



Personal Development Policy 2023



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1 Character

1.1 Views and Beliefs

Every decision in life should be an informed one. We wish to equip students with the skills, knowledge and competencies distinct from their academic, technical or vocational work, to help them succeed in the future. We wish them to be aware of the risks and consequences of the choices they make in their lives to remain physically and mentally healthy.

Philips High School has a strong commitment to the personal, social and emotional development of every child in its care. In accordance with the school ethos, national curriculum for Citizenship and statutory and non-statutory guidance for personal, social and health education (PSHE), we aim to educate pupils so that they become emotionally strong, capable adults who can make safe, informed decisions throughout their adult lives. We wish to develop their positive personal traits, dispositions and virtues that inform their motivation and guide their conduct so they can reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. We aim to develop their confidence, resilience and knowledge to keep themselves mentally and physically healthy. We wish to prepare pupils fully for their adult lives, to teach them how to engage with society and provide them with plentiful opportunities to do so.

Pupils have weekly timetabled Character lessons that are supplemented by Drop Down Days and Drop-Down sessions to supplement our supportive and proactive curriculum that will also be reflective of current needs. Pupils are signposted to appropriate services to access further support and advice and we work alongside external agencies to support our curriculum and provide tailored interventions specific to individual and group needs.

Character lessons include the development of leadership skills, organisation, resilience, initiative and communication skills (LORIC), community cohesion (kindness, respect and living without harm), oracy, wellbeing, e-safety, religious education, relationship, sex and health education (RSHE) and careers.

The aims of both PSHE and citizenship, delivered through our Personal Development programme, enable our pupils to understand what constitutes a healthy lifestyle, to be aware of safety issues, to develop good relationships with others, to have respect for others and to be independent and responsible members of society. These topics are also supported by pastoral teams during form time and assembly. We aim to foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Pupils learn to explore political and social issues, critically, weigh evidence, debate and make reasoned arguments. We equip pupils with the skills to manage their money well and make sound financial decisions. We ensure that they experience the process of democracy in school through the Pupil Leadership Team, elections for Head Pupils, inter-form events and through the Youth Parliament elections.

In every Personal Development lesson there are classroom guidelines to remind pupils of their need to listen, to take responsibility for the views they express and to de-personalise information that they share. Staff also encourage the correct use of appropriate vocabulary. No intrusive questions are asked, and pupils are reminded that sensitive issues should not be discussed in a personal context. In accordance with legislation and professional knowledge and discretion, we share information with parents and other agencies on a need-to-know basis. We will guard the pupil's confidence unless it is indicated that the child is at risk, in

which case we are legally obliged to help them. In such circumstances, we will seek assistance from the appropriate agencies and / or the child's parents or carer.

The school's Relationships and Sex Policy and the Policy and Guidance for Substance Related Issues are in place and available for the public to view on the school website.

A breakdown of the Character programme per year's group can be found on the school website.

There is no formal assessment. All pupils complete half-term self-reflections which will map their progress and support them with a target setting. They will also complete online evaluation forms and pupil voice to inform planning and the continual improvement of our provision.

1.2 Discrimination

Through form time Personal Development sessions and Character lessons pupils are made aware of protected characteristics. Pupils are taught consistently that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics. This aligns with our school ethos. Although we cover this extensively in Character and Personal development sessions it is not an isolated topic and as such it permeates the whole school curriculum, the ethos of the school and the pastoral system. See the anti-bullying policy for details of the consequences of acts of discrimination.

1.3 SMSC

At Philips High School we share, support and strive to achieve the Ofsted pupil aims for SMSC. We support Ofsted's drive to continue to put SMSC 'at the heart' of school development. At PHS this is central to our development plan where care and consideration has been taken to think about the kind of people, we wish our students to develop into, the kind of world we aspire to create and the kind of education we aspire to provide. SMSC opportunities are highlighted on all curriculum maps, summarised in the whole school SMSC audit and next steps carefully considered on our SMSC action plan. For more information, please refer to the SMSC Policy, audit and action plan

1.4 British Values

We prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values and respect through our form-time programme and values embedded within our ethos. As a result, pupils understand, appreciate and respect differences in the world and its people, celebrating the things we share across cultural, religious, ethnic and socio-economic communities. Pupils engage with views, beliefs and opinions that are different from their own in considered ways using the PSHE ground rules consistently. Each department's contribution to British Values is included on their department SEF and action plan.

1.5 Diversity

Our Character and Personal Development curriculum is designed to develop learners' appreciation of diversity and promote respect for all the protected characteristics. Sessions explore a range of protected characteristics and link to British Values and our school's STAR ethos. Form time personal development sessions afford us the time to share awareness and celebration events for various causes such as Disability Awareness, Black History Month and Pride. Diversity is not limited to Character and can be seen in curriculums across the school.

We are proud to have diversity represented throughout school life here at Philips High School. Work with Wisdom Against Racism and The Proud Trust has guided us on this.

1.6 Equality

Our Equality Objectives reflect the school's priorities, our ethos and values and draw upon available data and other evidence. Careful analysis of this is done to ensure we are working to achieve improved outcomes for different groups.

We are a school community that seeks to celebrate and understand cultural and ethnic diversity. Our aims for 2023-2024 are to ensure:

- An inclusive and informed curriculum that all staff feel comfortable and confident teaching
- To be proactive rather than reactive in our approach to teaching cultural and ethnic diversity
- Staff to be educated on why representation and inclusivity is important across the school community

The school are working alongside Wisdom Against Racism to embed racial equality and the Proud Trust to embed LGBT equality across the school. We wish to actively promote equality of opportunity so that all pupils can thrive together, understanding that difference is positive, not negative, and that individual characteristics make people unique. We are working to promote an inclusive environment that meets the needs of all pupils including those with protected characteristics. Specific tasks relating to these objectives can be found within the School's Equalities Action Plan.

1.7 Pupil Leadership Team

Our pupil leadership team has been set up to partake in community projects both in the school community and beyond, to improve relationships, encourage fundraising and charity and improve the environment. The PLT also plays an integral part in pupil voice and supporting with whole-school action planning.

1.8 STAR reward system

Pupils are encouraged to value their education and their contribution to school in many ways, including our STAR rewards system which is linked to our ethos and values.

1.9 Active Citizenship

The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society by all being involved in the planning and execution of social action projects both within the school community and beyond.

1.10 Healthy Relationships

See the RSE (Relationships and Sex Education) Policy

1.11 Healthy Eating

A healthy relationship with food is taught within our Character Curriculum and on DDD. Pupils are taught how to take responsibility for their health and how to prevent future health problems. Links are drawn between mental health and physical health and pupils are

provided with tools to recognise unhealthy relationships with food. This isn't an isolated topic and is reinforced through our Food Technology curriculum.

1.12 Drugs and Substance Abuse

See RSE policy

2 Careers

2.1 Talents and Interests

At Philips High School we recognise that soft skills are needed for our pupils to improve their social mobility, delivered through the Character programme and the Gatsby benchmarks highlighted on subject curriculum maps. We audit pupil skills and interests to inform targeted careers advice and opportunities.

Feedback from the Career's and Enterprise Company's Future Skills Questionnaire also informs our planning. This questionnaire is designed to track how effective our careers programme is at equipping young people with the knowledge and skills they need for taking their next step after school.

2.2 Gatsby Benchmarks

The school's Strategic Careers Plan is based on the DfE (Department for Education) document "Careers Guidance and access for education and training purposes dated October 2018, and we will use the Gatsby Benchmarks and the CDI framework 2021 as a framework for good practice.

Careers education does not just mean informing pupils about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which career pathways will become available to them. By helping pupils with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose and make positive future career choices.

For further careers information please see our CEIAG (Careers Education, Information, Advice & Guidance) 3-year Strategic Plan. Our progress against the Gatsby Benchmarks is published on our website.

2.3 Careers Provision

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that pupils need to navigate is more complex and more challenging than that faced by previous generations. While the economy is beginning to recover from recent events, levels of youth unemployment and under-employment are still high. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study.

Post 16 qualifications such as A levels, T-Levels, BTECs are evolving, and opportunities in higher education extend beyond the UK to other parts of Europe and further afield. Pupils need help to make choices and manage transitions: they need good quality careers education, information, advice and guidance. The school's strategic career plan and programme of

activities sets out how the school intends to provide a fit for purpose careers programme which will provide our pupils with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths. Future pathways are discussed with our pupils from year 7 onwards.

2.4 Independent Careers Advise

Realistic Choices Ltd provide all our pupils with independent careers advice at key stages throughout the five years. Drop-in sessions are also available at lunchtime or after school.

2.5 Alternative Provision (Skills beyond the curriculum)

Some pupils, for a variety of reasons such as mental health, exclusion or medical reasons, may need to access alternative provision. If, on the rare occasion, a pupil is excluded from school for more than 5 days, from the sixth day of a fixed period exclusion, school will direct pupils to another educational establishment in our partnership.

The governing bodies of maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. The school strives to find good alternative provision which appropriately meets the needs of pupils which require its use and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves. Provision will differ from pupil to pupil, but school strives to ensure that the specific personal, social and academic needs of pupils are properly identified and met to help them overcome any barriers to attainment. School also strives to ensure that pupils access specific subjects, particularly in English, maths and science, with appropriate accreditation and qualifications. For identified pupils, school puts in place clear targets, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment. A personalised plan for intervention is prepared by the school. Targets are set and shared with the AP (Alternative Provision) Provider, and targets are regularly reviewed to assess progress. The school will keep in regular contact with the AP provider. When a pupil has an EHCP (Education Health and Care Plan), then the SENCO (Special Educational Needs Co Ordinator) will consult the SEN (Special Educational Needs) team to gain appropriate advice and support for the pupil.

Records are kept on a pupil's progress in the provision and appropriate staff liaison arrangements are put in place. The local authority and the partnerships of schools are in the process of developing a local directory of 'approved' provision, which meets clearly defined standards (including registration where necessary, safeguarding, health and safety, quality of accommodation, quality of education etc.). Prior to placement of our pupils in an AP, the school assesses whether the provision offers high quality education and is suitable for the pupil's individual needs. In addition, the school strives to ensure the safeguarding of our pupils. If a pupil is referred to off-site provision on a part-time basis, they attend school as usual on the days on which they are not in the alternative provision. School also ensures that we have good arrangements for working with other relevant services such as social care, educational psychology, child and adolescent mental health services, youth offending teams and drug support services etc.

2.6 Trips

Enrichment, departmental and pastoral trips are advertised at the start of each academic year. As a school we track all pupils who take part in the trips, and we make sure that all disadvantaged pupils take part in at least one opportunity each academic year.

2.7 Extra-curricular

Pupils are encouraged to take part in extra-curricular activities to enhance their talents, interests, build long lasting friendships and gain transferable skills such as communication, teamwork, organisation, problem solving and time management as well as building confidence. Extracurricular activities help individuals to learn about themselves to develop and use their skills and knowledge in different contexts. There are numerous educational and reward trips organised throughout the academic year and each subject area within our school has lunch and/or after school clubs.

2.8 Enrichment

The Philips High School CCF was set up in 2019 as part of the curriculum. The aim was to support students with life skills such as organisation and teamwork as well as develop individual confidence and leadership. In 2020 we added the BTEC Tech Award level 1/2 in Sports activity and fitness. During this course students develop the same skill already mentioned and get a recognised qualification. The course also covers the benefits of a healthy lifestyle in relation to nutrition, exercise and substances. This links across the curriculum of other subjects and SMSC. We have now expanded into an extra-curricular activity following the national CCF syllabus which will include introducing the Duke of Edinburgh award. Our Sergeant also supports students throughout the school as a mentor.

The Duke of Edinburgh award was set up to allow students to develop key skills useful for their future after Philips High School. The award is designed to increase participants' confidence and build soft skills such as communication and teamwork. The bronze award is the entry level to the scheme and shows a student's commitment outside of academic learning and gives them an opportunity to discover new skills and interests whilst making friendships that could last a lifetime.

The award consists of four sections; Physical, Skills, Volunteering and an Expedition. Students are supported in finding suitable activities for each section and many staff agree to be assessors for the sections to help and support the student in completing it.

Within the Duke of Edinburgh funding has been secured to provide free extra-curricular places to disadvantaged students and the school also has a stock of expedition equipment to aid students in completing the award. The award begins in Year 10, with all students offered the opportunity to sign up for the extra-curricular programme which is supported by dedicated staff members who have all completed specific training. Extra-curricular sessions take place weekly and cover topics that aid the students in completing their award; some topics covered are team-building exercises, Health and Safety and choosing nutritious food.

Students who complete their award during curriculum time complete the same award but have access to dedicated staff who will provide support and guidance during each section of the award.

3 Pastoral

3.1 Safeguarding

All staff and governors at Philips High School understand that they have a vital role to play in safeguarding children as part of a wider safeguarding system. The school is fully committed to safeguarding and promoting the welfare of all its pupils. School staff understand and follow the systems described in updated statutory guidance Keeping Children Safe in Education

(September 2021) and Working Together to Safeguard Children 2018 which include Peer on Peer Abuse, Contextual Safeguarding (Serious Youth Violence and County Lines), Prevent, and Honour Based Violence (Female Genital Mutilation, Forced Marriage and Breast Ironing) reporting duties. Non-statutory guidance on information sharing has also been considered after updated. General Data Protection Regulations (GDPR) and Data Protection Act 2018. Guidance is included following disclosure of self-harm. Further information can be found in the Child Protection & Safeguarding Policy and Procedures including Self-harm and Domestic Abuse 2020 – 2021.

3.2 Attendance

Attendance has improved and we continue to set ourselves high targets. Our attendance is improving because the pupils feel safe in school, and they are motivated due to improvements in the curriculum. Attendance is given a high priority, discussions about attendance occur at every level and is always an agenda item at all pastoral and SLT (Senior Leadership Team) meetings. Patterns of absence are regularly investigated, and appropriate intervention is put in place.

3.3 EBSA support - Safe Space

Philips High School has many high-need pupils. Many of these pupils come from complex family backgrounds CLA (Child Looked After), students who have experienced trauma and many have significant SEMH difficulties. Due to Covid, there are now many pupils having difficulties in the form of Emotionally Based School Avoidance (EBSA). As a school we have identified these needs, and the purpose of this provision is to provide support in the form of a safe space; pupils will be supported with re-integration into school and with interventions which are specific to their individual SEMH needs. Some young people may need to access Safe Space on a temporary basis, some may need to access the base on a more regular basis; therefore, access to the space and the programme of work would depend on individual need.

3.4 Pastoral Support

Our pastoral system is founded on excellent relationships with pupils, parents/carers and outside agencies. We have two HoY in each year group and an SLT link. Pupil behaviour and achievement data is used in order to put intervention in place, and this is planned termly. Interventions include mentoring, specific HoY behaviour interventions, HLTA (Higher Level Teaching Assistant) interventions and the use of key workers. HoY meet regularly with the SENCO and identified SLT in order to discuss/plan for issues. Issues that are more complex to resolve are discussed with the Bury schools' partnership lead at a weekly meeting, where further strategies are discussed. We use outside agencies to provide further support for pupils when required.

At the beginning of every term, pupil progress and behaviour data are discussed at an intervention planning meeting.

3.4 SEND / SEMH - Key workers

Specifically identified pupils are given a key worker to help them with their SEMH needs. Their key worker will liaise with staff and home frequently. They will also check in and out with their pupils daily and provide them with planned intervention based on IP targets.

3.5 Restorative Practice

The school is proactive in using restorative practices in school. The pupils and staff have been trained in understanding the principles and the processes. The use of restorative practices

improves the relationships between pupils and staff and offers conflict resolution when issues occur.

3.6 Manchester United Foundation

We are lucky to receive the support of the MU foundation in school. The support provided is utilized in mentoring sessions for pupils alongside specific group work designed to support character building. They will also be supporting us with transition and building relationships up with the primary schools in our local area. The MU foundation also provides an extensive network for careers including contacts with employers. They also support the building of knowledge and aspirations with our pupils in specifically designed programmes.

3.7 Pupil Voice

We complete a whole school pupil voice each year and we monitor the impact of actions set from the previous pupil voice survey. Members of the Pupil Leadership Team take an active role in planning and agreeing to the survey before it is distributed to pupils.

3.8 SEND

See SEN portal and the school SEN information report

3.9 Inclusive Curriculum

In KS4, we have four separate Pathways (Aspire, Inspire, Explore and Thrive). The Aspire Pathway enables our high attaining students to study 9 GCSEs, Our Inspire Pathway enables our higher middle ability to study 8 GCSEs and have extra time to complete more academic subjects, increasing their fluency and independence. The explore pathway enables our lower middle ability and less able students the opportunity to complete 7 GCSE subjects. In this pathway, students are either enrolled onto the Cadets or Duke of Edinburgh programmes, additional support for core subjects and additional Character-building lessons. Finally, a Thrive Pathway, overseen by our SENCO, is a bespoke package of GCSEs and personal development courses tailored to the individual SEN pupil. The new Thrive Pathway has been identified in all year groups and a personalised package for these students has been carefully considered for our students with additional learning needs. This gives those children the opportunity to develop their knowledge, skills and ability to apply what they know and what they can do with increased fluency and independence. We encourage an EBacc pathway where appropriate and our academic, knowledge-based curriculum helps prepare students for this route, leading to high levels of uptake. Pupils are guided into pathways but have the freedom to create the right set of qualifications for them in consultation with home and school.

3.10 Anti-bullying Mentors

From 2020-21 we have regularly trained pupils to become anti-bullying mentors. Our training equips pupils with the tools needed to tackle bullying behaviour, transforms our school's approach to anti-bullying and creates a safer, kinder school community. It engages young people to change the attitudes, behaviour and culture of bullying by building skills and confidence to address different situations, both online and offline. By Spring term 2024, there will be trained anti-bully mentors in all year groups.

3.11 Mental and Physical Wellbeing

A healthy active lifestyle is promoted throughout our school and is well implemented within our curriculum. We have regular wellbeing sessions with the pupils whether this be during form time or in character lessons that cover a wide range of physical and mental health issues, pupils identified with needing extra support are always given the opportunity to attend different interventions that allow them to get the help they need. We liaise with members of staff such

as our safeguarding office (Miss. Kansik), Place2be staff (Emily) form tutors, head of years as well as Mental Health leads within the school to discuss important up to date matters that are happening in our school and our local environment that need to be implemented within our curriculum.

We have some fantastic programmes already up and running such as place2be in school and encourage pupils, staff and parents to use whenever they feel necessary, we have numerous other programmes set up this year such as safe space and the healthy hearts club giving identified pupils the opportunity to access and the knowledge on how to look after their own wellbeing. These programmes are aimed at helping our pupils develop and to gain the knowledge and understanding around wellbeing both physically and mentally. The pandemic has had a massive effect on all our lives, both positive and negative, and we believe this is a perfect chance to teach the pupils about these important matters.

We regularly look at staff and pupils' voices around wellbeing and listen to their thoughts and opinions on how we can all work better together to improve wellbeing. This has been useful as we can see the true opinion of the people that matter the most at our school. We are then able to react to their views and opinions and put necessary interventions in place.

We have some fantastic extra-curricular clubs within Philips High School that caters for every belief and religion, equality is something we are very passionate about and make sure all pupils understand no matter what sexuality, race or religion you are you are always welcome and equal within our school. We have clubs such as LGBTQ, the equality party as well as the debate club that all talk about very important matters within society. Staff are also having regular up to date training around these areas to ensure that any situations that may arise will be dealt with as well as they can.

We have also created our very own Philips Positive Podcast that interviewed different members of staff and encouraged them to open up and talk about their experience with mental health, this was amazing for the pupils to hear and was printed in the Guardian newspaper as well as appearing on the BBC. We hope the podcast inspires younger people to open up and speak out about their own mental health as well as to understand the signs and symptoms of different mental health issues as well as where to go to get the help that they or others may need.

Wellbeing is now at the heart of everything we do, and we take real pride in making sure that all staff and pupils have the correct knowledge and resources to look after their wellbeing.

3.12 Resilience

It is our ongoing aim to build the resilience of our pupils in school so they can cope in certain situations. We want all our pupils to believe they can achieve their goals, whatever they may be, and develop their positive attitudes to spur them on to achieving their goals.

Pupils will receive planned lessons to be delivered by their form teachers and their character teachers. We aim to train them and use repetition so that positive attitudes become a habit. Pupils who struggle with resilience will receive targeted support from pastoral staff and the organisations that work in school.

