



# **Personal Development and Wellbeing (PDW) Policy**

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## Summary of intent:

Our intent is to provide **robust character** and **personal development** education which is essential in ensuring our students develop into **well-rounded members of society**, who can make a positive contribution to their community.

## Full statement of intent:

The vision for students, staff and the wider Arthur Terry School community is to always look to grow as individuals and seek to achieve our personal best in every aspect of Arthur Terry School life. Our goal is to provide as many opportunities as possible for our students to grow and develop into well-rounded members of society; especially those who are most in need of this support, including our SEND and disadvantaged students. Through the implementation of this policy, we aim to ensure:

- Our Arthur Terry School motto: “Be Proud. Be Kind. Be Ready” outlines that this is a school where everyone is encouraged and supported to achieve their personal best both academically and personally.
- Arthur Terry School is a welcoming and inclusive school, at the heart of the community feel and is a place where everyone is valued.
- Our students and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and students are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our students and staff are enterprising and approach challenges with a ‘can-do’ attitude demonstrating the learning habits of the Arthur Terry Learner.
- The needs and interests of all students, irrespective of gender, culture, ability or aptitude, are promoted through an inclusive and varied curriculum at our Arthur Terry School.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents are informed about this policy via the Arthur Terry School’s website where it, and details about the PSHCE curriculum, will be available to read and download.

## **1. Legal framework**

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2019) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'Character Education'
- Ofsted (2019) 'School inspection handbook'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

1.2. This policy operates in conjunction with the following policies:

- ATLP Relationships, Sex and Health Education Policy
- ATLP Equality and Diversity Statement
- ATLP and Arthur Terry School Praise and Behaviour Policy
- Inclusion Policy
- Arthur Terry School PSHCE Policy
- ATLP Special Educational Needs and Disabilities (SEND) Policy
- Arthur Terry School Careers Policy
- Arthur Terry School Provider Access Policy Statement
- Arthur Terry School British Values Policy
- Arthur Terry School SMSC Education Policy
- Arthur Terry School Collective Worship (Reflection) Policy
- Arthur Terry School Pupil Premium Policy
- Arthur Terry School LAC Policy

## **2. Roles and responsibilities**

1.3. The headteacher is responsible for:

- Reviewing this policy annually in conjunction with the governing body.
- Promoting the importance of personal development through education as part of the Arthur Terry School's ethos and values.
- Evaluating the effectiveness of this policy on the personal development of individual students and the attitude of the Arthur Terry School as a whole.
- Reviewing all relevant policies and procedures related to this policy on an annual basis in conjunction with the governing body.
- Implementing this policy on a day-to-day basis.

1.4. The PSHCE subject leader is responsible for:

- Implementing a robust PSHCE curriculum, including RSE and health education and SMSC.

- Ensuring the PSHCE, RSE and SMSC Education Policies are up-to-date
- Working closely with colleagues in related curriculum areas.
- Working with the relevant subject leaders to help promote the importance of personal development through non-PSHCE subjects, e.g. through the English curriculum.
- Ensuring the PSHCE curriculum is age-appropriate for each year group.
- Monitoring the learning and teaching of PSHCE and supporting staff, where necessary.
- Ensuring there is continuity and progression between each year group.
- Helping colleagues to develop expertise in PSHCE subjects to best support the personal development of students.
- Ensuring teachers are provided with adequate resources to support teaching of the PSHCE curriculum.
- Ensuring the Arthur Terry School meets its statutory requirements with regards to RSE and health education.
- Ensuring our curriculum meets the requirements of the SMSC Education policy.

1.5. Staff are responsible for:

- Acting in accordance with, and promoting, this policy.
- Encouraging personal development through all areas of the Arthur Terry School curriculum, including when acting in the role of Form Tutor.
- Ensuring they do not express inappropriate personal views or beliefs when delivering the curriculum and/or pastoral based activities.
- Planning lessons which actively promote personal development.
- Liaising with the PSHCE subject leader for resources or assistance in promoting personal development through their subject area.
- Monitoring student personal development progress on a regular basis.

### **3. PSHCE**

3.1 The curriculum intent for PSHCE at the Arthur Terry School aims to support the safeguarding of all students, and the values and ethos of the school. The knowledge engaged curriculum endeavours to enrich cultural capital and foster a culture of independence through the Arthur Terry Learner. Through the PSHCE curriculum students will be taught to:

- understand what constitutes a healthy lifestyle
- understand how to stay safe and behave online
- understand the dangers they may face, both in and around Arthur Terry School and beyond
- understand the law and consequences of risky behaviours
- develop responsibility and independence within Arthur Terry School which they will take forward into society in their working lives
- respect other people – in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our Arthur Terry School community and the wider world

- develop good relationships with peers and adults
- understand what constitutes a healthy relationship and consent
- develop self-confidence, self-esteem and self-worth
- make positive, informed choices as they make their way through life
- understand that they have a right to speak up about issues or events, and to respect others' right to do the same
- understand what constitutes 'socially acceptable' behaviour at Arthur Terry School and in society
- understand British values and human rights

1.6. Teachers of the PSHCE curriculum will be responsible for covering all aspects of the PSHCE curriculum, as outlined in the ATLP RSE & Health Education policy.

#### **4. RSE and health education**

- 1.7. All staff will have due regard for the ATLP RSE and Health Education Policy when promoting personal development.
- 1.8. All teachers of RSE and health education will be well-acquainted with the topics taught at secondary level, and have knowledge of the topics taught at primary level.
- 1.9. All teachers will cover the statutory content outlined within the '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)' guidance.
- 1.10. All teachers of RSE and health education will cover the content chosen by the Arthur Terry School, as outlined within the Arthur Terry School's RSE and Health Education Policy.
- 1.11. RSE delivery is guided by ATLP policy. Link found here: <https://arthurterry.bham.sch.uk/documents/relationships-sex-and-health-education-policy/>

#### **5. Careers education**

- 1.12. All staff will have due regard for the Arthur Terry School's Careers Education, Information, Advice and Guidance Policy when promoting personal development and through curriculum delivery in all areas of the Arthur Terry School.
- 1.13. The Arthur Terry School will ensure a Provider Access Policy Statement is published on its website to ensure all members of the Arthur Terry School community understand the Arthur Terry School's procedure for managing provider access requests from employers.
- 1.14. As per the Arthur Terry School's Provider Access Policy Statement, students will be entitled to:

- Learn more about technical education qualifications and apprenticeship opportunities as part of a careers programme which informs students of the full range of education and training options available to them at each transition point.
  - Hear from a range of local providers about the opportunities on offer, e.g. technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
  - Learn how to apply to the full range of academic and technical courses available to them.
- 1.15. The Arthur Terry School's Careers Coordinator in conjunction with the careers adviser will organise opportunities throughout the academic year for students to speak to employers and will discuss possible attendance at relevant careers events.
- 1.16. The DSL team will ensure any employers are only invited onto the Arthur Terry School site in line with the Arthur Terry School's Child Protection and Safeguarding Policy.
- 1.17. The careers adviser will organise one-to-one meetings with students at key transition points to provide careers guidance and help students to develop skills for the working world.
- 1.18. Teachers and the Arthur Terry School's careers adviser will be particularly sensitive to the careers guidance given to students with SEND, ensuring they feel supported in negotiating their career pathways. Staff will work with the SENCO to deliver individual careers guidance to students with SEND.
- 1.19. The Arthur Terry School will ensure it provides effective careers advice for the purposes of achieving social mobility for students by showing the options that are open to them upon leaving Arthur Terry School.
- 1.20. In line with the [Gatsby benchmarks](#), the Arthur Terry School will ensure it:
- Offers a stable careers programme.
  - Learns from career and labour market information.
  - Addresses the needs of each student.
  - Links curriculum learning to careers.
  - Provides encounters with employers and employees.
  - Provides opportunities for experience of workplaces.
  - Provides encounters with FE and HE.
  - Provides personal guidance.
- 1.21. The careers adviser will provide parents with careers information to help support their child's career choices.

## **6. Spiritual, moral, social and cultural (SMSC) development**

- 1.22. The Arthur Terry School will adhere to its statutory duty to promote the SMSC development of students.
- 1.23. All staff will have due regard for the Arthur Terry School's SMSC Education Policy when promoting personal development in all areas of the Arthur Terry School.
- 1.24. SMSC development will be actively promoted through the Arthur Terry School's PSHCE curriculum and through cross-curricular links.
- 1.25. Through the implementation of the SMSC Education Policy in all areas of the Arthur Terry School, the Arthur Terry School will:
  - Provide a safe, caring and happy environment where each student is valued as an individual and can reach their full potential.
  - Provide for each student a wide, balanced high-quality curriculum, appropriate to the interests and aspirations of the individual, and encourage the development of the whole person.
  - Develop the potential of each student within their capabilities, recognising different needs and abilities, and providing challenges and appropriate teaching at each stage of development.
  - Set and maintain standards of discipline, courtesy and general moral values so that the Arthur Terry School community can function effectively.
  - Engender a sense of self-respect, independence and self-motivation, to increase the individual's capacity to accept responsibility for their actions.
  - Encourage students to recognise their responsibility to, and dependence on, others to help them become active, reasoning participants in a democratic society.
  - Provide a non-sexist, non-racist atmosphere that fosters respect for religious and moral values linked with tolerance of other people, races, religions and lifestyles.
  - Foster links between home and Arthur Terry School to develop a partnership with parents in the education of their children.

## **7. Character Education**

- 1.26. The Arthur Terry School will actively encourage character development through the promotion of the Arthur Terry learning habits
- 1.27. The Arthur Terry School will consider the following benchmarks, in line with the '[Character Education](#)' guidance, when evaluating the character education of the Arthur Terry School:
  - What kind of school are we?
  - What are our expectations of behaviour towards each other?
  - How well do our curriculum and teaching develop students' resilience and confidence?

- How good is our curriculum?
  - How well do we promote the value of volunteering and service to others?
  - How do we ensure that all our students benefit equally from what we offer?
- 1.28. Character education will be central to the PSHCE curriculum of the Arthur Terry School.
- 1.29. The governing body will be accountable for ensuring character development is central to the educational offering of the Arthur Terry School.
- 1.30. The Arthur Terry School will focus on shaping character education with the following aspects identified by the 'Character Education' guidance at the forefront of the Arthur Terry School's approach:
- The ability to remain motivated by long-term goals, to see a link between effort in the present and pay-off in the longer-term, overcoming and persevering through, and learning from, setbacks when encountered.
  - The learning and habituation of positive moral attributes, sometimes known as 'virtues', and including, for example, courage, honesty, generosity, integrity, humility and a sense of justice, alongside others.
  - The acquisition of social confidence and the ability to make points or arguments clearly and constructively, listen attentively to the views of others, behave with courtesy and good manners and speak persuasively to an audience.
  - An appreciation of the importance of long-term commitments which frame the successful and fulfilled life, for example to spouse, partner, role or vocation, the local community, to faith or world view. This helps individuals to put down deep roots and gives stability and longevity to lifetime endeavours.

## **8. Pupil premium**

- 1.31. All staff will have due regard for the Arthur Terry School's Pupil Premium Policy at all times when promoting personal development.
- 1.32. When managing the pupil premium grant, the Arthur Terry School will focus on approaches that:
- Are individually tailored to the strengths and needs of each student.
  - Are consistent (based on agreed core principles and components), but also flexible and responsive.
  - Are evidence-based.
  - Are focussed on clear short-term goals providing opportunities for students to experience success.
  - Include regular, high-quality feedback from teaching staff.
  - Engage parents in the agreement and evaluation of support arrangements (e.g. via students' personal education plans (PEP)).

- Support student transition through the stages of education (e.g. from primary to secondary).
  - Raise aspirations through access to high-quality educational experiences.
  - Promote each student's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- 1.33. The Arthur Terry School will choose approaches to spending the pupil premium grant that emphasise:
- Students' relationship-building, both with appropriate adults and with their peers.
  - An emotionally intelligent approach to the setting of clear behaviour boundaries.
  - Increasing students' understanding of their emotions and identity.
  - Positive reinforcement.
  - Building students' self-esteem.
  - Relevance to the learner – the approach relates to students' interests and makes success matter to them.
  - A joined-up approach involving the student's social worker, carer, virtual Arthur Terry School head (VSH), and other relevant professionals.
  - A child-centred approach to assessment for learning.

## **9. Looked After Children (LAC) and previously LAC (PLAC)**

- 1.34. All staff have due regard for the Arthur Terry School's LAC Policy at all times when promoting personal development.
- 1.35. The LAC premium will be managed by the Local Authority's designated Virtual School Headteacher (VSH).
- 1.36. The premium will be used to benefit a student's educational needs as described in their PEP.
- 1.37. To avoid any delays in providing support, the Arthur Terry School will work with the VSH to ensure that funding allocation is as simple as possible.
- 1.38. The LAC premium will be used to facilitate a wide range of educational support for LAC.
- 1.39. The designated teacher and carers will work with the VSH to gain a full understanding of each student's needs and determine how to use the premium to support each student effectively.
- 1.40. The designated teacher will work with the VSH to ensure that all available funding is spent.
- 1.41. PLAC premium will be allocated directly to the Arthur Terry School.

- 1.42. LAC premium and PLAC premium will not be used as personal budgets for individual students; however, the VSH and the Arthur Terry School may choose to allocate an amount of funding to an individual to support their needs.

## **10. British values**

- 1.43. All staff will have due regard for the Arthur Terry School's British Values Policy at all times when promoting personal development throughout the Arthur Terry School.
- 1.44. The Arthur Terry School will actively promote the fundamental British values of:
- Democracy
  - The rule of law
  - Individual liberty
  - Mutual respect and tolerance of those with different faiths and beliefs
- 1.45. British values are taught across the curriculum but will be primarily taught through the PSHCE curriculum, and are further nurtured through the Arthur Terry School's ethos and promotion of SMSC understanding.

## **11. Student leadership**

- 1.46. The Arthur Terry School will encourage student leadership through the following focussed leadership activities:
- Teamwork
  - Communication
  - Leadership and management
  - Planning and problem solving
- 1.47. The Arthur Terry School will give students opportunities to participate in charity and community projects.
- 1.48. The Arthur Terry School will use opportunities for providing students with leadership skills to help students develop strong community links, e.g. students working outside of Arthur Terry School or helping charitable organisations.
- 1.49. The core values of student leadership will be focussed on the following elements:
- Personal development
  - Preparing for Arthur Terry School transition
  - Developing leadership
  - Working with the community
  - Raising self-esteem
  - Developing social skills

## **12. Enrichment opportunities**

- 1.50. All members of staff have due regard for the Arthur Terry School's Enrichment Policy.
- 1.51. The Arthur Terry School will have a varied provision for co-curricular and extra-curricular activities, focussing on high quality activities across a wide spectrum of domains such as:
- Cultural
  - Creative
  - Sporting
  - Physical
  - Service-oriented
  - Volunteering
- 1.52. The governing board will ensure the quality and range of provision for co-curricular and extra-curricular activities is wide, and that disadvantaged students benefit from the co-curricular and extra-curricular offer.

## **13. Transition**

- 1.53. The headteacher will be responsible for appointing a student transition coordinator.
- 1.54. The student transition coordinator will be responsible for ensuring that students receive the required support when transitioning between year groups, key stages and schools.
- 1.55. Transition arrangements will be put in place in order to:
- Provide opportunities, support and information for parents, students and practitioners during this critical time.
  - Provide a positive experience which will not hinder students' wellbeing, learning or development, and ensure they are enthusiastic to learn in their new setting.
  - Actively involve students and parents in the transition process.
  - Share information between settings, in terms of students' development and learning records which will enhance the effectiveness of the transition process.
- 1.56. The student transition coordinator will liaise with staff within the Arthur Terry School and staff from any schools that students have previously attended to ensure there is a smooth transition to and from the Arthur Terry School or between year groups and key stages.
- 1.57. The student transition coordinator will ensure transition activities are designed to encourage communication between students.

- 1.58. Transition activities will vary and include Induction Day programmes at Arthur Terry School.
- 1.59. The student transition coordinator will have due regard to the Arthur Terry School's Child Protection and Safeguarding Policy and the Health and Safety Policy when organising transition days and activities.
- 1.60. Parents will receive a 'Welcome pack', including information about the Arthur Terry School or new year group or key stage.
- 1.61. New students joining the Arthur Terry School or moving year groups or key stages will be assessed by their class teacher and other relevant members of staff, e.g. the SENCO, to ensure that any additional needs are accommodated for.

## **14. Wellbeing and mental health**

- 1.62. All staff will have due regard for the Arthur Terry School's Personal Development & Well-being Policy when promoting personal development in all areas of the Arthur Terry School.
- 1.63. The headteacher and governing board will ensure that all members of staff receive appropriate levels of training to promote wellbeing and positive behaviour to students.
- 1.64. The headteacher and DSL team will ensure that all members of staff receive appropriate safeguarding training.
- 1.65. To achieve a whole-Arthur Terry School approach to wellbeing, the headteacher will:
  - Appoint designated members of staff to be responsible for the Arthur Terry School's mental health approach.
  - Assess the current provision.
  - Create a positive learning environment.
  - Incorporate mental health into the curriculum.
  - Involve students in the Arthur Terry School's approach.
  - Engage with parents regarding wellbeing and mental health.
- 1.66. The headteacher will appoint a senior mental health lead.
- 1.67. The PSHE coordinator will incorporate mental health and wellbeing into the Arthur Terry School's PSHE curriculum.
- 1.68. Student Support Services will work with relevant pastoral staff to support emotional health and wellbeing needs of students.

## **15. Monitoring and review**

- 1.69. The headteacher and governing board will undertake a review of this policy on an annual basis.
- 1.70. The headteacher will review the effectiveness of this policy on a monthly basis.
- 1.71. Any changes to this policy will be communicated to all relevant members of staff and stakeholders.