

Catch22 Independent Schools Policy

Personal Development

Suffolk Include

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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 2025
Date of next review:	September 2026
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	Teaching and management 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.

<p>Our Educational Intent:</p> <p>Brilliant basics, magic moments</p> <ul style="list-style-type: none"> • 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. <p>Relationships beat structures</p> <ul style="list-style-type: none"> • Treat pupils as individuals and help them to build bright futures in both their personal and professional lives 	<p>Evidenced in this policy?</p>
<p>Things about you, built with you, are for you</p> <ul style="list-style-type: none"> • 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. <p>Unleash Greatness</p> <ul style="list-style-type: none"> • 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 <p>Let robots be robots and humans be human</p> <ul style="list-style-type: none"> • 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. <p>Incubate, accelerate, amplify</p> <p>Embrace the values of ‘Rights Respecting Schools;’ helping pupils thrive as individuals both as members of their school and the wider community.</p>	

2. 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.

3. Who does this policy apply to?

All staff, pupils, parents/carers and Commissioners.

4. 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.
- Through exposure to wider world experiences that broaden their perspectives, build cultural awareness, and support their personal growth beyond the classroom environment.
- By developing a strong sense of belonging within their school community and understanding their role as valued members of the wider local community.
- Through active involvement in community projects and initiatives that foster civic responsibility and social engagement.
- By acquiring essential life skills including financial literacy, practical independence skills, and decision-making abilities that prepare them for successful adult living.
- Through a holistic approach to personal development that addresses their emotional, social, physical, and academic needs in an integrated way.
- By building confidence through incremental successes, positive reinforcement, and opportunities to take on meaningful responsibilities and leadership roles.
- In developing resilience and self-advocacy skills that enable them to navigate challenges and communicate their needs effectively throughout their lives.

Catch22 Education defines 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.

5. Implementation

All 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.
- 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; enabling our pupils to have a voice in their education experience.
- Being part of a 'Rights Respecting School' to better understand their rights and the rights of others.
- An annual residential trip opportunity for Upper Key Stage 2 pupils, providing independence skills, team building experiences, and outdoor learning activities that build confidence and resilience away from the familiar school environment.
- Cross-site collaboration opportunities where pupils come together for joint projects, competitions, and celebration events, fostering a wider sense of school community and belonging.
- Access to specialist facilities and expertise (site dependant), including a dedicated sensory room and garden in Lowestoft, therapeutic spaces and specialist equipment tailored to diverse learning needs.
- Mentoring partnerships that connect pupils, enabling peer support and shared learning experiences through interactions.
- Site-specific community engagement projects where each location develops unique partnerships with local businesses, charities, and community groups, providing varied real-world learning opportunities.
- Inter-site celebration assemblies and achievement sharing sessions where pupils can showcase their successes and learn from peers.
- Age-appropriate career exploration through visits from community helpers including

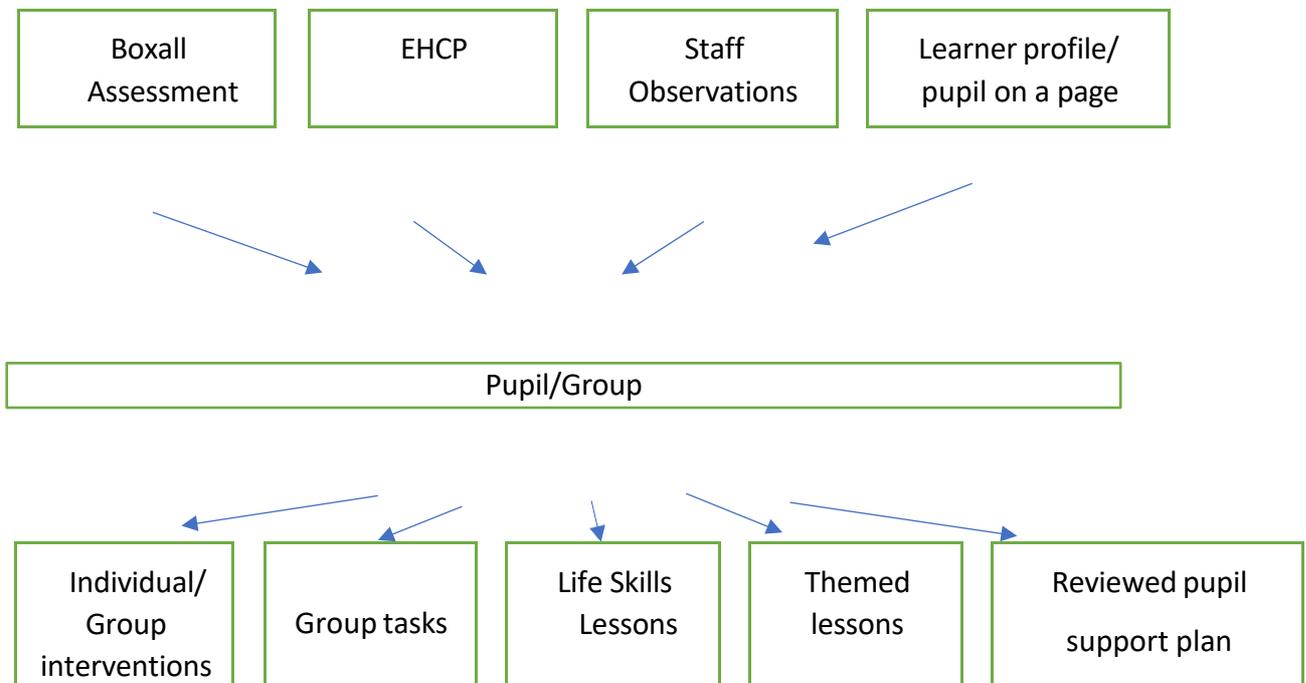
firefighters, police officers, healthcare workers, and local business owners, complemented by educational trips to workplaces such as farms, shops, libraries, and emergency services to introduce pupils to different roles and responsibilities within their community.

- Practical life skills lessons based on 'what I would like to have been taught when I was younger', including essential domestic skills such as how to iron clothes, prepare simple nutritious meals, basic sewing and mending, and other everyday tasks that promote independence and self-sufficiency.

6. Impact:

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 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.

Recording and Monitoring

At Catch22 Education, we maintain comprehensive records of our personal development provision to ensure all pupils receive high-quality, diverse experiences that support their growth. Staff use 'Gridmaker' to systematically record personal development sessions, clearly mapping how each activity aligns with British Values, SMSC development, and PSHE curriculum areas. This detailed recording system enables our leadership team to conduct regular quality assurance reviews, ensuring that all students and classes are accessing rich, varied content that enhances their personal development journey.

To ensure our provision remains current and culturally responsive, staff utilise a shared calendar that highlights significant social and cultural events happening around the world. This enables our school community to proactively respond to global occasions through targeted celebrations, themed learning days, and cultural awareness activities. These calendar events are further supported through our assembly programme, where we address current happenings, celebrate diversity, and teach pupils about different cultures, traditions, and significant world events. This coordinated approach ensures our personal development offer remains dynamic, inclusive, and reflective of the diverse world our pupils are preparing to join as engaged global citizens.

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.

7. Definitions

N/A

8. Related policies

- a. Curriculum Policy
- b. RSE Policy
- c. PSHE Curriculum Policy
- d. Behaviour Policy
- e. SEN Policy
- f. Safeguarding 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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.

<p>Pregnancy and maternity (in work this is linked to maternity leave, nonwork this is for 26 weeks after giving birth)</p> <p>Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.</p>
<p>Race</p> <p>Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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.</p>
<p>Religion and belief</p> <p>Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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.</p>
<p>Sex</p> <p>Does this policy impact on people because they are male or female?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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.</p>
<p>Sexual orientation</p> <p>Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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.</p>

3. More information/notes