



WILDS LODGE SCHOOL

Statement of Aims and Purposes

Date of issue: September 2025

Review Cycle: Annual

Next Review Date: September 2026

Wilds Lodge School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Wilds Lodge School documentation, including particulars of employment, it is non-contractual.

The school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)

- Educare (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)

Wilds Lodge School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Wilds Lodge School.

The policy documents of Wilds Lodge School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Introduction

Wilds Lodge School provides a therapeutic, nurturing environment for learners with social, emotional, and mental health (SEMH) needs. Our approach is grounded in trauma-informed care, recognising the impact of past experiences on a learner's development. We focus on relational safety, emotional regulation, and a strengths-based approach to learning, healing, and growth.

Our work is guided by the expertise of educational psychologists, therapists, and educators, ensuring an integrated model of care that supports the whole child. This Statement should be read alongside our safeguarding, equality and diversity, and health and safety policies, all of which reflect our commitment to holistic and person-centred support.

1. Our Professional Ethos

A Therapeutic Learning Community

We provide a structured and supportive environment where learners can build positive relationships and develop self-awareness. Our therapeutic community is underpinned by creative therapies, informed by the guidance of educational psychologists and professionals from both education and care.

Emotional Regulation and Safety

We prioritise creating a safe and predictable environment where learners feel secure. Through co-regulation and relational approaches, we support learners in understanding and managing their emotions.

Respectful Relationships

We engage with learners through curiosity, patience, and respect. Rather than seeking to 'manage behaviour,' we aim to understand the underlying needs driving a learner's responses and work collaboratively to support them in developing healthy coping strategies.

Empowerment and Personal Growth

We encourage learners to take responsibility for their choices within a supportive framework that creates independence and resilience. By providing structured opportunities for self-reflection and success, we build confidence and autonomy.

2. Child-Centred Care and Wellbeing

Holistic Support

Our approach recognises the importance of emotional, social, and academic development as interwoven elements of a learner's growth. We provide:

- A nurturing residential and day provision
- Support for emotional wellbeing through therapeutic interventions
- A focus on repairing and strengthening relationships with family and carers

Trauma-Informed Practices

We acknowledge that many of our learners have experienced adversity. Our staff are trained in trauma-informed approaches, ensuring that interactions are sensitive, responsive, and focused on healing rather than punishment.

Individualised support Plans

Each learner has a personalised support plan that identifies their strengths, needs, and goals. These plans are regularly reviewed in collaboration with the learner, their family, and external professionals.

Creating a Supportive Environment

We believe that a well-maintained, welcoming physical space is essential to a sense of safety and belonging. Our school and residential settings are designed to be calm, structured, and responsive to individual sensory and emotional needs.

3. Therapeutic Approaches

Integrated Therapeutic Support

Therapeutic provision is embedded across the school day and residential setting, ensuring that learners receive consistent and meaningful support.

Our model includes:

- Therapies such as art, music, and drama therapy, tailored to individual needs.
- Speech and Language Therapy (SaLT) to support communication and social interaction.
- Occupational Therapy (OT) to enhance emotional regulation and sensory processing.
- Key adult relationships to provide relational security and co-regulation.

Reflective Practice

All staff engage in regular training and reflective practice to deepen their understanding of trauma-informed care. We ensure that our responses to learners are considered, measured, and developmentally appropriate.

Learner Voice and Choice

We actively encourage learners to express their views and participate in decisions about their education and care. This helps build trust and a sense of ownership over their journey.

4. Education and Learning for Growth

A Strengths-Based Approach

We focus on a learner's strengths, acknowledging a sense of achievement and capability. Academic success is important, but we equally value personal development, creativity, and social learning.

Small Class Sizes and Personalised Learning

Within our Nurturing KS1 and KS2 provision our class size averages six learners with a 1:3 ratio. In KS4 and KS5 our classrooms typically have no more than eight learners, supported by a 1:4 staff ratio, allowing for personalised attention and tailored teaching. We provide a broad and balanced curriculum, including:

- National Curriculum subjects adapted to individual needs.
- Vocational opportunities to support future aspirations.
- Experiential and outdoor learning to enhance engagement and wellbeing.

Restorative Approaches to Challenges

We do not impose punitive sanctions but instead use restorative approaches to help learners understand their actions, repair relationships, and build emotional literacy.

Preparing for the Future

Our aim is to equip learners with the skills they need for their next steps, whether that be reintegration into mainstream education, further study, or meaningful employment. We provide:

- Careers education and guidance
- Work experience and college placements
- Life skills and independence training

Wilds Lodge School is committed to providing a nurturing, therapeutic, and educational environment where learners feel valued, understood, and empowered. We recognise that progress is not linear and that healing takes time. Through a trauma-informed, relationship-based approach, we create a space where every learner can grow, thrive, and achieve a positive future.