



# Personal Development


Shenstone and Brades Lodge School

**SAFE** – to understand how to keep me safe in all areas of my life.

**HAPPY/INDEPENDENT** – To understand how to ask for help, get support and communicate.

**LEARNING** – To understand that this gives me opportunities.





We cannot always change a child's circumstances but we can help to **Protect** them, help them to build trust so they can **Relate** with us and each other, and develop the skills to **Regulate** and **Reflect** on situations.

A decorative graphic on the left side of the slide. It features a dark grey arrow pointing to the right at the top. Below the arrow, several thin, curved lines in shades of blue and grey sweep upwards and to the right, creating a sense of movement and design.

# Intent- 'We have a Duty'

- To develop responsible, respectful, and active citizens
- To teach children how to understand and engage with society and provide them with plentiful opportunities to do so.
- To help them understand fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance.
- To promote an inclusive environment
- To develop positive personal traits, disposition, and virtues
- To develop confidence, resilience, and knowledge
- Support being physically healthy, eating healthy and having healthy relationships.

# Pastoral teams

## ➤ Brades

### ➤ Pastoral lead - Chris Husband

- SENCo assistant
- Mental health lead
- TIS
- Nurture
- Wellbeing team x 3 staff
- Teaching Assistants
- HIST
- Talk about lead
- Careers lead

## ➤ Shenstone

### ➤ Pastoral lead – Ian Mitchell

- SENCo and SENCo assistant
- Mental health lead
- Wellbeing team x 3 staff
- Intervention Coordinator
  - Drawing and Talking trained staff x 2
  - Sensory lead
- Speech and Language offer
  - Speech and Language lead (internal)
  - Lego Therapy Practitioner
- TIS
- Nurture



# External Providers

## ➤ Brades

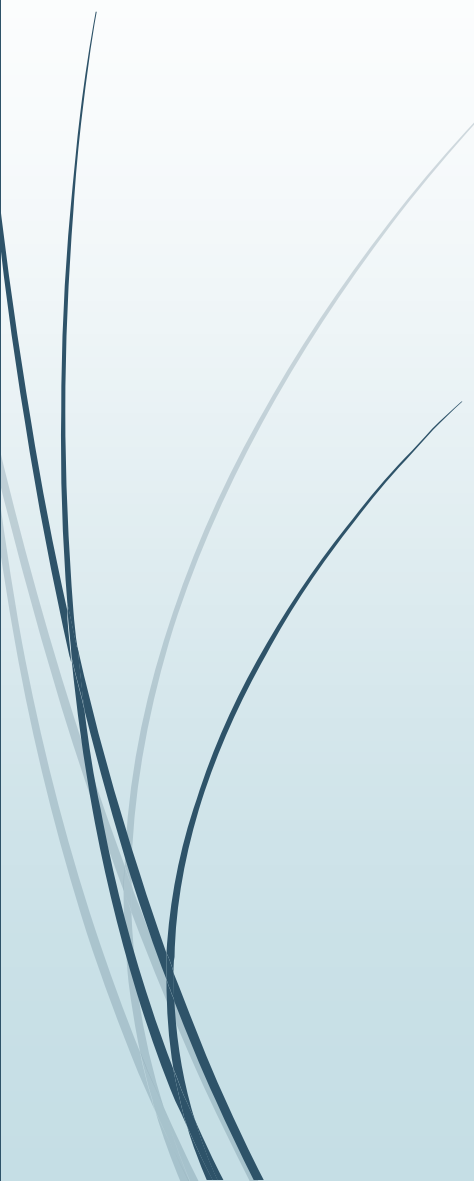
- Play Therapist
- KRUNCH
- Mentor (Mark Johnson)
- Speech and Language offer
  - NHS/Enhanced SALT
- Educational psychologists
- Conexions
- Pit stop Pete
- Startright
- Links with local employers

## ➤ Shenstone

- Speech and Language offer
  - NHS/Enhanced SALT
- Murray Hall Counsellor
- Educational psychologists



# Partners

- Police
  - YOT
  - School Nurses
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Met by all staff

Promoted by all staff, supporting children to believe in themselves

### Maslow's Hierarchy of Needs

Self-actualization

Met by achieving personal and academic targets, rewards system, all given opportunity to achieve and be celebrated

Esteem

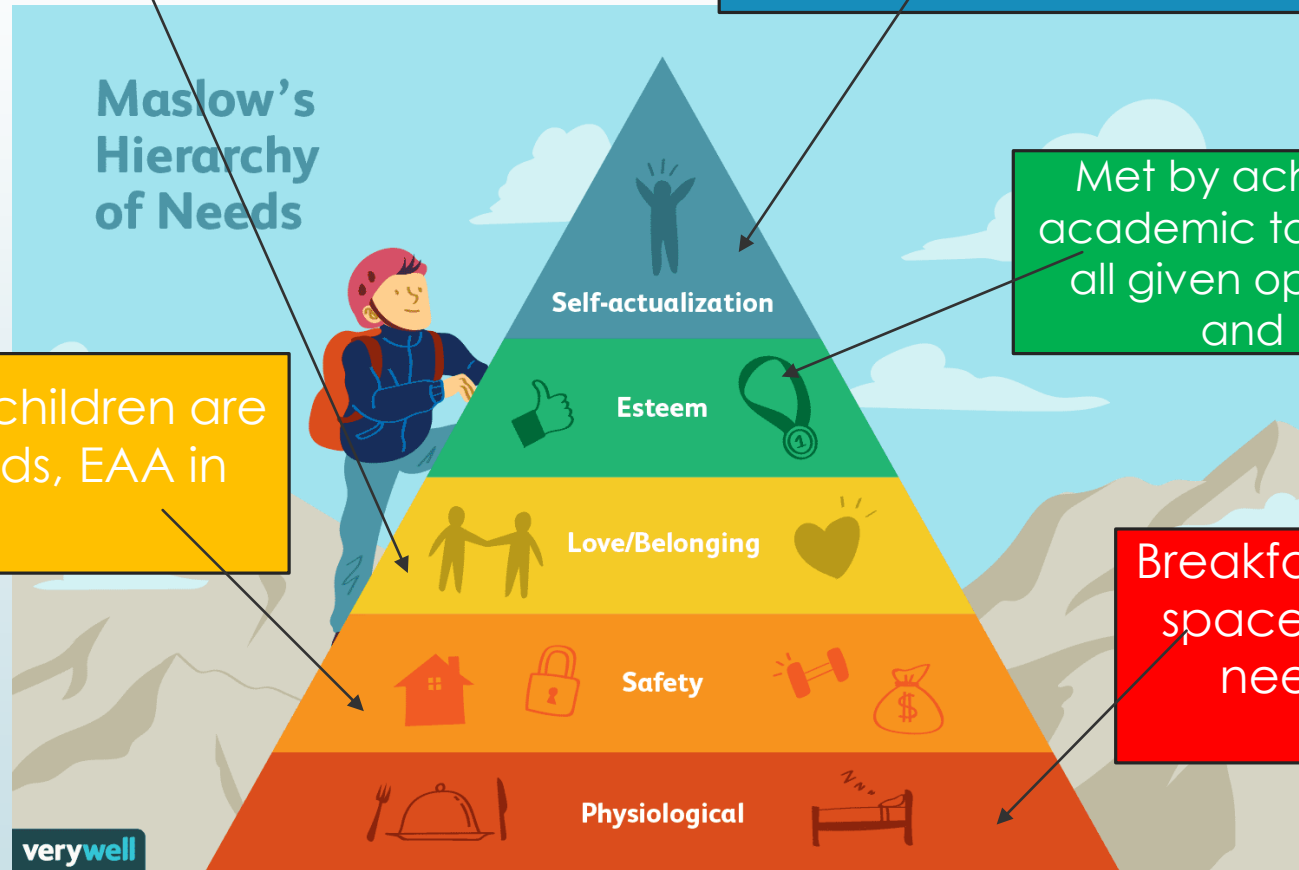
Safe spaces that children are aware of, grounds, EAA in school

Love/Belonging

Breakfast club, intervention spaces, a space to rest if needed, change of clothes

Safety

Physiological







# Universal offer - all pupils receive this offer on entry to our school

- Small class sizes,
- Proactive approaches,
- Positive reward system,
- Structure,
- Trauma-informed practice,
- Pupil profiles,
- Personalised plans,
- School environment,
- Differentiated learning opportunities,
- Multi-agency collaboration.
- Parental engagement.
- Social, Emotional and Mental Health interventions,
- Boxall Profile screenings,
- SLCN interventions
- Workshops
- Focus weeks/themes



## **Targeted offer** - discussion from class staff, behaviour watch data, debriefings

- Wellbeing staff involvement if necessary,
- Sensory screenings, interventions and/or resources added to a class,
- Drawing and Talking,
- Boxall Profile,
- SLCN interventions – internal and targeted support from external services,
- Social play interventions,
- Emotional literacy,
- Personalised student contracts
- Appropriate external agencies
- Academic interventions to promote confidence and resilience



# Complex Offer – discussed at SMT

- Individual risk management strategies,
- Potential suspension – to review how to best support needs,
- Multi-agency meeting,
- Early annual review (interim),
- Withdrawal – 1:1 support,
- Reintegration timetable,
- Bespoke routines,
- Personalised learning (PRRR), thinking about locations, staffing etc
- Specific external interventions – counselling, mentoring etc

# Implementation- Pathways to support Personal Development (SEMH)

## **Step 1:** **Universal**

### **Getting Advice and signposting**

Support at this level is the universal offer by the school.

## **Step 2:** **Targeted**

### **Getting help**

Support at this level usually involves goal-based input and intense /specialised support

## **Step 3:** **Complex**

### **Getting Risk support**

Support at his level usually is due to the child not benefiting from all the other support or being unable to use help but still remaining at risk.

# Step 1- Universal

Step	Description	pupil	Parent/carer	Staff involved	Review
1	<p>PSHE/RSE curriculum offered to all pupils</p> <p>Boxall profile completed every term with personal targets set</p> <p>ECHp targets</p> <p>Assemblies</p> <p>personalised timetable</p> <p>Small class sizes</p> <p>Wellbeing staff to provide stable EAA at all times</p> <p>Sensory resources when required</p> <p>Staff all receive development and training in SEMH.</p>	All	<p>Parent/carer reports</p> <p>Parent/carer evenings</p> <p>Weekly phone calls</p> <p>Annual review</p>	All staff	Staff to notify SENCo, HOS, Mental Health of any concerns

# Step 2 - Targeted

Step	Description	pupil	Parent/carer	Staff involved	Review
2	<p>Bespoke interventions – delivered both internally and externally</p> <p>MH lead - SPA referral</p> <p>Additional staffing</p> <p>Exceptional Behaviour contracts</p> <p>Higher levels of supervision for children in this group</p> <p>Debriefs</p> <p>DSL debriefs</p>	<p>Some Pupils – identified through SMT data /class staff</p>	<p>Will be informed about additional interventions where consent required.</p> <p>Meeting may be arranged</p> <p>Regular contact and communication about support being offered</p>	<p>SMT</p> <p>Wellbeing staff</p>	<p>SMT meetings</p> <p>Daily briefings</p>

# Step 3 - Complex

Step	Description	pupil	Parent/carer	Staff involved	Review
3	<p>Reintegration timetable</p> <p>Risk assessment</p> <p>Use of alternative provision</p> <p>HIST – none school attendance</p> <p>Sexualised behaviour</p> <p>External organisations</p> <p>MH lead - SPA referral</p> <p>Police</p>	High risk – few pupils	<p>Regular contact and communication about support being offered.</p> <p>Meeting to explore and discuss concerns</p>	<p>SLT</p> <p>Wellbeing staff</p> <p>Emergency annual review</p>	<p>Fortnightly at SMT</p> <p>Daily briefings.</p>



# Impact - Personal Development Outcomes

- **Pupils will:**

- More confidence
- Resilience
- They will have had more opportunities to grow and develop unique to them and their needs
- Have a better understanding of a healthy lifestyle which includes being mentally healthy.
- Improved attendance
- Qualifications