

Catch22 Independent Schools Policy

Personal Development

Catch 22 Suffolk Include Primary School

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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:	September 2026
Date of next review:	September 2028
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All Staff

Catch 22 and Independent Schools

1. 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 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 vision for our Catch 22 include Suffolk Primary School pupils reflects a passionate commitment to learning and celebration of the uniqueness of our children as individuals.

We believe every child at our school deserves the best People supporting them, a safe, stimulating and inclusive Place to learn and our Purpose is to re-ignite their love of learning and help them become the very best version of themselves that they can be.

Our Educational Intent: 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	Evidenced in this policy?
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. • Instill 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 Helping pupils thrive as individuals both as members of their school and the wider community.	

2. What is the policy about?

This policy outlines Catch22 Include Suffolk's personal development offer for all pupils. It sets out our commitment to providing children with the knowledge, skills and experiences they need to thrive throughout their lives.

We support every child to celebrate their individuality, recognise their strengths and interests, and grow in confidence and self-belief. We aim to develop lifelong skills that enable pupils to build positive relationships, make informed choices, overcome challenges, become increasingly independent and reach their individual potential.

Personal development is embedded throughout school life and complements the academic curriculum. Our provision is responsive to each pupil's individual needs, strengths, interests and aspirations.

Our aim is for every child to leave us knowing themselves, believing in themselves and having the skills, confidence and resilience to fulfil their potential.

3. Who does this policy apply to?

This policy applies to everyone within our school community, including all staff, pupils, parents/carers, leaders, governors, visitors, volunteers and Commissioners.

4. Policy Requirements

Our Personal Development offer aims to ensure that every pupil has the opportunity to:

- **Know themselves** – recognise their individuality, strengths, interests and aspirations and develop a positive sense of self.
- **Believe in themselves** – grow in confidence, resilience and self-esteem and recognise their own achievements and progress.
- **Build positive relationships** – develop respectful, healthy relationships and understand how to keep themselves and others safe.
- **Develop lifelong skills** – build practical, social, emotional and financial skills that support independence and successful adult life.
- **Make positive choices** – develop the knowledge and confidence to make informed decisions, understand consequences and advocate for themselves.
- **Understand and contribute to the world around them** – develop an understanding of diversity,

rights, responsibilities and their role within their school, local community and wider society.

- **Prepare for their future** – explore interests, talents, education, training and employment opportunities and develop the skills needed for their next steps.

We recognise that every pupil is unique. Our Personal Development provision is therefore adapted to individual needs, abilities, experiences and aspirations so that every child can participate, make progress and reach their potential.

5. Implementation

Personal Development is embedded throughout school life and delivered through the curriculum, wider school experiences and everyday interactions. Provision is planned to meet the individual needs, interests and aspirations of our pupils.

All pupils will have opportunities to:

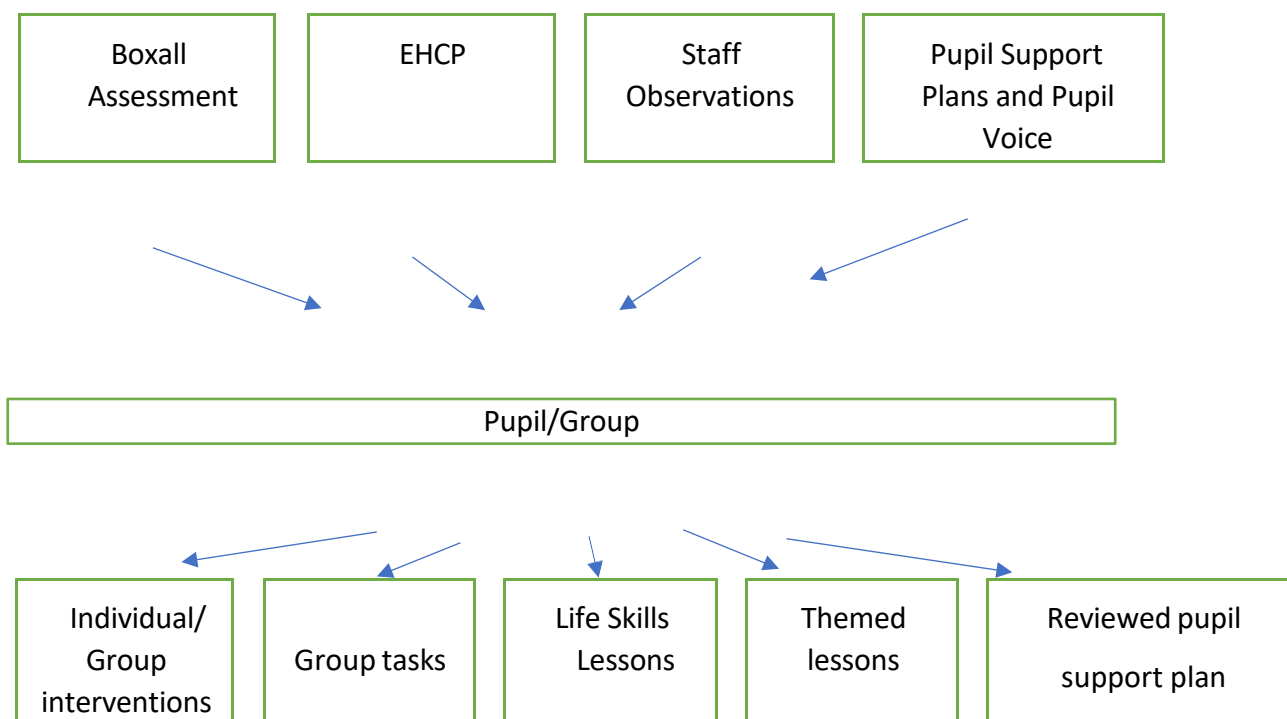
- Access a planned programme of PSHE, including RSE, supporting pupils to understand themselves, develop healthy relationships and make safe and informed choices.
- Develop their emotional wellbeing, resilience, confidence and self-awareness.
- Develop practical and lifelong skills, including independence, self-care, managing money, cooking and other everyday skills.
- Take part in visits, visitors, trips, focus events and enrichment activities that broaden experiences and develop understanding of the wider world.
- Develop their voice and participation through School Council and other opportunities to influence school life.
- Learn about rights, responsibilities, equality, diversity and respect through our British Values and wider curriculum.
- Develop an understanding of careers, employment and future opportunities through age-appropriate experiences, visitors, workplace visits and community links.
- Take part in community activities and projects, developing a sense of belonging and their role within the wider community.
- Work collaboratively with pupils across our schools through shared projects, competitions and celebration events.
- Experience opportunities that develop independence, teamwork, confidence and resilience, including residential and outdoor learning opportunities where appropriate.
- Develop financial literacy and money-management skills through cross-curricular learning, including PSHE, mathematics and life skills lessons, alongside practical experiences and visits into the local community, such as town markets and shops.
- Pupils will learn about the positive uses of AI, while developing an understanding of its limitations and potential risks, including misinformation, privacy and inappropriate content, and the importance of checking the accuracy and reliability of information and seeking support when needed.
- Celebrate their achievements, individuality and progress and have opportunities to share these with others.

Where appropriate, pupils will also have access to specialist facilities, expertise, mentoring and targeted interventions to support their individual personal development needs.

6. Impact:

Assessment and Intervention

- Personal Development is assessed through a range of information and evidence to identify individual strengths, needs and areas for development. This may include EHCPs, Pupil Support Plans, Boxall Profile information, staff observations, pupil voice, personal development assessments and information from parents/carers and other professionals where appropriate.
- Assessment information is used to plan appropriate individual and group support and to inform curriculum planning, life-skills lessons, interventions and everyday interactions.
- Pupils' progress is reviewed regularly to identify the impact of provision and to ensure that support and opportunities remain appropriate to their changing needs.
- Impact may be demonstrated through increased confidence, independence, resilience, positive relationships, emotional regulation, communication, self-advocacy, practical skills, decision-making, engagement with school and the wider community, and pupils' ability to recognise and celebrate their own achievements.
- Where a pupil requires additional support, targeted interventions will be identified, implemented and reviewed. Provision will be adapted where necessary to ensure that all pupils have meaningful opportunities to participate, make progress and reach their potential.
- See model to demonstrate:



Recording and Monitoring

Gridmaker is used to record Personal Development sessions and monitor the breadth of provision across the school. Staff use Gridmaker to map activities against areas of personal development, including PSHE and the wider curriculum. This enables leaders to monitor the range of experiences pupils receive and identify any gaps in provision.

Pupil progress is also monitored by teachers through formative assessment and reviewed regularly alongside the school's wider assessment and monitoring processes. Academic and SEN target reviews provide opportunities to consider progress towards personal development goals and the skills pupils need to become increasingly confident and independent.

Staff work in partnership with families and professionals involved with pupils to gain a wider understanding of their development and the impact of Personal Development provision. This information, alongside assessment and professional observations, helps inform future planning and any adaptations or additional support required.

Personal Development provision is reviewed regularly to ensure that pupils have access to a broad range of meaningful experiences that support their individual development, interests and aspirations.

7. Definitions

Personal Development

The knowledge, skills, attitudes, experiences and opportunities that support pupils to develop confidence, independence, resilience, positive relationships and the skills needed to reach their potential and prepare for adult life.

Lifelong Skills

Practical, social, emotional and financial skills that pupils can use throughout their lives to support independence, wellbeing, relationships and decision-making.

Pupil Voice

Opportunities for pupils to express their views, interests, experiences and aspirations and to influence aspects of their school life and learning.

Financial Literacy

The knowledge and skills needed to understand and manage money, make informed financial choices and develop increasing independence in everyday situations.

Digital and Online Safety

The knowledge and skills needed to use technology, online platforms and digital information safely, responsibly and appropriately.

8. Related policies

- a. Curriculum Policy
- b. RSE Policy
- c. PSHE Curriculum Policy
- d. Behaviour Policy
- e. SEN Policy
- f. Safeguarding Policy
- g. Online Safety Policy
- h. Equality, Diversity and Inclusion Policy

9. 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 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