

## Personal Development Rationale

Personal Development at Doubletrees is embedded throughout the school. All areas of Personal Development are taught; including British Values and SMSC (Spiritual, Moral, Social and Cultural) Development.

The Curriculum at Doubletrees has been devised to ensure impact. Teachers are appropriately trained. Staff have received training in Protective Characteristics; Spiritual, Moral and Social and Cultural Development; Behaviour and Relationships (including Trauma Informed School). Curriculum subjects are monitored to ensure that they are delivered effectively. Links exist between areas with aspects of SMSC being delivered through the PSHE, RE and PE curriculums, this helps to ensure knowledge retention and understanding.

## Personal Development at Doubletrees: Curriculum Statement

Personal development at Doubletrees supports learners to develop skills which will help them now and in the future. Personal Development at Doubletrees promotes the development the qualities and attributes our learners need to thrive as individuals, members of their families and members of the community.

At Doubletrees we recognise that Personal Development

- contributes to physical and mental health and wellbeing.
- contributes to the information learners need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, and understand boundaries.
- contributes to the safety and protection of our children and young people, from staying safe online
- supports employability by developing the personal and social skills.
- develops character to live as a valued member of the community.

Doubletrees School is a 2-19 provision. We have three learning pathways within the school. Our learners are complex and diverse and we take a personalised learning approach to our curriculum, making adaptations to ensure that learning is accessible to all.

### Personal Development within the Curriculum

#### PSHE and RSE Curriculum

The Doubletrees PSHE curriculum offer is designed to provide pupils with the experiences, skills & knowledge to enable them to develop greater autonomy in choice making in relation to their lifestyle and in the relationships they will form, acknowledging that such relationships will widen and may change as they get older. Our offer ensures our learners' are provided with opportunities to continue to develop their understanding of the importance in maintaining their physical health and well-being as well as ways to stay safe (personal safety including on-line safety) which prepares them to take a greater active part in their 'community' understanding the contribution they can make.

All staff at Doubletrees School are involved in the teaching of PSHE paying due regard to a pupils chronological age & their developmental stage. It therefore seeks to be flexible by being responsive to individual need, developmental need & learning style using pupil's assessment outcomes. All of the teaching materials we plan to use are appropriate to the age & emotional maturity of the pupils concerned; all teachers will aim to present the programme in an objective, balanced & sensitive manner. How PSHE/ RSE / Citizenship is studied is formally identified by the school through our personalised learning pathways which is underpinned by the SPT offer (Learning to Learn, Bridging to Learn and Ready to Learn pathways). These pathways acknowledge that for some pupils, there is a need to address their developing understanding of very early PSHE/ RSE concepts identified within the SEMH (Social & Emotional affection strands – L2L underpinned by the SPT offer; this offer demonstrates compliance with the DfE statutory guidance The Engagement Model – September 2020). Across school, we use symbols in order to support communication. Visuals are be used during lessons in order to support learners in their understanding of some of the content of the Relationships & Sex Education curriculum and enable them to communicate about it.

## **RE Curriculum**

The RE curriculum is designed to enable learners to develop their skills in learning from and about the world's different religious traditions including differences in lifestyles and practices which may be so very different from their own. Learners are given the opportunities to further their growing awareness and appreciation of both cultural and religious differences increasing their understanding of religions and beliefs and will be encouraged to compare religions to their own values and beliefs, widening their understanding of world views outside of their lives and community.

### **Education, Health and Care Plan Outcomes**

All learners at Doubletrees School have an Education, Health and Care Plan (EHCP). All the children at our school have complex and significant needs in the four areas of need as described in the SEN Code of Practice. Education, Health and Care Plans are reviewed annually during the annual review process. EHCP outcomes are bespoke to individual learners. Progress towards these are evidenced and monitored via the target setting of Personalised Learning Goals which is evidence in the Evidence for Learning app. Bespoke outcomes and provision are written in conjunction with parents and associated professionals; ensuring individual personal development needs are identified and supported.

### **Personal Development beyond the curriculum:**

We are also committed as a school to enhancing the personal development of our learners beyond the curriculum. This is done through:

- Arts, Music and Cultural Specialists visits to school over the year
- The promotion of the Arts Mark Award through the Curriculum
- Sports events: within school and offsite
- Assemblies and Collective Worship
- Participating in Awards; Eco Schools, Health Schools and the Trauma Informed Schools Award
- Individual 'School Passports'

### **British Values**

At Doubletrees 'British Values' are promoted through our spiritual, moral, social and cultural education which permeates through the school's curriculum. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our learners.

The curriculum in all phases offers broad and balanced opportunities.

### **Spiritual, Moral, Social and Cultural (SMSC) Development**

Doubletrees School has a strong commitment to the personal and social development of all learners. The school vision and values supports spiritual, moral, social and cultural characteristics. Through our school vision of 'A,B,Cs' we aim for all our learners to Achieve, Belong, Communicate, Develop and Enjoy.

What is SMSC – Spiritual, Moral, Social and Cultural development?

**Spiritual development is when we:**

Explore beliefs and experience; respect faiths, feelings and values, enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

**Moral development is when we:**

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

**Social development is when we:**

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and co-operate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

**Cultural development is when we:**

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

SMSC is embedded throughout the curriculum at Doubletrees. This integrated approach ensures that aspects of SMSC is considered in all subjects areas. At Doubletrees School, learners' SMSC development is encouraged through:

- Taking part in a range of activities regarding social skills
- Developing an awareness and respect for diversity
- Developing and appreciation of theatre
- Developing an understanding of right and wrong
- Developing the communication skills to make choices about likes/dislikes in school then in wider community visits
- Taking part in sporting opportunities
- Taking part in cultural opportunities
- Taking part in artistic opportunities

In order to reflect further on the impact of all our work on SMSC:

- Hear our student voice
- Observe staff and pupil interactions
- Support Social Behaviour
- Complete learning walks reflecting on resources and practices

**Democracy:**

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. We have a total communication approach across the school. Pupil 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body. At Doubletrees many of the learner have very limited or no verbal language. The total communication approach; using moving from intensive interaction through to signs, symbols, photographs, pictures, PEC's and incorporating, where appropriate for individual students, augmentative communication methods is used to great effect to support and enable students' receptive understanding and expressive communication. We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty. We try to develop pupil voice within the classroom, across and outside the school during every day through regular opportunities

- Through making choices (e.g. during lessons, at snack and lunchtimes);

- Through making decisions in concrete situations that are immediately and personally relevant to them i.e. following visual timetables
- Through music in all its wonderful forms and including Communication through music
- Through the use of microphones and switches
- Through the development of peer advocacy
- Through friends

We have an active School Council who meet on a half termly basis and consist of representatives from across the school.

### **Rule of Law:**

We involve learners in setting codes of behaviour within their class setting; helping learners to make decisions and choices that are acceptable to the school community and society at large. Learners are supported to learn to manage their behaviour through a relational approach to behaviour management. We can help some pupils to understand the connection between actions and consequences. Staff are committed to providing a consistent and predictable environment; enabling learners to feel safe and secure. This in turn, promotes the optimum conditions for learning to take place. At Doubletrees we have a Positive Behaviour approach which aims to create an environment which supports pupils and staff to understand what factors may influence specific behaviours, the function of these behaviours and the strategies that can be developed to support skill development.

Behaviours of concern are recorded by staff and closely monitored by the school's behaviour lead. At Doubletrees School we define behaviours of concern as any behaviour which:

- reduces the quality of an individual's life.
- reduces access to learning.
- puts a child or young person at risk (physically or emotionally).
- puts the people around a child or young person at risk (physically or emotionally).

Behaviours of concern may show that:

- the child or young person has needs or wants which they are not able to communicate through other means.
- the child or young person's medical needs are not being met – they may feel ill or in pain.
- the child or young person is experiencing demands which are too much for them.
- the child or young person is experiencing feelings such as frustration, anxiety, depression or anger.
- the child or young person is overwhelmed by their environment or others around them.
- the child or young person needs more help to understand what is expected of them.

Low-level disruption is addressed quickly to ensure learners' behaviours do not disrupt lessons or the day-to-day life of the school. If bullying, aggression, discrimination, Child on Child abuse and derogatory language occur, they are dealt with quickly and effectively. These incidents are also recorded on CPOMS and reviewed at weekly Senior Leadership meetings.

Some learners have individually tailored behaviour plans which outline proactive and reactive strategies, in addition to teaching contextually appropriate skills, developing communication systems and suggestions on modifying the environment to support the young person to learn the necessary skills that will enable them to self-regulate and manage their own behaviour.

**Individual Liberty:**

Learners are encouraged to become good and valued citizens. We do this by supporting each learner to become as independent as possible. We provide employee encounters across the school. Some learners will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as, Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem, building confidence and resilience in our young people.

**Mutual Respect**

We promote each learner's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Learners follow their Personalised Learning Goals (PLGs) and have the opportunity to work with professionals, including school staff based on their individual needs.

Learners have the opportunity to take part in extra-curricular activities such as the school choir (which continued virtually throughout the pandemic), and sporting activities. Regular school council meetings and enterprise activities take place. Within school, learners work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with sports coaches, theatre groups etc. The curriculum is personalised and planned for learners transitioning within the range of resources and places on the site with a range of people in a variety of situations. We believe it is important to facilitate opportunities to be part of the community as the learners, families and staff have much to offer in the development of community cohesion.

**Tolerance of different faiths and beliefs:**

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our RE curriculum and topic/thematic approach to learning. We celebrate festivals from different cultures including Christmas and Eid. Through our Curriculum we aim to develop an understanding of the beliefs of others, their traditions and values, and how they impact upon daily living. To develop a positive attitude towards those who are different/hold different beliefs to them and to develop a sense of belonging

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong. At Doubletrees we believe it is important for pupils to experience coming together as a whole school, a phase or a class and to have the time and space to be reflective and still. Also, share and foster the values the school seeks to live by and offer insights into religious and other beliefs.

Collective Worship at Doubletrees encourages pupils to:

- Use all their senses
- Use their imaginations
- Reflect quietly
- Express their thoughts and feelings
- Respond to information and stories
- Participate in musical or dramatic items
- Present a positive image of unfamiliar cultures, religions and traditions

Pupils are encouraged to experience British Culture through our curriculum themes. As a school, we take part in sporting activities which helps to instil 'fair play' and a 'team spirit'. Although some of our learners may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil, our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children. The staff work closely with parents, carers and other professionals to ensure that the pupils at Doubletrees are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community. We have a Family Liaison Worker which supports this work and attends weekly Safeguarding meeting alongside the DSLs and School nurse team.

### **Citizenship**

Citizenship education aims to develop the capacity of pupils to participate in a fair and inclusive society throughout their lifetime. It also teaches them the importance of independence of thought and to recognise the power of reflection and debate. Citizenship at Doubletrees is delivered across the curriculum.

### **Character**

Character Education is the wider personal development of a child beyond academic education. At Doubletrees characteristics and values such as resilience, honesty, motivation are developed through all aspects of school life. We set high expectations for our learners in terms of behaviour and progress. Learners encouraged at taught to take pride in their community through the development of independence and life skills.

### **Protective Characteristics**

Doubletrees recognises the importance that all children and young people gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. An Equality Information and Objectives document is in place. The school is working towards the Equality and Diversity Award. The 9 protective characteristics are: Age, Disability, Gender reassignment, Race, Religion or belief, Marriage or civil partnership, Sex, Sexual orientation, Pregnancy and maternity. As with the PSHE and RSE curriculum consideration is made regarding learners' chronological age and developmental stage.

The 9 Protected Characteristics are actively promoted at Doubletrees through:

- Our school behaviour and relationship policy; and subsequent behaviour monitoring process.
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers
- The promotion of British values in school life
- Developing a love of reading through a range of authors and genres
- The thematic curriculum
- Monitoring within curriculum subjects; specifically RE, PSHE and RSE lessons, as well as taking the opportunity to model respect and positivity in all lessons.
- Sporting competitions; Art projects; School Council: Ensuring equity of offer for all
- Developing links with the local community
- Safer recruitment, retention and staff development

We collect and analyse the following data:

- Admissions
- Attendance
- Exclusions
- Outcomes
- Racial incidents
- Bullying incidents
- Homophobic incidents
- Child on Child abuse
- Special Educational Needs

### **Careers information, education, advice and guidance (CIEAG)**

At Doubletrees, we have merged our KS4 and 5 provisions to form our Upper School enabling our learners spend a greater period of time preparing for their independence and life after school. Learners work on developing the skills, knowledge and understanding to ensure that they are well prepared for their next steps in education and future lives. Learners build on and generalise existing skills with an emphasis on using and applying these skills within wider settings both within and outside of school. The Preparation for Adulthood curriculum contains three overarching strands of learning: Careers and related learning, Independent Life & Living Skills and Health, Wellbeing and Relationships. These are organised across the five year rolling programme of study to ensure pupils have time to learn, rehearse and practice skills in widening environments and locations outside of the school setting and to ensure that the curriculum is both broad but relevant to the learners' individual destination. Each term has a different country as its theme. This global focus allows our learners to explore, experience and understand the wider world, developing an appreciation of different cultures and sensory experiences with the aim of further raising learner aspirations.

Our close links with external agencies, such as Careers South West, support our learners in deciding where their next destination will be. One of the main aims of our Post 14 provision is to provide each learner with a wide range of career and employment experiences to support and inform their choices. Some learners also have the opportunity to work towards, and achieve, the Duke of Edinburgh award.

The aspirational end point of this phase is for all learners to leave Doubletrees equipped with the skills they need to be as independent as possible; and that their Next Steps are informed by personal aspirations and interests. We aim to nurture these through their highly personalised curriculum pathway during their time at Doubletrees.

### **Pastoral Support**

At Doubletrees School our Behaviour and Relationship Policy reflects our understanding of the complex needs of all our learners and how this affects their ability to self – regulate and manage their behaviour positively in order to engage with their learning. We aim to take a holistic, whole-person approach to behaviour that encompasses; sensory processing, trauma informed approaches, positive behaviour strategies and appropriate environments. At Doubletrees School we endeavour to build relationships founded upon mutual trust, care and respect with all

members of the school community. We want all learners to be proud of belonging to our special school family, for young people to feel safe at school, to develop meaningful relationships, make positive behaviour choices and learn how to self –regulate their emotions and feelings. We have a dedicated Pastoral and Behaviour Lead who supports class teams to positively support and manage behavioural challenges and model best practise when supporting young people who are, or are at risk of becoming, dysregulated. The Pastoral and Behaviour Lead is a Trauma Informed Schools Practitioner and a Team Teach Trainer.

### **Family Liaison and Parental Engagement**

The role of the Family Liaison Worker is to provide support, advice, and information to the families within our school community. This support may include;

- Support with the admissions process.
- Transport requests and updates.
- Providing information/signposting to other services and agencies.
- Attendance support (promoting good attendance and punctuality)
- Supporting parents with the annual review process.
- Transition for Post16 Learners (guidance with career, personal development and access to training and college)
- Providing useful and relevant information through social media links
- Organising Training, information and whole school events for families)
- Organising parent meeting groups
- Providing assistance in completing school based paperwork and forms

## Personal Development at Doubletrees

Personal Development at Doubletrees is inter-related as shown below:

