



Organisational Code of Conduct

Latest Review Date: Aug. 25

Next Review Date: Aug. 26

1. About Oaks Rise

We are a neurodivergent-led learning centre, combining academic opportunity with a safe, nurturing and neuro-affirming approach - in everything we do. We offer part time, supplementary education for neurodivergent learners.

Every aspect of Oaks Rise is designed with the needs, strengths, and abilities of autistic pupils at the forefront. We understand that traditional education systems can be challenging for neurodivergent learners. And we also know that too many children spend time out of education, isolated from peers and missing out on so much of their education and their childhood. We aim to bridge the gap between full-time schooling and one-to-one tuition.

Oaks Rise is child-centred, interest-based, neuro-affirming and ambitious for our learners. Relationships, wellbeing and academic opportunity are at the centre of everything we do.

We are a not-for-profit Community Interest Company so that any money we receive in fees is put straight back into improving provision for our learners.

2. Commitment to the education of young people

At Oaks Rise we have children and young people's (CYP) wellbeing as the foundation of all learning. We aim to support our learners to become happy, confident, independent adults who can utilise their neurodivergent learning styles to achieve success that is meaningful to them, both in the short and long term. For each CYP, learning should therefore:

- Feel fun;
- Feel safe;
- Feel neuro-affirmative (using their neurodivergent strengths, processing styles, and skills);

- Feel engaging, so that they are motivated to learn;
- Embed core literacy and numeracy skills;
- Be led by the learner;
- Include opportunities to learn independently;
- Incorporate individual targets, which are co-produced with them wherever possible;
- Feel collaborative with others, at a level that the learner is able to manage;
- Promote life skills that are meaningful to the learner;
- Promote a sense of holistic wellbeing (recognising that how this looks and feels will have huge individual variance);
- Enable learners to feel part of a community;
- Challenge learners in a safe, supportive way;
- Allow for safe mistake making, which they are encouraged to see as a learning opportunity;
- Develop their sense of unique identity (what matters to them, how do they learn best, what areas do they wish to develop in themselves, what are their intersecting identities).

The above will be achieved through a combination of academic, often interest-led work, wellbeing and peer-collaboration activities.

Learners will follow learning that will incorporate elements of the English, Maths and Science National Curriculum, relevant to that individual's learning needs, so that if learners were to choose to take GCSEs in KS4, they wouldn't be at a disadvantage.

For more information about the education approach at Oaks Rise see our Teaching and Learning Policy.

3. Our shared values

Our work is guided by the four 'RISE' values that underpin all our work.

Relational safety

We understand that until a child feels safe, they are unable to learn. Building positive relationships and emotional security with key adults is the starting point for all future learning. We understand that behaviour is communication and all our learners are met with unconditional positive regard every day, of every week.

Identity

We understand that whilst qualifications are important, self-esteem is life changing. Supporting learners to build self-knowledge and a positive sense of identity, surrounded

by their neurodivergent peers, is the foundation on which all future learning and success - however it is defined - are built.

Building a communal sense of identity is also a key pillar of our approach. We make deliberate efforts to foster a sense of community, social connection and belonging amongst learners. Our groups are structured so that the same children attend the same sessions over a period of time and are appropriately and gently supported to engage with their peers. We build positive relationships with parents and care-givers to further build a sense of community and ensure a holistic, coordinated approach to supporting each learner.

Strengths Based

At Oaks Rise we have created an environment that celebrates and nurtures the strengths and abilities of our learners. We seek to support children and young people throughout their educational journey to develop a positive sense of who they are and their place and value in the world. Our aim is to empower our learners to embrace their differences and use them to their advantage.

Environment

Every aspect of Oaks Rise, from the sensory and social environment to the teaching approach, our staff, and our policies is designed with the needs, strengths, and abilities of neurodivergent learners at the forefront. Most of our Learning Facilitators and leadership are neurodivergent themselves, helping to ensure that a positive ND approach is developed and maintained across the whole environment.

4. Commitment to partnerships

At Oaks Rise we recognise that we are part of the wider educational eco-system that safeguards and supports pupils. Strong relationships and effective partnerships are crucial components of our work and we are committed to working in partnership with all key stakeholders for the benefit of our individual learners and the wider learning community.

Families, parents and carers

Parents and carers play a vital role in education. When parents and carers are engaged and involved, everyone benefits and Oaks Rise is enriched as a positive place to teach, learn and grow.

At Oaks Rise, learners are supported and inspired to learn in a culture where parents and carers:

- Are welcomed, respected and valued as partners in their CYP's learning and development;
- Have opportunities to be involved and support learner success;

- Are engaged through on-going communication and dialogue to support a positive learning environment at home and at Oaks Rise.

We achieve this through the following strategies:

- Climate: we foster and sustain a positive, welcoming climate in which all parent / carer perspectives are encouraged, valued and heard;
- Eliminating Barriers: we identify and remove barriers to parent / carer engagement that may prevent some from fully participating in their CYP's learning and to reflect the diversity of our students and communities;
- Tools and Supports: we help parents and carers support learning at home and at Oaks Rise.

Schools and Local Authorities

Oaks Rise is committed to working collaboratively, transparently and proactively with the schools that our learners may be on roll at and with Local Authorities (LAs). Our intention is to work in partnership with schools and LAs so that we can jointly find the best solution and outcome for learners who are struggling to access school. Effective partnership working with schools and LAs can help to ensure that pupils are appropriately placed, based on their needs and information sharing can help to identify concerns and reduce safeguarding risks. Close working relationships and information sharing can enhance pupils' prospects of transitioning back into mainstream schooling, if appropriate, or into a specialist full time setting, if appropriate.

We proactively meet with and provide documentation to schools to assure them of our professional credentials and safeguarding standards and to share information to support the learner's transition into Oaks Rise. We invite schools into Oaks Rise, to meet our teaching staff, see our building and review our Single Central Register of pre-employment checks. We agree a regular schedule of progress reporting requirements, discuss transition plans and safeguarding information sharing between the school and Oaks Rise.

At the time of writing this policy, we have been accepted onto the East Sussex and the Brighton and Hove LA Alternative Provision directories and we are in the final stages of assessment to join the West Sussex County Council Dynamic Purchasing System (DPS).

Complementary and next step providers

We recognise that our cohort of learners often require additional support and interventions from a variety of sources to ensure they are educated, engaged, inspired and safeguarded. We work proactively to identify and build relationships with other providers to help ensure that our learners receive a broad, balanced, and outstanding curriculum and to target individual-specific goals.

5. Best practice and accountability

Oaks Rise seeks to adhere to best practice across all areas of our work. This includes not only the quality of education, but also safeguarding, pastoral support, partnerships, workforce development and staff wellbeing.

We have an Independent Advisory Team of experienced professionals and thought leaders in their fields. These provide best practice guidance as follows:

- **Education:** Our Independent Advisory Teacher, Sadie Gillett worked as Brighton and Hove City Council's Autism Lead for education for 7 year and before this worked as a teacher and SENCo in mainstream and specialist schools for 17 years. Sadie works with our Learning Facilitators to develop the teaching and learning policy and curriculum. She'll also provide quality assurance to all aspects of the curriculum and teaching.
- **Safeguarding:** Our Independent Safeguarding Advisor, Andrew Hall, worked as a teacher and headteacher in mainstream and specialist schools for 20+ years before establishing a company – Safeguarding in Schools – to help schools keep children safe in school and outside. Andrew works with Oaks Rise to provide strategic guidance and ongoing training to the whole Oaks Rise team around all aspects of safeguarding.
- **Leadership:** Our independent leadership coach, Claire Farmer, is an ICF accredited coach, Co-chair for the Autistic Girls Network Charity and CEO of NeuroDIVE Ltd. She is a former headteacher of Northease Manor School, a specialist school for autistic children and young people. Claire works with Oaks Rise to provide leadership and team building coaching to the team of directors and teaching staff. She helps to ensure that Oaks Rise provides a neuro-affirming environment, not only for its pupils but also for staff and directors.

For further information on Oaks Rise's approach to education and accountability, please see our Quality Assurance Policy.

6. Confidentiality

Oaks Rise's commitment to, and policies and procedures around, confidentiality are set out in our Data Protection and Confidentiality Policy.

7. Safeguarding

Oaks Rise's commitment to, and policies and procedures around safeguarding are set out in the following Oaks Rise policy documents:

- Child Protection and Safeguarding Policy

- Acceptable use of Technology Policy
- Community Guidelines
- Safer Recruitment Policy
- Managing Allegations of Abuse Against staff Policy
- Health and Safety Policy & Risk Assessments
- First Aid Policy
- Fire Safety Policy
- Staff Code of Conduct
- Whistleblowing Policy