

Our Culture of Care

At Redwood School, our culture of care is embedded in every interaction, every decision, and every aspect of school life. We recognise that learners thrive when they feel safe, understood, and valued, and we are committed to creating an environment where this happens every day. Through strong, trusting relationships, high levels of consistency, and a deep understanding of individual needs, we ensure that every learner is supported to develop confidence, resilience, independence, and a sense of belonging.

Our staff work collaboratively to provide a nurturing and responsive approach that prioritises wellbeing alongside learning. We celebrate each learner's strengths, listen to their voice, and provide personalised support that enables them to achieve their full potential. By working closely with families and other professionals, we create a community where care, respect, dignity, and aspiration are at the centre of everything we do.

Our culture of care is evident throughout the school day, in every classroom, and across all interactions with learners, families, and professionals. This culture is strengthened through our Graduated Approach and Response, which ensures that support is carefully planned, implemented, reviewed, and adapted to meet the changing needs of each learner. By identifying needs early, responding effectively, and continuously evaluating the impact of provision, we ensure that every learner receives the right support at the right time. This responsive and person-centred approach enables us to remove barriers, promote wellbeing, and help learners achieve the best possible outcomes.

Our culture of care is built upon:

- Relationships First – fostering positive, trusting relationships that help learners feel safe, valued and understood.
- Communication Matters – ensuring every learner has a voice through personalised and accessible communication approaches.
- Learner-Centred Practice – placing individual strengths, needs, interests and aspirations at the heart of decision-making.
- Emotional Regulation – supporting learners to understand, manage and express their emotions in a safe and nurturing environment.
- Safety and Wellbeing – promoting physical, emotional and psychological wellbeing through a strong culture of safeguarding and support.
- Aspirational for All – maintaining high expectations and believing that every learner can achieve and succeed.
- Preparation for Adulthood – developing independence, confidence and life skills that enable learners to thrive beyond school.
- Transition Support – providing effective support during key transitions, helping learners feel secure and prepared for change.
- Partnership with Families – building strong, collaborative relationships with parents, carers and wider professionals.
- Continuous Improvement – reflecting, learning and adapting our practice to provide the highest quality of care and support.

At Redwood School, care is not a standalone aspect of our provision; it is the foundation that underpins learning, wellbeing, personal development, and positive outcomes for every learner.