ADO River Valley of this and provide a written reason for this request to refuse independent student exits from school.

4.3 Curriculum and Interventions

We feel confident that education and therapy should be treated with equal importance. With this in mind, students have access to a variety of therapeutic interventions throughout the week. Students are provided with specialist lessons in line with our ethos, which may include (but not subject to) the following:

- Animal Science
- General Science
- Equine Studies
- Adventure Sport
- PSHE
- British Values
- Creative Education
- Functional Skills (Mathematics/English/ICT)
- Countryside and Environment / Land Based Studies
- Bushcraft / Forest Studies
- Mindfulness & Relaxation (daily intervention)

- Zones of Regulation (weekly refreshers)
- 1:1 Therapeutic Intervention- Equine (weekly)
- Group Art Therapy (weekly)
- Group Adventure Assisted Activities (weekly)
- Group and individual occupational therapy sessions (where appropriate)
- Life skills and Career lessons.

Dependent on the individual student and their functioning levels, they will have access to recognised courses which could lead to relevant qualifications such as BTECS, and Functional Skills. Relevant pathways will be discussed with students and caregivers-professionals at the point of the assessment and throughout 'Individual Learner Plan' meetings. Termly careers guidance will also be organised as a 1:1, with wider focused conversations on careers within the PSHE curriculum.

All of our lessons are predominantly led outside and are adapted to be appropriate to the year groups and key stages that the student is working at.

There is exposure to acceptable levels of risk through outdoor education in the security of supervised groups, which will support students to learn about risk and how to keep themselves safe.

4.4 Collections

(Local Authorities Only) If transport is late for pickup, ADO River Valley School reserves the right to apply an additional charge for the resource time of a member of staff to wait with the student/s if they are known to be too vulnerable to wait in the reception area unattended. This will be noted and passed onto to the financial department in line with normal invoicing periods.

The charge is levied per time spent supporting the individual whilst waiting for their pick-up at £10.00 per every 15 minutes of waiting time.

Students can either wait in the customer reception area, walk to their waiting transport in the car park or travel home independently (unless this is not permitted, dependent on individual students). This is to support appropriate age group responsibilities, independence and transitioning into society. More information in section 6.

5. Student External Trips

Students will occasionally leave the site, with the supervision of staff members, for pre-planned external trips. This could include, but is not limited to, local open recreational spaces, parks, woodlands, dog walking in nearby residential areas, supermarkets and local high streets. In addition, there may be special organised days out for activities with third party organisers involving adventure, learning experiences or physical activities, away from the area.

As the external trips and outings benefit the students' education and experiences, all students will be allowed to access these trips as relevant.

Please complete the Trip Form (Appendix A) and return to ADO River Valley School to consent to your young person taking part in external trips in the local area.

This consent form will be updated yearly, but if you wish to amend your consent choices at any time, please email learning@rivervalleystudent.co.uk

If a trip is outside of the local area a separate consent letter will be sent home.)
Please note that all consent forms must contain 2 emergency contacts that are always available during the trip.

Due to staffing ratios required to support groups, if it is deemed that a student is not permitted to attend the external trips, the student may require a reduced timetable that day as there may not be the additional staff available to remain on site with them. This can be discussed directly with the parent/carer.

If a student displays challenging or unsafe behaviours or is of a high risk from absconding from the staff, a risk assessment will be completed for them and it may be deemed unsuitable for the student to attend the external visits until they are able to understand the risks involved, keep themselves and others safe, while also comply with guidelines.

Permission slips and further discussions with stakeholders will be required for wider trips such as fitness centres, outdoor water sport centres, climbing centres, equine yards and stables and more.

6. Homework

ADO River Valley School will not typically set weekly homework for a student, unless the student is either; absent for multiple days, on a reduced timetable, has experienced extraordinary circumstances, the family have requested homework or the staff team feel it would hugely benefit towards their curriculum work, or to work towards qualifications, such as AQA, BTEC or Functional Skills.

Any set homework will be discussed with the student (and parent-carer if relevant) and a clear due date and method of submission will be explained.

7. Animal Policy

At ADO River Valley School, the animals are one of the most important resources for the young people and all students get the opportunity to work and be around them, either in timetabled lessons or for intervention work. As such, we are very mindful of ensuring the welfare needs of the animals are met to the highest standard.

As part of this we have a very strict policy around communicable diseases, either from animal to animal or human to animal. These include, but are not limited to severe colds, flu, ring worm and 'strangles', for example.

If you are aware that your young person has been in contact with any of the illnesses or conditions mentioned in the **Animal Handling Policy**, please contact us immediately via phone or email, so that we can take the necessary precautions with our animals.

If your young person undertakes horse riding or has their own horse, we ask that they do not wear the same boots or footwear on the ADO site that they wear to their Horse-riding site. This will help us to minimise any cross contamination from site to site.

8. Transport Policy

ADO River Valley does not organise transport to or from the setting. This must be arranged privately or through the supporting professionals. The school

business office must be advised of the transportation plans so we know who to expect and can contact them in case of an emergency collection. If an emergency collection is required, the stakeholders of that student will need to provide a password which is shared with the school office and the person collecting.

Transport must be on site for a prompt **3:30pm** collection. Once a student has left the site premises via the main reception gate, ADO River Valley School holds no responsibility for them. We will not hold a student back past collection time unless we are instructed to do so in writing from the stakeholders (based on their vulnerability factors). We will continue to keep our waiting area open which students can sit in, independently and await collection. They can ring the bell through to us if they have any concerns whilst waiting.

9. Lunch and Breaks During the Day

All students attending our provision must bring a healthy packed lunch and refillable water bottle. We also recommend they are provided with healthy snacks for break times.

We operate a healthy eating policy and like to ensure that student lunches are within our healthy eating policy guidelines. By healthy we are referring to a well-balanced offering which consists of lean protein, fibre-rich sources of carbohydrate and vegetables, as well as healthy fats.

We will contact parent and carers to support alternative ideas for lunches should this arise. We ask families to be mindful of environmental factors, and therefore limit single use items such as plastic. There are many drinking water stations around the site to refill water bottles.

If any of our families are having difficulties with affording healthy foods for their student or families, we urge them to get in touch with us so we can support them and guide them.

We will offer regular cooking and eating opportunities for our students, over the campfire and in our outdoor kitchen. This will be at the school's cost and within its budget. Having this as an option will ensure that students have the option to be independent, and expressive through making healthy meal choices.

Due to health and safety onsite for students and animals, the following are not permitted onsite

- Canned drinks
- Glass bottles or containers
- Energy drinks
- Chewing gum
- Anything containing the sweetener xylitol

Please also note that due to allergy risks young people are not permitted to share food brought in from home.

10. Student Outdoor Requirements

All students have lessons outdoors, it is fundamental to what we do.

Therefore, they must be prepared to attend dressed in suitable named clothing and footwear for the occasion, weather and time of year.

For all seasons, please ensure the student attends in base layers including trousers or leggings. Skirts, shorts and dresses are **not** suitable for the school as they provide little protection against weather and when in the woodland areas.

Sensible outdoor shoes are required, for example outdoor walking boots or wellies for wet or winter weather. CROCS, flip-flops or open toe sandals are **not** permitted as these are not suitable for our outdoor activities and do not provide foot support on uneven ground. In winter months, we recommend suitable outdoor boots. If a student would rather wellies, then these should be

worn with good quality thermal socks as this footwear can prove cold if worn for the full day.

We request that students attend with an appropriate bag, such as a backpack to store their belongings. There will be water available for bottle refills. Hand washing stations are supplied throughout our learning areas and hot water stations are also situated in multiple zones, in addition to a functioning hot shower that can be used in specific circumstances.

If a student turns up wearing inappropriate clothing either not conducive to the weather or the activities they are taking part in, school staff have the right to request them to wear spare additional or replacement clothing that we may have. If the student refuses to wear these items and we feel this puts them at risk from injury or illness, the school reserves the right to request that the student is collected as they cannot take part in the activity. The student can of course return later in the day if they are then dressed appropriately. School students must attend with a full change of spare clothes to avoid any avoidable sensory overloads which could lead to distress or emotional dysregulation from any potential accidents that may arise. We ask that parent-caregivers support students with ensuring their clothes are not see-through.

Students will have use of their own named locker for their bags and belongings during the school day.

10.1 Cold and Wet Weather

On cold days, please ensure the students have suitable thermal base layers of clothing to retain their heat and keep them comfortable. We recommend bringing spare clothing in the event these may be required. All students must have a named hat or cap suitable to the seasons. Gloves are required and waterproof gloves are highly recommended. A raincoat with a hood is a necessity for every day in attendance. Our model and ethos is to teach outdoors unless we absolutely cannot and with this in mind please see some helpful links for clothing. Waterproofs are also good because they also act as a wind break, not only for when it is raining. Once a person gets wet it is very hard for them to warm up again. Waterproofs are not expensive and can be found on Decathlon too.

Examples:

[Men's trekking fleece tights - MT100 QUECHUA - Decathlon](#)

WOMEN'S HIKING FLEECE TIGHTS MH100 QUECHUA - Decathlon

Decathlon | Sports Shoes, Sports Gear & Sports Equipment

You may notice that lots of the staff tend to wear Jack Wolfskin [Outdoor Apparel, Footwear & Equipment – JACK WOLFSKIN \(jack-wolfskin.co.uk\)](#) we appreciate it is not cheap however we rely heavily on the outlet at Ashford and second hand on Vinted.

10.2 Hot Weather

Please ensure students attend with a suitable high factor sun cream (minimum factor 30), which they can apply themselves when needed. This is **NOT** optional and is a compulsory element of the kit required for students who join ADO River Valley School. We are unable to apply other sun creams to a student, and therefore if they do not have their own, parent-caregivers will be requested to travel to school to deliver this. We are happy for sun creams to live in their named lockers when not in use. If the weather is very warm, please be aware that we do forest sessions and it may be advisable to bring insect repellent. Over-knee length shorts as minimum or leggings-cargo trousers with t-shirts must still be worn as this will provide some protection against sunburn or scratches in our forest and woodland areas. Skirts and dresses are not suitable attire for our activities and forest sessions.

11. Mobile Phone Access

All students are discouraged from bringing any mobile device to ADO River Valley School, however if this cannot be avoided and students have their mobile phones then they will need to be handed over at our gate to staff at the start of the day and given back at the end when leaving the premises. We trust our students to follow these rules. We will not conduct bag searches unless we have reason to believe that there is a mobile phone which is impacting the school day.

Students will be unable to access their own mobile phone device in the duration of their time with us. If a student has a phone visible and refuses to hand it in to staff, then they will be refused entry. We feel strongly about the unhealthy impacts of technology on our younger generation, and we will do all that we can to reduce the usage, even if the students think we are being unkind, as we know they will look back in the future and recognise why we did

it. Please see the phone flow chart in the **Behaviour for Learning Policy** for more information on this.

Of course, if a parent-caregiver needs to be in contact with their young person during the day this can be arranged via the main office or on-site telephones. If this applies to you, please email your specific requests to learning@rivervalleystudent.co.uk

12. Student Stationery

We are requesting that all students attend school with their own stationery. Whilst we will continue to have stationery on site, we feel it is important that the students take accountability for their own stationery, and this way they can be in control of the usage of what stationery works for them. With this in mind, we request that each student attends school with their own pencil case. Full stationery breakdown can be found in the checklist later in the handbook.

Please ensure that this is still organised for students who may not yet be writing with us and organise to hand over to staff discreetly to avoid any distress from the student. Also, pencil cases can live in student lockers, if it limits any concerns for a student if they had to take them home.

13. Student Medication

Staff members are only allowed to administer drugs if they have been prescribed by a doctor and staff members have written permission from the parent-carer stating frequency and dosage. If medication is sent into school to be administered, it must have the student's full name on all packaging. Parentcarers will sign a form at the end of the day to confirm they have been made aware of the medication being given. If the parent-carer doesn't collect the student, this should be sent back into school the next day.

If the student has any allergies including hay-fever or fur allergies, we strongly recommend you provide a named GP prescription bottle of antihistamine or equivalent in order that we can support the student as required. If an allergy flare up is impacting the student's enjoyment and participation and we do not have any medication to administer, we will call the relevant contact to advise them and arrange collection.

Members of the core ADO River Valley School team are first aid qualified and trained and have medical kits nearby.

Staff will administer first aid to a student as needed. If parents-carers opt for their student not to receive medical attention, they must send a signed letter to the ADO River Valley School Office and confirm with them over the phone.

More detailed information can be found in the **Administering Medicines Policy**.

14. Photography

Please see the consent slip (Appendix B) at the bottom of this Handbook.

Please complete and send back on the first day your young person is at ADO River Valley School. This consent form will be updated yearly, but if you wish to amend your consent choices at any time, please email learning@rivervalleystudent.co.uk

As part of ADO River Valley School's growth and development, photos may be used within the website, social media platforms, paper promotions, display boards etc. The photos are to help illustrate our school and ensure it remains sustainable. ADO River Valley School will never link a student's name to their photo, without further confirmation from parents-carers. We will never sell images or share them to third parties. For students completing qualifications such as AQA, Functional Skills or BTECs, our staff may need to photograph them completing practical work as part of the course evidence requirements. Photo permission is not required for this as evidence is a compulsory part of completing a course. For more information, please see our **Privacy Policy**.

15. Behaviour

Considering that the students and young people being referred to ADO River Valley often present with a series of complexities, displaying behaviours can be part of their presentation at times.

ADO River Valley staff are fully trained in methods and techniques, including therapeutic interventions, on how to manage behaviours.

We follow a strict behaviour policy and in the incidence of challenging behaviour we will talk to the student about the situation, offer alternatives, work towards making sense of these behaviours, in order to support them in the future. We will offer transparency to all students about when their peers are having difficult days to encourage further acceptance.

Full details can be viewed in our **Behaviour for Learning Policy** in the ADO River Valley Library on our website, www.adorivervalley.co.uk

Robust systems are in place to recognise behaviours, including PROSPER Points/ Leaves and Nettles. More information on this is in the Code of Conduct section. Please see the Behaviour for learning policy for further details on possible consequences in the event of inappropriate behaviours.

We have a behaviour consequence chart (attached in appendices) so that students are aware of appropriate behaviours.

The Behaviour consequence chart is also displayed in student areas so that they have a good understanding of what behaviours are expected on site.

16. Safeguarding

The Poets Corner site is designed to maximize safeguarding for its students, visitors, staff or partners. There are specific zones that denote the safety of the age groups and other site visitors.

ADO River Valley takes the safeguarding of children and young people very seriously, as such all staff are fully trained in safeguarding procedures and any instances are reported directly and promptly to the safeguarding officer on the premises. Our staff are all Enhanced DBS checked and we always have qualified First Aiders on site.

Our setting is committed to working alongside our students, the community, and the young people themselves to ensure the children's safety at all times.

Any safeguarding concerns must be reported via the ADO River Valley Office and a call back will be rearranged with one of ADO's Designated Safeguarding Leads (DSL). There is an escalation process in place internally. Reporting to

other members of the ADO River Valley team is strictly prohibited for confidential boundaries.

Our Designated Safeguarding Lead is Helen Nobbs (Headteacher)

Our Deputy Designated Safeguarding Officer is Amy Kadiu

Students are very welcome to ask to speak to Amy and Helen at any time if they have a concern regarding safeguarding.

Please refer to our **Safeguarding Policy** for further information.

17. ADO River Valley Policies and Procedures

Full un-edited copies of all the relevant policies and procedures for the ADO River Valley Education team and all associated services, including the ADO River Valley can be found on the main ADO River Valley website within the ADO Library www.adorivervalley.co.uk

Whilst we are an ecological company, we do appreciate that some stakeholders may wish to review our policies by print, and therefore we are happy to print upon request.

In addition, we also allow a tablet loan to stakeholders to sit in our waiting area and review our policies if they do not have use of a device themselves.

18. Details on Qualifications:

We aim for all of our students to reach their full potential; we provide baseline assessments within the first two weeks of students starting with us and ascertain a wealth of information from the assessment process. Once the assessments are complete, our educators will review. Within the first two weeks our students also have an Individual Learner Plan meeting, whereby they discuss their interests with regards to the curriculum and qualifications that are available to them.

We have a wide variety of vocational qualifications available to students, irrespective of academic levels. The idea is that we provide stepping stones to achieve higher levelled qualifications throughout the years that students are with us.

If students or family members feel unhappy with the equality and access to assessments then they have every right to appeal by reviewing our **Malpractice, Appeals and Complaints Policy.**

We pride ourselves on supporting young people in every way possible, in many cases this is to ensure that students can achieve the same as one another. If they do need support in one or more given areas, we will ensure that reasonable adjustments and access arrangements are in place.

19. School Checklist

- Labelled Required Medication (including allergy medication if needed)
- Packed Lunch
- Snacks
- Refillable Drink Bottle
- Suitable Outdoor Clothing
- Waterproof jacket/coat with hood and trousers
- Warm Layers of Clothing
- Cold Protection – Hat, Scarf, Gloves, Extra Socks
- Heat Protection – Hat-Cap and Sun Cream (minimum factor 30)
- Comfortable Waterproofed Trainers or Outdoor Boots (*Note: Footwear Can Get Very Muddy!*)
- Wellies or Waterproof Outdoor Boots
- Pencil Case
- Pencils
- Pens (for handwriting)
- Ruler
- Rubber
- Colouring Pencils
- Colouring Pens
- Sharpener
- Highlighters (optional)
- Glue Stick (optional)

20. Code of Conduct

ADO River Valley should be a welcoming and safe place for young people and staff. Therefore, our staff have agreed to the following code of conduct:

We, the ADO River Valley staff will do our best to:

- To introduce young people to how the school works, providing them with a welcoming experience
- To respect and showcase young people's skills and support individual needs
- To provide a safe environment for young people to be actively involved

We, the ADO River Valley team expect young people to adhere to our PROSPER Acronym:

- Polite
- Respectful
- Open Minded
- Self-Control
- Persevere
- Empathetic
- Responsible

Polite. We will:

- Greet staff
- Thank someone who does something for us
- Hold open the door
- Use kind, helpful and thoughtful language
- Welcome visitors to the school Respectful. We will:
 - Use kind words and actions
 - Show tolerance to others' beliefs and opinions, even if they differ from my own

- Do an act of kindness every day
- Listen to others
- Let others complete their work

Open Minded. We will

- Keep a positive attitude to learning
- Try new things
- Allow others to express their opinions
- Practise meditation each day
- Attend every day and on time
- Join in events and activities to the best of my ability.

Self Control. We will:

- Create our best work
- Participate in mindful activities
- Ask for help
- Allow others to learn
- Use Zones of regulation tools to help us stay regulated
- Speak to a member of staff if we need support

Persevere. We will:

- Keep trying if we find something hard
- Take an active role in events
- Complete tasks to the best of our ability

- Come to school everyday.

Empathy. We will

- Be kind to others
- Listen to other people's points of view
- Help others who are struggling

Responsible. We will

- Complete our work
- Demonstrate appropriate behaviour
- Help keep the site clean, tidy and safe
- Complete my responsibility tasks • Bring in equipment I need for my lessons
- Behave in an appropriate way.

Some examples of situations we would not accept at our school:

- Deliberately not co-operating with staff
- Aggressive or violent behaviour, including verbal or physical bullying or harassment towards staff, peers or animals
- Disrespectful, racist, sexist, or insensitive comments ○ Offensive language ○ Dropping litter, throwing things, or spitting ○ Using a personal phone or device on site
- Sharing contact details with other young people whilst at school ○ Viewing or sharing inappropriate material ○ Taking or sharing videos or photos
- Visibly displaying inappropriate romantic affection to another peer at school
- Possession or use of alcohol, drugs, or solvents
- Carrying weapons is strictly prohibited, it would be confiscated, and police would be contacted

- Causing alarm, distress or injury to an animal.

Please note, that whilst this may appear harsh or strict, it is for the interests of each and every student. Of course, we want to encourage healthy friendships on site, however we are unable to encourage this outside of school due to staff not being present to help navigate the friendship and ensure safety and boundaries at all times.

Romantic relationships are something we accept may happen at our school between peers, however we reserve the right to enforce that relationships are of an appropriate age (over 16) and that there are strong boundaries set out at school. When a romantic relationship is occurring between two peers, we request that the information is not shared amongst the other students. We ask for consent to be at the forefront of student's minds. Caregivers have a duty to safeguard relationships of all kinds, outside of the school setting.

21. Vaping and Smoking

As well as being a non-smoking and non-vaping site, for health and safety reasons we ask that nobody smokes or vapes in the outside perimeter of the ADO site (from outside the car park to the school entrance gate) . As I am sure caregivers are aware vaping and smoking is illegal for young people under the age of 18. We understand that some young people may vape as a way to regulate their emotions, therefore if a caregiver feels there is a significant reason that their young person would need a vaping break please contact us so that we can discuss this with you in person.

22. Important Contact Information

ADO River Valley is located at:
Poets Corner Centre
19A Keats Road
Welling
DA16 3NB

The ADO River Valley business office is located at:
ADO Services CIC,
Main Office
126 Upper Wickham Lane

Welling

Kent

DA16 3DP

ADO Contact Number – 020 8850 6778

Email – learning@rivervalleystudent.co.uk

Office Hours – 8.30am until 5pm – Monday to Friday (Closed Weekends and School Holidays)

23. Key Staff

- Helen Nobbs – **Headteacher, Designated Safeguarding Lead (DSL)**
- Victoria McHolland-Pilcher – **Proprietor, Director of Education, Therapist**
- Amy Kadiu - **Deputy Headteacher, SENCO Advisor, English Teacher, DDSL**
- Emma Bronsdon- **Science Educator, Animal Care Lead, , Hedgehog and Wildlife Ambassador , Attendance and behaviour lead.**
- Tom Phillips- **Outdoor Learning lead**
- Jane Myles – **Educator PSHE / British Values, Careers and Creative**
- Shel Bursey – **Trainee Educator**
- Maddie Thomas – **Occupational Therapist**
- Konstantina Tsoukala – **Psychotherapist (works remotely)**

24. Asked Questions

What Can I Do When My Child/ Young Person Might Be Having A Particularly Difficult Day?

In this section we are referring to a student's Social and Emotional Mental Health/ SEMH and what caregivers can do on the days when they are having a particularly difficult time. What does a particularly hard day look like in the first place? It is important to say at this point that we strongly believe that caregivers know their children best, so we trust your judgment and that you know a lot better than any of us how a 'particularly hard' day looks like for the student. However, from our experience we know that sometimes for students who have had long histories of SEMH difficulties, finding the motivation to get up in the

morning and prepare for school can be a huge challenge which can put pressure on the whole family, especially when sleep difficulties contribute a big part of the student's presentation and they always feel tired and exhausted when they wake up. We appreciate that it is difficult to distinguish between a particularly hard day from one where the presentation is typically difficult.

Considering that for all of us the events from the previous day as well as the kind of sleep we've had overnight can linger and affect the way we feel the following morning, it is important to bear the following in mind: In the same way we would think about physical illness and someone's ability to go to work or in our case to school on that particular day, it is also important to weigh up whether the way that the day in school will progress for the student if it feels like 'a ticking time bomb' or almost like a self-fulfilling prophecy in the sense that they will not be able to cope, hold that in mind and make the decision which feels right for your CYP. We would never tell you what to do as parents/caregivers, although at the same time, we want to assure you that we take SEMH struggles as seriously as physical health, and we would understand if you decided to not send your CYP to school on a day which you consider particularly difficult for their emotional wellbeing, and which could impact the way they conduct themselves at school. Therefore, the same way you can contact us and speak to us or leave a message regarding your CYP's absence due to physical illness, you can do the same to report that your CYP won't be able to attend on that day due to SEMH difficulties. It is important to note that home learning could be organised for days such as this where your CYP's SEMH needs could cause them to struggle within school. Finally, it is also important to note that in cases where this becomes a typical occurrence and your CYP's attendance suffers, we will meet with you and discuss about how to best support your CYP at that time. We are part of your team!

How Can I Support my Child/ Young Person to Manage Exchanging or Not Exchanging Contact Details With Other Students Attending ADO River Valley?

In this section we are referring to the very common phenomenon of Children/ Young People (CYP) attending our school, exchanging contact details with one another and communicating through this means outside of school. As a school, we neither condone nor support this as we totally appreciate that this is a family decision. However, we want to share with

you the possible benefits as well as risks which can arise so that you are as informed as possible.

In particular, what we know is that the majority, if not all, of the CYP who attend our school have had long histories of struggles in their previous schools they were attending and on most occasions, they have had to experience a lot of transitions and change of school environments before they arrived with us. This has inevitably meant that belonging to a group, which is one of our innate needs, is something that they have had to fight hard for, therefore their need to belong might be intensified or it might work the opposite way, in cases they prefer to not risk worrying about friendships and fitting in. Socialising and feeling that we belong are positive predictors for people's mental health, however, as a school we do not hold responsibility or have control over what is being posted and promoted outside of our setting, which could impact on a student's wellbeing in either a positive or a negative way. Having open and honest communication with your CYP regarding their social media use as well as some parental involvement is encouraged in order to support CYP to develop digital literacy, for example: 1) to set and stick to goals for social media use (i.e. content creation, connection with peers), 2) to curate content and control settings, and 3) to be aware of scams, possible predators, as well as time-drains. You might find it helpful reading the following webpage, which includes useful information and relevant guidance for parents:

[Teaching Kids to Be Smart About Social Media \(for Parents\) - Nemours KidsHealth](#)

Thank you for taking the time to read our handbook. We hope it has been of benefit to you. The final step (along with shopping for stationery and outdoor clothing) is to email learning@rivervalleystudent.co.uk to confirm you (the young person) and your caregivers have read, understood and adhere to the handbook and to complete the consent forms below and send them back with your young person on their first day at ADO River Valley/ scan them and send them to the above email address.

Appendix A

Local Trip Consent Form

I (caregiver name) _____ do / do not consent (delete as appropriate) to _____ (young person's name) taking part in trips within the local community.

Emergency contact number 1 – Name _____

Contact number _____

Emergency contact number 2 - Name _____

Contact number _____

(Please note if these contact details change caregivers must notify us immediately)

Signed _____

Name _____

Relationship to young person _____

Date _____

(Consent remains active for 1 year – if consent needs to be updated, please email learning@rivervalleystudent.co.uk

Appendix B

Photograph Consent Form

Please tick boxes as appropriate

I give consent for my young person's photograph to be used.

	Yes	No
On Onsite Displays		
In Printed School Promotional Material		
On The ADO River Valley Website		
On ADO River Valley Social Media Pages		

Signed _____

Name _____

Relationship to young person _____

Date _____

(Consent remains active for 1 year – if consent needs to be updated, please email learning@rivervalley.co.uk

Appendix c Consequence Chart

Level 1

Behaviour	<ul style="list-style-type: none"> • Possible sanctions
Talking over people	<ul style="list-style-type: none"> • Opportunity for movement break/ self-regulation tools
Disrupting others	<ul style="list-style-type: none"> • 3 reminders of school expectations
Refusing to follow instructions	<ul style="list-style-type: none"> • Nettle • Change of seat in class to regain focus

Level 2

Behaviour	<ul style="list-style-type: none"> • Possible sanctions
Continuation of Level 1 behaviours	<ul style="list-style-type: none"> • Opportunity for movement break/ self-regulation tools
Using unkind words	<ul style="list-style-type: none"> • Reminder of school expectations
Using words/ gestures to deliberately upset another student	<ul style="list-style-type: none"> • Walk and talk with member of staff
Leaving lesson without asking	<ul style="list-style-type: none"> • 2 Nettles • Phone call home • Restorative conversation (when regulated) • Behaviour log sent home
Climbing over gate	
Climbing on equipment	
Not respecting equipment	
Talking over staff	
Not completing work	<p>Complete work in break / lunch time Note in contact book/ phone call home</p>

Level 3

Behaviour	Possible sanctions
Damaging equipment / upturning furniture	<ul style="list-style-type: none"> • Time out of activity /lesson • Repair equipment if possible/ put back as it was • If appropriate pay for equipment • Spend time completing tasks around site to pay back land team for time spent repairing equipment at break /lunch or club time. • Behaviour log sent home
Continuation of level 2 behaviours	<ul style="list-style-type: none"> • Additional support plan completed for individualised support for students (shared with staff)
Rudeness to staff	<ul style="list-style-type: none"> • Where appropriate use strategic disengagement by adult
Rudeness to students	<ul style="list-style-type: none"> • Time out of activity /lesson for reflection (use sand timer to count down)
Arguing with staff	<ul style="list-style-type: none"> • Time spent with staff at break / lunch
Swearing	<ul style="list-style-type: none"> • Phone call home • Restorative conversation

	<ul style="list-style-type: none"> • Behaviour log sent home
Level 4	
Behaviour	Possible sanctions
Continuation of above behaviours	<ul style="list-style-type: none"> • Daily behaviour report to caregivers • Caregivers called to collect in order to allow time for re-regulation at home. • External exclusion for reflection time if staff feel it is needed to reset appropriate behaviours. • Reintegration meeting when return (follow up call with caregivers)
Use of racist language	
Use of homophobic language	
Use of sexist language	
Use of derogatory language (e.g about appearance)	
Threat of violence	
Use of sexual language to intimidate / upset others	
Sexual harassment	
Making deliberately false allegations against staff / students	
Leaving school grounds	<ul style="list-style-type: none"> • Immediate call home to caregivers for collection, in order to keep safe. • Internal exclusion/ reflection the following day to discuss safety rules.
Stealing / refusing to return items	<ul style="list-style-type: none"> • Phone call home • Internal reflection time to complete work around laws and boundaries about property. • Possible referral to external agencies
Level 5	
Behaviour	Possible sanctions
Bringing in alcohol / illegal drugs	
Physical violence	<ul style="list-style-type: none"> • Immediate phone call home to collect • External exclusion • Reintegration meeting when return (follow up call with caregivers) • Possible referral to external agencies • In person Meeting with caregivers • Updated risk assessment completed
Causing alarm, distress or injury to an animal	<ul style="list-style-type: none"> • Phone call home for caregivers to collect • External exclusion • Reflection work once back on site on appropriate treatment of animals

Continuous impact on learning / emotional wellbeing of other students.	<ul style="list-style-type: none">• In person meeting with caregivers to discuss options.• Possible external exclusion to allow time to reset behaviours.• Reintegration meeting when return (follow up call with caregivers)
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