

Statement of Ethos & Values

PHOENIXPLACE strives to be a positive, caring, happy learning environment where the character, individuality and awareness of all our students are developed in preparation for adult life.

We offer a space where students will experience achievement, where each student's academic, personal, social, moral and spiritual attributes will be nurtured.

At PhoenixPlace students can re-engage and enjoy learning, feel valued and aspire to be the best they can be in order to be productive citizens in society. We work towards all our students being healthy, staying safe, enjoy achieving, making positive contributions and achieving economic well being.

We Value:

- Our truthfulness, honesty, politeness and consideration towards others
- Respect and tolerance of the opinions and beliefs of others
- Commitment and determination to realise dreams and the ability to inspire confidence and courage to achieve success
- The qualities of patience and sensitivity
- Self-discipline, self-respect, empathy and the capacity to live as an independent, self-motivated person with an awareness of our sociality and the world community
- Our young women's inquisitive and imaginative minds, their questions, communication skills and participation as members of the school community

Our core values are:

- Respect for others and tolerance
- Trust, honesty and truth
- Equality
- Commitment
- Friendship and kindness
- Confidence and courage

Equality at Phoenix

In line with the 2010 Equality Act, PHOENIXPLACE takes equality seriously. Through the school's curriculum offer, extra-curricular enrichment activities, policies relating to teaching & learning, behaviour and conduct of students and staff and a programme of training to develop our staff, we;

- Ensure that everyone is treated fairly and with respect
- Make sure the school is a safe, secure and a stimulating environment for everyone
- Recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same
- Recognise that for some students extra support is needed to help them to achieve and be successful
- Take a multi-disciplinary approach to ensure that people from different groups are consulted and involved in our decisions, for example through talking with parents/carer and through discussing issues with our students in an open forum on a periodic basis
- Make sure that no-one experiences less favourable treatment or discrimination because of: their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their religion or beliefs; their sexual identity and orientation.

We welcome our duty under the Education and Inspections Act 2006 (section 33-(6)) to promote community cohesion.

CURRICULUM POLICY

Policy: September 2020
Policy to be reviewed: September 2021



Mission Statement

PhoenixPlace provides a safe, nurturing and happy environment in which every unique member of the school community is valued and respected.

We are a welcoming, supportive learning school that strives to develop our students' capacity to excel in a range of important character strengths and skills to prepare them for their life beyond school eg through improvements in;

Attitude
Behaviour
Relationships
Work ethic

We believe in the importance of providing learning experiences and opportunities that enable our students to function and contribute positively in their local communities as they develop into adults in spite of their starting point with us or their needs.

The heart of our curriculum is to build confidence, esteem and a positive self-image in the learner; to close learning gaps, enable progress and provide opportunities to learn from each other and build positive values.

**We aim for all members of the PhoenixPlace community to be
EMPOWERED to become the best that they can be!**

Introduction

PHOENIXPLACE was founded in 2014 to provide a place of learning, nurture and safety for girls for whom many have had negative educational, social & emotional experiences which have impacted their lives significantly. We believe that all our young people, irrespective of their starting point, deserve many chances to achieve again. We work and support students with varied needs and although we offer a range of subjects for students to learn in preparation for accreditation, equally, our fundamental purpose is to provide nurture, stability and skills to build character, closing gaps to prepare our students for life after school in order for them to function positively in society.

Each individual student at PHOENIXPLACE is unique and with support, is able to achieve. We start from the basis that all staff have high expectations of students, with the desire that each individual student is working towards reaching their full potential. All our staff are aware of individual needs and understand that the ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We regularly provide enrichment opportunities to engage learning. We promote positive attitudes towards learning which reflect the values and skills needed to promote responsibility for learning and future success.

Teachers and subject leads will continue to work towards improving their subject knowledge and understanding of how to support individual student needs and personal development. Teachers and subject leads ensure that a clear sequenced programme of study is in place so that students know the learning journey of the subject and what they need to do to progress, whilst building skills and knowledge.

Our aim is that all our students start to build confidence in themselves in order for them to 'own' their learning and personal development and take pride in their achievements

Principles

The guiding principles that inform the way we teach, support pastorally and tailor opportunities to individual needs are;

- To re-engage students in learning for life, enjoying and valuing their learning
- To develop positive personal and social values
- To develop emotional literacy
- To improve well-being and self-esteem
- To promote students inner creativity
- To prepare students for further study and the world of work promoting spiritual, moral, social, cultural and physical development in order to assist them in becoming thoughtful and responsible active citizens
- To provide a variety of activities which bring about effective learning, provide appropriate challenges for all students which lead to achievement for all at their individual levels
- To provide continuity and progression from the point of transfer to the time of leaving school
- To offer a broad and balanced curriculum entitlement
- To include students in decision making about their life
- To personalise our approach to individual need
- To work in partnership with parents/carers, referring authorities and specialist services in supporting the development and progress of individual students
- To develop employability skills through links with community projects & businesses
- To ensure high quality of curriculum content, teaching and learning
- To monitor and assess student progress for the purpose of ensuring high standards of achievement, but also to engage students in understanding how they may improve and make progress
- To develop independence and life skills through experiences and programmes such as work experience and other traditional and alternative curriculum approaches

Curriculum

PHOENIXPLACE provides a curriculum & framework, which inspires, challenges and safeguards all our students, to enable them to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a socially and economically positive contribution to society

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We recognise that at times conventional teaching methods/approaches may not suit many of our learners and our flexible approach to our learners needs is key to their re-engagement and the building of their confidence. We believe in offering students a purposeful & enjoyable curriculum coupled with our nurturing, patient approach and bespoke learning opportunities to improve the well-being of our students, which will enhance the students' experiences and develop them for adult life.

Our curriculum is based on the same principles as those in mainstream educational environments in that students are encouraged to pursue accreditation in as many subjects as is practicable. However, we understand that whilst most students are highly motivated to take examinations, in some circumstances different approaches to learning are more appropriate. Accredited frameworks may be adapted to suit a student's own pace and in other cases, emphasis is placed on vocational development and progression throughout the curriculum in the belief that our students will be ready to make the transition to college, apprenticeships or work, when they are ready.

- Initial baseline assessments in English, Maths and Reading are completed within six weeks of arrival and assessed at the end of each year, this will identify small steps of progress. Within-year subject assessments & feedback are also part of monitoring the progress of our students.
- A range of diagnostic assessments are carried out by staff and Educational Psychologists in order to better understand how to support our students, this enables us to set realistic targets in order for them to achieve their EHCP and/or personal outcomes.
- Our curriculum provides ongoing support from external organisations in workshop form who work with our students on specific challenging and relevant topics in order to build knowledge and understanding and help them make better life choices.
- Our Preparing for Adulthood (PfA) Lead and Career's advisor will meet with all learners to ensure that there remains a good alignment between their learning pathway and their personal goals with relevant signposting. Progress along the pathway is assessed through our termly reviews. The outcome of each review is shared with parents/carers through Progress Meetings.
- Each new student will personally discuss their learning pathway with the Head of Teaching and Learning and Pastoral Team and agree areas of personal development.
- The curriculum will provide opportunities to develop 'soft skills' required for future employment

KS3

In KS3 students are taught a range of National Curriculum subjects, which content is both enriching and challenging and embrace cross-curricular themes. Content may be drawn from earlier Key Stages as appropriate to the student's needs. Key Skills are introduced to underpin core literacy, communication and life skills.

Students are taught;

English, Maths, Science, Creative Arts, PE, PSHE, ICT, and Music.

Languages, Humanities & Careers are introduced in a workshop style over the year. Students also have access to Literacy and Numeracy Intervention sessions.

KS4

In KS4 students will be introduced to GCSE and Foundation courses. Some GCSE/foundation courses start in year 9, which will allow our students' time to develop over KS4 and improve their understanding and skills within each subject. These courses are all accredited.

Students are offered a range of accredited courses

English Language, English Literature (ability assessed), Maths, Science, Princes Trust, Arts Award, Art GCSE, ICT, RE, Business PE is taught but is not accredited at this stage.

The aim at Key Stage 4, is also to enhance the curriculum offer by, for example, the following;

- Work experience placements
- Careers education
- External vocational providers
- Enterprise, business & community links

Preparing for Adulthood (PfA)

Our intention is to equip all of our students with the character, skills and knowledge to be happy and as economically independent as possible throughout adulthood.

For most students this may equate to sustained and meaningful full employment. Where a student has different or complex needs then it is about being able to make a positive contribution to society. In all cases we expect to have a positive impact on their lives.

Preparing for Adulthood Outcomes:

Overall, our outcomes for our students are underpinned by PfA Measures which are overseen by our PfA lead

- Education, health & Care process
- Friends, relationships & community
- Good Health
- Developing Independence,
- Education, training and finding employment

Each term students, parents/carers will have the opportunity to discuss progress and targets with Tutors and subject leads. A report is created and shared with students, parents/carers

Curriculum assessment, evaluation, accreditation and monitoring

On entry, students' baseline levels in literacy and numeracy will be assessed. The assessment will be in the form of an online test. Students reading abilities will be tested at the end of each year to inform future planning for teaching and support.

Formative assessment procedures are in accordance with individual subjects and occur on an on-going basis during the learning process. Students are set targets at the beginning of each term but also as their knowledge, understanding and skill transpires.

Student progress in English and Maths are recorded summatively. At the end of each term students complete end of unit assessment for English and Maths. This information informs the teacher & support staff of targets to set for students to improve/develop. Teachers' evaluation and assessment informs future planning.

Students in KS4 also sit past test papers for these subjects to develop their self-esteem and confidence for KS4 exams.

Achievement and progress at all levels of the curriculum, and for all ages is regularly monitored and reviewed. Internal rewards are encouraged throughout the school to enhance self-esteem and personal performance.

To continually improve the quality of teaching and learning, curriculum monitoring is carried out by the leadership team. This is undertaken by assessing student's work, schemes of work and planning documentation as well as through observations of lessons. External advice is actively encouraged and subject teachers can request the support of area consultants or advisers.

Outcomes

From students starting points at PHOENIXPLACE, the curriculum framework and school ethos are there to ensure that students are making progress and are aware of their strengths and development needs and that we instil within them with the confidence to improve.

Through traditional and alternative experiences we want students to be able to apply the knowledge learnt in school when they are faced with a variety of different scenarios and be able to make smart, conscientious choices and decisions

Student's academic and personal development will be monitored through our teaching and pastoral systems where targets are set and reviewed.

Teaching & Learning

Students learn through their experiences and by being taught. They learn most effectively when they feel valued, when they are encouraged to take responsibility for their own learning and when they are actively involved in the learning process.

A range of teaching and learning strategies will be explored in order to increase and maintain student motivation and to create a challenging, stimulating, enjoyable and rewarding learning environment in which they can succeed. Strategies will include working individually, in pairs and small groups, whole class teaching, practical work, problem solving, role-play, the use of ICT mobile technology and video, visits outside the classroom, guest speakers & workshops. We also learn from our students the best way to teach and support them.

Spiritual, Moral Social & Cultural Development (SMSC)

We believe that each student's experience is enhanced by spiritual, moral, social and cultural development. We encourage students to strive for academic excellence, and a spirit of open and shared enquiry, whilst developing their own potential and qualities of character so that they can make a positive contribution to the world.

We actively promote the Fundamental British Values of Democracy, the rule of law, individual liberty, and the mutual respect and tolerance of those with different faiths and beliefs. These are embedded in all that we do and believe. We understand that aspects of SMSC can be developed through almost all parts of the curriculum and can be incorporated into the day-to-day operation of the school, through our ethos and practices. At all times, we take into account the age and ability of the students, and their differing needs.

Personalised Learning

Each student at PHOENIXPLACE is unique. They have unique aspirations, which we endeavour to encourage. Although we wish to provide quality experiences, students learning styles and needs may mean that a more bespoke approach is needed. For example, at KS4 if a student is having difficulties in accessing any of the accredited courses (except English & Maths), through discussions with student, teacher and parent/carer, it may be advised that a course is not to be pursued if students subject loading is causing distress.

Personalising learning can also mean that we will research alternative opportunities & experiences that students would like to pursue (e.g. If a student has an interest in singing) and incorporate these desires into the student's timetables. We aim to be flexible in our approach and respect and encourage students' inner creativity and interests, which also will enhance our alternative curriculum offer.

Alternative Curriculum

We aim for students to be successful academically, but we know that of equal importance is how students view and appreciate the world around them with its similarities and differences. These can be delivered through life lessons or experiences.

We will provide opportunities for students to visit places of interests, whether inside or outside their community. We also encourage students to participate in events in their local community.

We aim to broaden students outlook and organise trips and/or educational excursions, cultural, arts and music activities which will link to aspects of our curriculum so that students have the opportunity to apply what they have been learning in school and have a variety of different experiences.

Differentiation

Within each year group students will be working at different levels. Teachers and supporting staff will work together in ensuring that all students in class are participating and challenged appropriately. This will take a lot of patience, commitment, consistency and careful planning.

We believe that as students are learning from us, we too are learning from them on how we can best teach them so differentiation strategies will be embedded within planning which can inform schemes of work and improve teaching and learning. Differentiation strategies will be shared amongst staff for good practice.

For students who are working at higher levels, work will be differentiated according to ability. Extra challenges will be set for the student to complete in class and study support sessions and/or at home.

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At this stage we expect students to be fully involved in the setting of the challenges and discuss this with the teacher and supporting staff.

Pastoral Care

The aim of our pastoral care is to build confidence in our students to achieve the aims of this policy. The pastoral care for all our students is the responsibility of all members of the school community. It is of vital importance that staff (and students) are aware that the way in which we talk to each other, interact with each other and how we overall treat each other all contribute to the quality of the pastoral care.

PhoenixPlace has a dedicated Pastoral Team which consist of the Pastoral Manager and three Pastoral Assistants.

Tutors will also play the major role in their tutees pastoral care. At PHOENIXPLACE, Pastoral care has three different strands, which the tutor will be first point of call for each of their tutees but will be supported by the Pastoral Team and senior management. The three pastoral strands are:

1. Pastoral (including behaviour and attendance)
2. Curriculum
3. Personal

Pastoral (including behaviour and attendance)

Firstly, we encourage our students through our ethos to behave in a way that fosters a positive and happy environment. We aim to be consistent in dealing with relationships through a restorative approach showing students that if there are any peer (or other relationship) issues that they can be solved through understanding each other and working together for a suitable, realistic and practical solution that causes no further harm.

Our nurture breakfast time will also be an area where pastoral issues can be discussed in an informal way.

We aim for our environment to be orderly and calm and we have high expectations of all community members to behave in a way that promotes this. Where any behaviour falls outside of this commitment, procedures in our behaviour policy will be acted upon and plans would be put in place to encourage students to exercise individual and social responsibility.

Curriculum

This includes all aspects of a student's education internally and externally, but also what is called the 'hidden curriculum' e.g. the students understanding and behaviour in accordance to the ethos of the school, students respecting the value system of our school. Personal, Social, Health Education (PSHE) and Spiritual, Moral, Social and Cultural development (SMSC) is embedded within our curriculum through workshops, enrichment activities, assemblies and through subjects

Personal

This involves the individual work that is done with students and the personal support they may receive from the school for example, if students are having problems emotionally or socially (e.g. Issues outside of school). We recognise that all of our students have individual problems that they are facing and need patience and guidance to help them work through their difficulties.

Parents/carers and relevant stakeholders are kept informed on a regular basis of student's progress, attendance and behaviour and we will work closely with schools and other referring authorities to help monitor these three areas.

Pastoral Support

We aim to offer a range of pastoral support for students;

- Tutor (main point of call for students)
- Pastoral Team
- Individual support sessions
- Access to Counsellor, SENCo, Educational Psychologist, Art Therapist, SaLT, St Giles, Theatre Troupe
- Termly Progress Reports
- Therapeutic group sessions eg Theatre Troupe
- Family work/home visits
- Supporting students with external appointments where possible

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- Termly Review meeting with parents/carers and referrers
 - Regular contact with parents/carers
 - Access to Independent Careers Advisor
 - Access to on-going work experience
 - Preparing for Adulthood (PfA) Lead
 - Working in partnership with external agencies and social workers
 - Celebratory Assemblies /newsletters
 - Nurture Breakfast
 - Personal, social and health education
 - Workshops and support programmes

This list is not exhaustive and other support may be gained based on need.

Therapeutic Offer

Our overall aim is to provide a quality service for young people to re-engage back into learning, develop and build character, have an understanding of their needs and how it impacts their lives and make improvements eg in their behaviour or their self worth. We have a range of services (internally & externally) that we have as part of our school to help us achieve this.

Multi-skilled staff

All our staff have a passion to work with our students. Our staff receive ongoing training as well as share good practice when working with our students. Our core members of staff play a vital role in the development of our students

Child Educational Psychologist (CeP).

We have a CeP who has been with the school for over 3 years. They know the school very well and support the staff in their understanding of students needs and behaviours that students may exhibit. The CeP provides baseline information (eg full cognitive and mental health reports) where necessary and works with the SENCo with regards to Education Health, Care plans. They offer counselling and a drop in service for students.

School Counselling

Our school counsellor has been with the school for over 4 years. They provide a safe space where students can talk about their issues. The aim of sessions will vary depending on students needs, however the main aim is for students to be able to access the support to help them overcome difficulties they may be facing.

Speech and Language Therapist (SaLT)

Our SaLT has also been with the school for over 2 years. They provide a quality service to help our students improve their communication and interaction skills. Students have either 1:1 or group sessions

Art Therapist

We have working with the school a part time Art Therapist placement. They will be working with selected students helping them through their difficulties through the medium of creative arts

Theatre Troupe

We are fortunate to have working in partnership with the school, Theatre Troupe. Theatre Troupe was founded in Southwark, South London in 2015 to change the lives of children and young people aged 9 to 19 with acute and complex mental health problems through the radical nature of participatory theatre. It is an evidence based 'theatre family' model of practice, bringing participants, volunteer mentors, theatre practitioners and visual art therapists together in creative workshop programmes that are joyful, friendly and safe, and which significantly reduce participants' mental distress.' Theatre Troupe come in once per week and work with out Ks3 and Ks4 students separately

School Nurse

PhoenixPlace commissions the services of a school nurse through the Evalina Specialist community School nursing Team. The school nurse provides a service both individually and in a workshop format where needed to address issues such as health, sexual health and medical issues. The school nurse works closely with our Safeguarding Manager.

Healthy Young People's Project (HYP)

This year we are also working in partnership with HYP Southwark. HYP is a new health and wellbeing service for young people (under 25s) in Southwark provided by Brook and Change, Grow, Live (CGL). The partnership provides expertise in delivering the best sexual health and substance misuse service for young people.

HYP Southwark provides advice and support around sexual health, drugs and alcohol and general health and wellbeing. They will provide 1:1 and group support.

Special requirements

We support students that are vulnerable, and who may be experiencing difficulties in learning or have special educational needs. Due to the nature of our school, there will be times when students will be withdrawn from lessons to see other professionals that will be supporting them in their development. Students may have within Education, Health and Care Plans, to see, for example, a Child Psychologist, the Child and Adolescent Mental Health Service (CAMHS), counsellor, therapist and SENCo. Students are encouraged to attend these sessions.

Special Educational Needs

We support students who may have a number of emotional, mental and learning difficulties and diagnosis. Such as;

- Mild- severe Dyslexia
- Autistic Spectrum Condition (such as Asperger Syndrome)
- Attention Deficit and Hyperactivity Disorder
- Emotional difficulties
- Behavioural difficulties
- Moderate global developmental delay
- Learning difficulties

For students with Education, Health and Care Plans (EHCP), the normal legislative framework will be followed. Annual Reviews will be held with a representative of the local authority and relevant professionals where possible and the EHCP updated as necessity demands.

As well as the above needs, we are able to support and educate students with the following;

- Anxiety difficulties
- Mild mental health issues
- Self-harming
- Eating disorders
- Social difficulties

Literacy and numeracy

It is vital that students' literacy and numeracy skills are at a level where they are able to access material and/or display these skills confidently when they leave school. Many of our students may have difficulties, barriers in this area.

Information and data from student's previous/existing educational establishment will be sought on entry and students' literacy and numeracy levels will be assessed using appropriate assessment tools.

This is to enable teachers to form a baseline in order to appropriately plan and set targets for their students. The development of literacy & numeracy skills will be a whole school approach. Lesson objectives will include at least one literacy focus and where possible a numeracy skill. The schools tutor schedule includes designated reading time for students to improve in this area

There may be times where students will need extra support to ensure targets are reached.

To support this, provision will be put in place to give extra support based on individual/class need. In KS3 each week, there will be a literacy and numeracy intervention lesson where individuals/small groups or the class will have the extra-added support to improve their literacy and numeracy skills. This may be through computer software programs or work with teacher/support staff.

Literacy focuses during the year will highlight the importance of improving and enjoying all aspects of literacy.

At the end of each year, students reading will be assessed which will inform planning and target setting for the following year.

The development of numeracy skills will be delivered through discrete class teaching and through whole school maths challenges and interventions.

Enterprise & Employability

We want to give students a head start by ensuring that we develop these skills. We aim to promote an enterprising attitude throughout the school not just through Special Enterprise Days but where possible within subject delivery. Students will be given the opportunity to develop an understanding with regards to financial capability eg budgeting. Students will also be able to gain these skills through subjects such as Prince's Trust

At PHOENIXPLACE we aim to offer students in KS4 the opportunity for on-going work experience (eg once per week) and involvement in community events. Normally work experience placements are between one or two weeks, however, we believe that spreading this opportunity over KS4 will instil within students the abilities & attributes they need to pursue work and be successful in it.

We believe that work experience is invaluable to our student's preparation for adult life and many of our students would benefit from a longer-term investment in this area so when they leave PHOENIXPLACE they can confidently approach employment or other opportunities.

We are continuing to build up our links with other business of offer this support for our students with work-experience.

The area is lead by our Preparing for Adulthood Lead

PE

Physical activity is encouraged as well as an understanding of improving one's health. We offer the opportunity for students to take part in a range of physical activities each term whether at our site or externally. Our main hall can accommodate soft play and/or fitness activities where we focus on reciprocal play. Students are encouraged to engage in outdoor play and taking their breaks outside on our grounds. We take students to our nearby parks on a regular basis in good weather.

E-safety

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The Internet and other digital and information technologies are powerful tools, which open up new opportunities for everyone.

However, while PHOENIXPLACE acknowledges the educational, social and entertainment benefits that the internet and new technologies clearly offer, the school recognises its duty under the Education Act 2002 to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children.

PHOENIXPLACE also acknowledges that it has a key role to play in providing e-safety education and pastoral support to students and identifying children and young people who lack the knowledge, skills and understanding necessary to keep themselves safe online, so that those who need extra help receive it either in school or through referral to other services.

Technology offers extraordinary opportunities for all of society - opportunities for learning, for play, for communication, for skill development, for creativity and for having fun. However, the use of these technologies can also put young people at risk within and outside the school.

As with all other risks, it is impossible to eliminate e-safety risks completely; and that is why it is essential, to develop young people's risk identification, assessment and management skills, so that they have the confidence and resilience to face and deal with such risks if and when they arise (see E-Safety Policy)

Assemblies

Assemblies are held each week. We believe that our students should meet together in this shared time, which will be a time where the management team, teachers and students produce an assembly, which is presented to the school. This time will also be used

to invite guest speakers in e.g. external agencies, local business people to talk about their areas of expertise and encourage our students in pursuing their aspirations.

Assemblies will follow a weekly topical route, which may be an extension of a PSHE topic, a current event or special world calendar event. It will also be a time to share positive events, which may be happening in students surrounding community. Student's successes in lessons or other internal or external events will also be celebrated during assembly time. Each month we also hold a debate assembly.

Breakfast

We believe that this time is the most important part of the day. Each morning students will be offered a simple healthy breakfast before school. It is a time where staff and students can sit with each other at the beginning of the day, which we believe can set a positive tone for the day. We want all students to access breakfast as this will ensure excellent attendance.

Student Leadership

We want students to take an active role within the community of PHOENIXPLACE.

We want our students to feel that they have a responsibility to look after their school and suggest ways of improving the environment and enriching the curriculum. This will promote ownership, community spirit and enterprise skills.

We debate and have discussions in an open forum with students on a periodic basis. It is important that students' voices are heard and opinions respected and responded to.

Staff development

Training

The development of our staff is very important. We have high expectations of our staff as well as of our students. Members of staff who are given the opportunity to improve their knowledge and skills are better able to perform with confidence in their role.

We want our staff to explore new ideas and be up to date with developments in areas of need that we may deal with in order to offer an excellent educational and personal experience for students.

Staff receive training in areas such as Safeguarding, and are encouraged to pursue personal development. A training programme for staff is created each year and updated termly.

Staff met on daily and weekly basis to discuss arrangements for students and any safeguarding matters.

Observations

A schedule of learning walks and observations is devised in order to ensure quality of curriculum content and delivery. All teaching and support staff will be supported through observations formally 3 times per year and also be observed by a peer for professional development and sharing of good practice.

This policy can be read in conjunction with

- Assessment Policy
- Management of Behaviour Policy
- Safeguarding Policy
- Anti-bullying Policy including E-safety
- SMSC Policy