

Our Ref: SST/HBr

Monday 24th November 2025

Dear Parent/Guardian,

Re: The Duston School's Approach to Inclusion; The Positive Impact Centre

This is the third letter in my series of communications detailing our approaches to inclusion as a school. The focus this time is on our Positive Impact Centre.

The Positive Impact Centre is an SEMH Centre supporting pupils from Year 5-Post 16. It is firmly built upon the principles of trauma informed practice and is staffed by expert colleagues. This provision was pieced together as a concept in 2019 and became a fully operational reality in 2020. Since then the provision has grown from strength-to-strength.

The team of staff working within this provision are able to support children on a one-to-one basis and as part of small group interventions. They offer therapeutic, trauma informed and holistic support to children who are struggling, children with SEMH, children with genuine trauma, children who are struggling to attend school, children who need counselling support and children at risk of permanent exclusion.

This facility is very much an integral part of the school's holistic structure and approaches. It is not a case that children accessing this support are dislocated from the mainstream curriculum. The over-arching aim of the Positive Impact Centre is to support children with their wider curriculum.

The staff within this centre have a close working relationship with the school's SEND team. The Positive Impact Centre Manager, Mrs O'Brien, also serves as a Deputy SENDCo for the school. There is also very clear joined up thinking with all of the pastoral structures and staff within the school, with senior leaders and with our EAL (English as an Additional Language) support. In essence, the centre is another key feature of a giant jigsaw.

The environment within the Positive Impact Centre is underpinned by the school's core values:

RESPECT - RESILIENCE – ASPIRATION

A key feature of the provision is to enable and support pupils to gain the knowledge, confidence and belief within themselves to successfully access the wider curriculum.

Depending on the level of need pupils are supported, following a triage process, across 7 strands of impact to become successful in any classroom or wider social environment, by providing a personalised learning experience. The seven strands of impact upon with the provision is built upon are:

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- **Strand 1**
 - KS3 Alternative Provision (12-week full-time programme)
- **Strand 2**
 - Wellbeing Intervention (6-12-week programmes, 1 hour a week)
 - Peer mentoring (10-week programme, 20 minutes a week during tutor time)
- **Strand 3**
 - Tailored personalised support following suspension/period of absence/crisis support.
 - RESET
- **Strand 4**
 - Counselling (Targeted support)
- **Strand 5**
 - Further Mental health support (MHST, CAMHs, Lowdown, Service Six)
- **Strand 6**
 - Parenting Course (Solihull Approach)
- **Strand 7**
 - EAL (6-week full-time induction programme)

Pupils are offered a firm, consistent, safe learning environment in which they can work on and develop their full social, emotional and academic potential. Pupils have the opportunity to address challenges and barriers relating to their development and learning. They will have the opportunity to adopt practical strategies, coping mechanisms, and explore different approaches to grow and develop as a confident individual/learner.

The Positive Impact Centre works closely with the schools SEND department and pastoral teams to ensure early intervention is identified and implemented.

All strands of impact offer inclusivity and this is underpinned by a team of highly knowledgeable, compassionate and dedicated staff. Their expertise in trauma informed practices, emotion coaching, PACE model, de-escalation techniques and therapeutic support fosters trust and stability for vulnerable pupils. The inclusion of EAL support and tailored interventions helps ensure that pupils from different backgrounds or with differing needs have access to school.

The centre is committed to nurturing the emotional resilience and mental wellbeing of the pupils it supports. It provides a safe, calm and structured environment, enabling pupils to reflect, regulate and rebuild. Its work in developing self-esteem, emotional intelligence and coping strategies contributes profoundly to long-term pupil wellbeing and school readiness.

All strands of impact have a clear assessment and evaluation process. Pupils complete an SDQ and self-evaluation audit on entry and exit. All strands are tracked within the schools Edukey provision and monitored by the Positive Impact Centre Manager. All interventions and delivery of sessions within this Alternative Provision are quality assured by the Manager.

Recognition and rewards are equally important, with pupils following the school reward system. The Positive Impact Centre will heavily reward pupils for meeting smart targets and expectations.

Working in collaboration with school and home. If you would like to gain further information about The Positive Impact Centre, you can access this on our school website or alternatively contact The Positive Impact Centre Manager Mrs O'Brien or the strategic lead who is also part of the Senior Leadership team, Mr Nelson.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Mr Strickland', written in a cursive style.

Mr Strickland
Principal/CEO