

Catch22 Independent Schools Policy

Personal Development

Suffolk Include

Contents

1. Education intent statement	2
2. What is the policy about?	4
3. Who does this policy apply to	4
4. Policy requirements	4
5. Definitions	5
6. Related policies	5
7. Appendices	6
8. Annex 1 – Equality Impact Assessment	10

This policy will be reviewed every two years

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher
Queries to:	Headteacher
Date created:	August 2019
Date of last review:	August 2023
Date of next review:	August 2025
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	Teaching and management staff

Catch 22 and Independent Schools Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools and academies cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

Evidenced in this policy?

Brilliant basics, magic moments • Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. • Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development Relationships beat structures • Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	
Things about you, built with you, are for you • Understand pupils' unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve. Unleash Greatness • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment Let robots be robots and humans be human • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline. Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	

1. What is the policy about?

This policy outlines Catch22's personal development offer to our pupils. It includes our ethos, assessment, planning and review tools and expected impact.

2. Who does this policy apply to?

All staff, pupils, parents/carers and Commissioners.

3. Policy requirements

Catch22 Education's Personal Development offer aims to allow our pupils to learn how to participate successfully;

- In a safe and positive learning environment that is appropriate for their needs.
- By overcoming their barriers to learning and enabling them to develop and discover their interests and talents; therefore enabling them to achieve their best outcomes as they transition through education and prepare for adult lives.
- By knowing how to form and keep healthy relationships as well as end those that are not.

Catch22 Education define participation as pupils having the skills to self-regulate, make informed decisions, understand consequences of actions, and relate to others with care so that they can benefit from the opportunities around them.

The school will utilise a range of prior and current assessments including the Boxall Profile, EHCPs and staff assessments to inform all actions around people, place, and purpose.

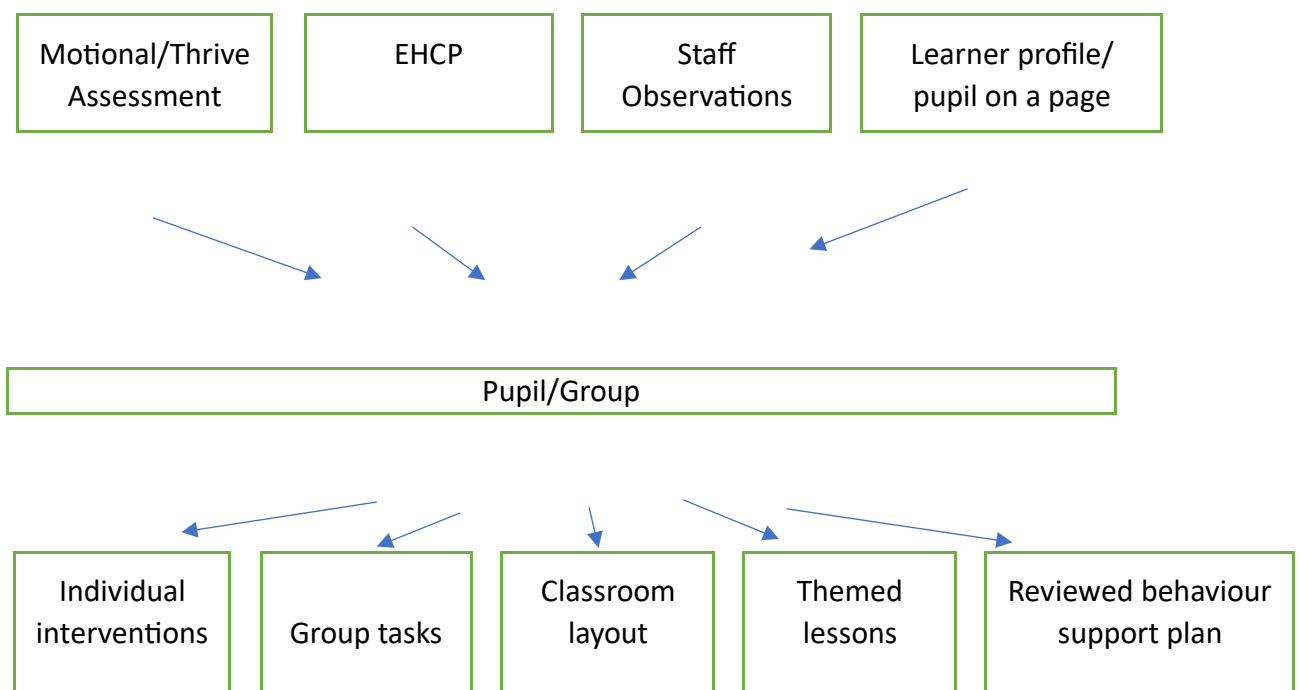
All of our pupils will experience:

- A full programme of PSHE incorporating RSE to support them in learning how to keep themselves safe, to develop personal values and develop respect for others.
- A fully embedded approach to SMSC, alongside personal development, RE, citizenship and British values.

- CIAG to ensure students can make choices about their future, and to enable them to reach positive destinations post-school.
- A range of external visits, visiting speakers, focus events, and charity days to add to our pupils' experiences.
- Participation in an active school council process, with opportunities to be elected and engage with the Catch 22's youth parliament; enabling our pupils to have a voice in their education experience both locally and nationally.
- Being part of a 'Rights Respecting School' to better understand their rights and the rights of others.

Assessment and Intervention

The diagram below outlines the process used in the school to assess our pupils and determine individual and group interventions to support personal development and emotional wellbeing (the tools listed are not exhaustive).



The school staff use a range of assessment techniques to build an initial picture of the individual and group needs of our pupils'. These include but are not limited to: Boxall Profile, EHCPs, personal development assessments, learner profiles, and staff assessments. These assessments will lead to individual and group understanding; which will inform all of our interactions from the first hello of the day to the last goodbye. The assessments will generate a range of targeted interventions in response to the individual needs to support each pupil's personal development. Our staff take this information into consideration when planning lessons, schemes of work, classroom arrangements, and pupil interactions. All pupils will experience a programme of themed personal development lessons individually and as part of a group.

The Headteacher must ensure that this policy is followed when arranging any external visit, they may choose to delegate this responsibility to a named staff member.

4. Definitions

N/A

5. Related policies

- Curriculum Policy
- RSE Policy
- Behaviour Policy
- Safeguarding Policy

6. Appendices

Appendix 1 – Boxall Profile

The whole-school

Boxall approach

The Boxall Profile® Online was originally used to assess the social, emotional and mental health needs of children and young people in nurture groups. It evolved soon after that into a whole-setting assessment.

When used across the whole-school, the Boxall Profile® Online is able to uncover undiscovered moderate SEMH needs in pupils. Now you see us, a study into using the Boxall Profile® Online across the whole-school, found 26% of SEMH needs that would have otherwise remained hidden. When support was put in place following Boxall Profile® Online assessment, the study found that after just five months there was a 23% decrease in the number of students displaying these needs. According to the same study, organisations that assessed all their pupils say the time taken to assess was worthwhile with 92% of them saying they would recommend the approach.

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Personal Development
EIA completed by:	Head of personal development, behaviour, and attitudes
Date of assessment:	July 2021
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.

Pregnancy and maternity (in work this is linked to maternity leave, nonwork this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

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