



HEADLANDS SCHOOL  
SINCE 1965

# Personal Development Policy

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## Headlands School

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### Expectations

- A)** Teachers are expected to ensure that
- B)** Heads of Departments (HODs) must ensure
- C)** SLT must ensure that

## Personal Development Policy

### Headlands School Personal Development Core Principles

Personal Development (PD) is at the heart of our school. It encourages promotes, adopts and embeds a range of skills that allow children to be life-long learners. The policy overarches and is closely related to other policies, including;

- ✓ PSHE Policy,
- ✓ RSE Policy,
- ✓ Careers Information Advice & Guidance Policy,
- ✓ Drugs Policy,
- ✓ Student Anti Bullying Policy

### Key Terminology

PD (Personal Development)

PSHE (Personal, Social and Health Education)

RSE (Relationships and Sex Education)

CIAG (Careers Information Advice and Guidance)

HELP (Headlands E-Safety online Protection)

### Personal Development (PD) Overview Aim

Adult life requires a range of skills in order for people to flourish, both in the workplace and in their daily lives, from the confidence and motivation to seek challenges and complete tasks, to the interpersonal skills that aid teamwork and other social interactions.

These essential life skills are crucial to people achieving their potential, and therefore it is natural that PD lies at the heart of what we do. PD is perhaps the most important part of our curriculum as we support students to acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

As part of a whole-school approach, PD education develops the qualities and attributes children need to thrive as individuals and members of society. Our whole-school approach is to create wider PD, such as the opportunities students have to learn about being active, healthy and engaged citizens. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

The promotion of students' personal and social development underpins other learning. PD education contributes to personal development by helping students and young people to build their personal identities, confidence and self-esteem and understand what influences their decisions. Developing self-understanding, empathy and the ability to work with others helps our students to enjoy healthy and productive relationships in all aspects of their lives. PD encourages students to play a positive role in contributing to the life of the school and the wider community as confident, self-assured learners.

Headlands School curriculum and wider work supports students to develop their character.

### Key PD aims:

- ✓ Self-control
- ✓ Self-perceptions/Confidence
- ✓ Social skills/Communication
- ✓ Motivation

- ✓ Resilience - the ability to cope with stress

These are the attitudes, skills and behaviours that underpin success in school and work, and include the ability to respond to setbacks, work well with others, build relationships, communicate effectively, manage emotions, and cope with difficult situations.

### **Research Basis for Personal Development Policy**

Research from Harvard University has shown social skills are becoming more important in the workplace all the time. With increasing automation, it is the ability to show flexibility, creativity and teamwork that are increasingly becoming just as valuable, if not more valuable, than academic knowledge and technical skills. Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace.

Work completed by the Sutton Trust argues schools should take a 'whole-school' approach to engendering life skills in young people. Life skills education should be embedded in the day to day curriculum, through extra-curricular activities, and through dedicated programmes.

Social and Emotional Learning programmes and the Personal Social Health and Economic Education curriculum can help to develop skills such as confidence, resilience and ability to work with others.

These values are embedded in the Headlands school ethos, assemblies, lessons, extra-curricular, and in relationships. There is growing evidence that these life skills are associated with a range of positive outcomes at school and later in life. For example, many studies show that non-academic skills in childhood, including self-control, self-perceptions and social skills, are strong predictors of adult outcomes, including employment, well-being, and physical and mental health. Another study shows that young children's self-control skills, such as conscientiousness, self-discipline and perseverance, predict their health, wealth and criminal history in later life.

Reinforcing this message, the Confederation for British Industry's (CBI) most recent survey of employers on education and skills found that "businesses are clear that first and foremost they want to recruit young people with attitudes and attributes such as resilience, enthusiasm and creativity. They are not selecting simply on the basis of academic ability." The CBI emphasises the central importance to employers of young people having a positive attitude and resilience.

### **Objectives of the Personal Development Policy**

PD is important in its own right and as a foundation for other types of learning. It contributes the most to school improvement, health, achievement, the development of attitudes and values and skill development.

The objectives of PD encourages students to:

- ✓ Develop the confidence, self-esteem and responsibility to make the most of their abilities.
- ✓ Develop self-understanding, empathy and healthy, productive relationships.
- ✓ Be prepared to take an active role as members of the school community and a democratic society.
- ✓ Develop healthy, safer lifestyles.

- ✓ Develop good relationships and respect differences.
- ✓ Develop the promotion of good mental health.
- ✓ Learn and understanding physical development.
- ✓ Understand sexual health, emotions and relationships.
- ✓ Learn the importance of values, individual conscience and moral considerations.
- ✓ Learn the value of stable and loving relationships.
- ✓ Learn the value of respect, love and care.
- ✓ Explore and understand moral dilemmas.
- ✓ Learn to manage emotions and relationships confidently and sensitively.
- ✓ Develop self-respect and empathy for others.
- ✓ Learn to make choices based on an understanding of differences.
- ✓ Develop an appreciation of the consequences of choices made.
- ✓ Learn how to recognise and avoid exploitation and abuse.

#### **Key Areas of the Personal Development Policy:**

##### **1) Career Information Advice and Guidance (CIAG)**

- ✓ Headlands CIAG provides high quality, impartial careers guidance helps students to make informed choices about which courses suit their academic needs and aspirations.
- ✓ Students are prepared for the next stage of their education, employment, self-employment or training.
- ✓ Students understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- ✓ Activities include:
  - Working with AB Graphic to get engineers into school (HEADS partnerships)
  - Discuss careers with parents at parents evening and Yr8/Yr11 evenings.
  - CIAG offered during Tutor Time via the Careers Advisor for students in Years 9 - 13.
  - The 'Big Deal' enterprise programme for Yr9 and Yr10 students.
  - Ambitions Day Yr9
  - Work Experience Yr10
  - Mock Interview Day and University visits Yr11
  - Assemblies for local business people
  - Prison me no way Yr8
  - Protection presentation to all Yr7
  - 'PUSH' presentation Yr10
  - CSE Assemblies including those being led by a CSE Ambassador

- ✓ Interactive Careers Portals are located in corridors in response to student feedback that they wanted to be able to access CIAG information around the School site and not just in Tutor Time or lessons.

- ✓ “Gold Standard” for CIAG.

## **2) Extra-Curricular**

- ✓ Extra-curricular activities are an integral part of Headlands School and particularly beneficial for developing children’s wider skills, as a complement to what happens in the classroom. Activities such as debating, volunteering or team sports provide real-life situations where students can learn to develop relevant skills such as teamwork, responsibility and perseverance with the help of adult mentors. We promote a range of strategies to help students develop these skills, including encouraging students to speak to lessons, and to speak regularly in assemblies.

- ✓ There are a range of extra-curricular activities at Headlands School:

- Sports clubs
- Performing arts clubs
- Art, design and photography
- Volunteering (e.g. National Citizenship Service etc.)
- Language clubs (e.g. French, German and Spanish)
- Book / literature/ reading club
- Peer Mentoring
- Intervention
- Debating club
- Chess club
- Science club
- Homework club
- Maths club
- Computer club
- Games club
- English club

## **3) Character Development**

- ✓ Students work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- ✓ Developing students’ character, the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.
- ✓ Headlands works to develop students’ ability to identify and monitor emotions. This includes skill in being aware of others’ emotions and using this to build good relationships, and using emotional information to guide thinking and behaviour.
- ✓ The curriculum and experience around school develops emotional regulation, self-control, relationship and skills, and using these skills to make responsible decisions.
- ✓ The ability to deal with difficulties, adversities and risks, is developed.
- ✓ How an individual identifies themselves, specifically in relation to self-concept and self-esteem is cared for, for example Headlands School has an active LGBTQ+ student community.

- ✓ Self-esteem development is important to us at Headlands School and we have a number of mechanisms in place to support this, including teacher stamp rewards which can be used by students to shop online.
- ✓ Team building is built throughout school life. Headlands School is a friendly and safe school which fosters team building activities every day. We promote extra-curricular and sports clubs in addition to school productions to develop self-esteem and team building.

#### **4) Anti-Bullying**

- ✓ Students know the negative effects of bullying can have an impact on a person for their entire life. Headlands School promotes an environment free from threat, harassment and any type of bullying behaviour.

This includes:

- Ensuring all members of the school community has an understanding of what bullying is.
  - Creating an atmosphere and environment where children, parents and staff feel able to tell the school about bullying if it arises and are confident it will be taken seriously and dealt with.
  - Clear procedures for dealing with incidents of bullying.
- ✓ Students are aware of the different forms of bullying. The school is a member of the Bullying Intervention Group BIG. There are effective systems for dealing with such incidents including a high-profile Student Leaders Team. The Student Leaders Team continue to win the prestigious Diana Award and be entered to achieve the Lions Young Leader Award.

#### **5) Student Leaders**

- ✓ Year 9 students are all invited to apply for the role of Student Leader and 15 are selected. They then take part in various training sessions in order to develop their skills and prepare them for their Leadership roles.
- ✓ Student Leadership is highly valued by students who participate and by those who receive support in their PD. Each Student Leader “buddies” with an identified student. They look after their buddy, show them where everything is and help them. They often sit with their buddy and support them if they hurt themselves or are feeling a little worried about being in school. This really helps students to successfully navigate and to get to know more of the other students throughout the school. Students benefit enormously from the sense of responsibility they gain from the Student Leaders system.
- ✓ During the summer term all Student Leaders visit feeder Primary Schools to talk to the Year 6 students about the scheme and assure them that support is always there if they needed it as they made the transition from Primary to Secondary School.
- ✓ All trained Student Leaders are easily identifiable to the rest of the school by their eye catching black & red hoodies and black polo shirts.
- ✓ All Student Leadership activities take place in the ‘Learning Resource Centre’ which is open to all students, but in particular Year 7’s, at break and lunchtimes.

- ✓ For any student with specific concerns we offer one to one support and a Student Leader is 'buddied' up with a mentee. They then meet regularly to chat through any issues or concerns and can help students navigate through the school between lessons and social times.

## **6) Physical Development**

- ✓ Students can explain accurately and confidently how to keep themselves healthy.
- ✓ Students make informed choices about healthy eating, fitness and their emotional and mental well-being.

## **7) E-Safety**

- ✓ Students have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- ✓ We have developed an online reporting system called HELP for students to access should they have any concerns regarding their safety or the safety of others in school. This is monitored by the Year Leader for Year 7.
- ✓ We have developed our own in-house Bullying Log KCBG to promote self-regulating students.
- ✓ Our new 'HELP' webpage which is accessible on the school website, (Headlands E-safety online Protection) is an anonymous reporting system which allows students and parents to report incidents. The site also offers advice on online safety, anti-social behaviour and bullying

## **8) PSHE/RSE/SMSC**

- ✓ PD is taught as a discrete subject during a one-hour carousel PD lesson per week and as part of our Curriculum subjects.
- ✓ In addition to Assemblies, focus days, whole school events, educational visits and informal conversations between all participants at Headlands School.
- ✓ The RSE Programme forms an integral part of our PSHE programme throughout. We believe sex education to be an integral part of the learning process, beginning in childhood and continuing into adult life. It enables children to come to an understanding of their own bodies, instincts and feelings, in order for them to be prepared for the joys and responsibilities of permanent relationships. It allows children to be sensitive to the different emotional needs of all students.
- ✓ These sessions are used to promote student welfare; sexual health, staying safe online, CSE, stress management, mental health awareness, safe driving, financial planning, awareness of ethical issues, careers, study skills, relationships, healthy lifestyle choices, first aid, bereavement, discrimination and equality.
- ✓ Students' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

## **9) Democracy and British Values.**

- ✓ The School Student Council is viewed as a crucial part of the democratic process in school. Each class elects two representatives to the School Student Council. Representatives are major stakeholders in the school and, through the School Student

Council, are given an opportunity both to make a difference to the way the school operates, as well as to develop their citizenship and social skills.

- ✓ The School Student Council organises ballots on certain issues helping to teach our children about the democratic system. This includes General Elections and replication of referenda.

## Expectations

### A) Teachers ensure:

- ✓ The whole school community is involved in the development, delivery and evaluation of PD.
- ✓ When outside agencies are to be involved in the delivery of the PSHE curriculum they will work within the school's policies.
- ✓ Teachers will work alongside visitors in the classroom.
- ✓ Teachers report on the achievements of their students at Parents Evenings, through phone calls and completing at least one postcard per week to be posted home.
- ✓ All staff at the school support and understand the aims and philosophy of the policy.
- ✓ Enter PD stamps into student planners every lesson.
- ✓ Tutors record the number of stamps each student has been awarded into SIMS each week.

### B) The PSHE/RSE/ CIAG Coordinators ensure:

- ✓ The PSHE/RSE/CIAG Coordinators attends and disseminates staff support and training to ensure understanding and practice is informed and up to date.
- ✓ Share current developments, relevant courses and by providing a lead and direction for the subject in school.
- ✓ Work alongside SLT to monitor standards of student work and the progression of understanding and skills.
- ✓ Work in close liaison with all parties to ensure that the programme is meeting the needs of the school.
- ✓ Support and resources will be sought from various outside agencies and the local community, e.g. the school police liaison officer, local surgery, LA, local support agencies and national organisations.

### C) SLT ensure:

- ✓ Various visitors to help bring our PD curriculum to life, including visits from:
  - The Police
  - The Fire Service
  - Health advisors
  - Road safety experts
- ✓ Employers
- ✓ Parents are invited to join in events in school and regularly informed of events and developments through email and newsletters.
- ✓ Links developed with local businesses, councillors, and the local church thrive.
- ✓ Monitoring and reviewing progress, standards of work and the quality of teaching is completed.
- ✓ Staff are supported with information and relevant resources as well as providing a strategic role in leading PD within the school.

- ✓ Evaluation and action planning within PD is completed, indicating areas for further improvement.
- ✓ Up to date information on PD is available to all staff, students and parents to inform and discuss.