



Curriculum Policy

Independent School Standards:

Part 1 / Part 2

Curriculum Policy 25-27

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Reviewed and approved by (Strategic Advisory Partners)	<i>Currently recruiting</i>
Relationship to other school policies	This policy should be read in conjunction with <ul style="list-style-type: none">• SEND Policy• Accessibility Policy

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PURPOSE, ETHOS, VISION AND VALUES

Our **CORE PURPOSE**: Why are we here?

“To act in the best interest of the student and the school community by delivering **quality** education, pastoral and specialist (including therapeutic) support for young girls identified as having Social Emotional Mental Health (SEMH) and educational needs”.

Our **ETHOS**: everything we do and everything we say!

- Our aim is to understand and address each students' unique needs and build a pathway to support their progression.
- Our strong pastoral structure is built on a caring philosophy which nurtures positive relationships and attachments and encourages the growth of appropriate behaviour.
- Our aim is for students to build character and gain the skills sets needed to navigate life so they can function **P**ositively and **P**roductively in society.
- We strive to create a positive environment where students are able to be the best they can be!

Our **VISION**: What we hope for!;

Now and in the future for our students...

- To have key strategies to help manage and regulate their emotions appropriately and that they have the confidence to seek help where and when needed
- To be able to maintain healthy relationships - building positive attachments
- To realise their self-worth invest in building their confidence, self-esteem and a promoting positive self-image
- To embrace the aspiration to do well at school, college, work and live well, looking after their mental health and physical health
- To realise their potential and believe that they can make a positive difference in their local communities and wider society
- To be kind and respectful to others no matter the difference!

Our **VALUES Curriculum** - Building Character!

Whilst it is recognised that a comprehensive list of rules are valuable to ensure expectations of behaviour are met, it has also been noted that staff and pupils can find these overwhelming and over complicated.

As a tenet for a whole school vision, the focus will be on introducing, reinforcing and promoting three basic daily rules:

BE RESPONSIBLE!

BE NICE!

WORK HARD!

These three concepts are suitable to encompass all ideas and thoughts listed in the overall behaviour expectations, yet remain accessible to staff and pupils.

On a regular basis through Tutorial times, assemblies, Pastoral Sessions or modelling these behaviours we will continually support students by exploring:

- Responsibility to yourself and others.
- What it means to be 'nice' and how we can create a positive environment.
- What the expectations are to be ready to learn and make progress.

Our VALUES Curriculum -



LEGISLATION AND GUIDANCE

This curriculum policy meets the requirements set out in Part 1 of the schedule to The Education (Independent School Standards) Regulations 2014.

The overall purpose of Part 1 is to ensure that a school has a curriculum which covers a broad range of subject disciplines, delivered through teaching that will enable all pupils to make good progress according to their abilities, and that such progress is properly assessed as part of a continuous process which feeds back into lessons.

CURRICULUM INTENT

Our curriculum aims/intends:

- A. To re-engage students in enjoying and valuing their learning and to include students in decision making about their life
- B. To ensure that our students;
 - Experience a high quality and broad ranging curriculum that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
 - Have access to subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
 - Have appropriate levels of challenge and support

- Develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- C. To personalise our approach to meet individual educational need ensuring equal access to learning for all pupils, with high expectations for every pupil
- D. To ensure both academic and social-emotional progression from the point of transfer to the time of leaving school
- E. To monitor and assess student progress for the purpose of ensuring realistic standards of achievement and to support students in understanding how they may improve and make progress
- F. To develop positive personal and social values and pupils' inner creativity
- G. To improve students' well-being and self-esteem, and to increase students' ability to take risks in their learning
- H. To prepare students for further study and for the world of work by developing employability, life skills, and resilience, to equip them for further/higher education and employment
- I. To promote spiritual, moral, social, cultural (SMSC), physical development and responsibility for their own health, and enable in becoming thoughtful and responsible active citizens
- J. To work in partnership with parents/carers, referring authorities and specialist services in supporting the development and progress of individual students

IMPLEMENTATION

Organisation and planning

Sequencing: The curriculum is sequenced in a way that supports pupils to convert information into knowledge, and retain knowledge in the long term. Learning is most effective with spaced repetition, and so we ensure retrieval of previously learned content is frequent and regular, to increase both storage and retrieval strength, which is based on the seminal research of Ebbinghaus.

Breadth: The SEMH needs of our pupils, our beliefs about high quality education, our values, and our curriculum drivers (see above) shape our curriculum breadth. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.

English, Maths and Science are taught to all year groups as core subjects.

PSHE is taught at least once per week as issues covered in this subject are areas of particular difficulties for our cohort who all have SEMH. PSHE is inclusive of RSE, please see personal development policy for more information.

Communication is also taught weekly for this reason by the school's Speech and Language therapist which is linked to pupils' EHCP outcomes.

Students have the ability to access creative subjects such as art, this provides a creative outlet and therapeutic medium.

Many of our pupils would benefit from being self-employed and understanding finances for their future and Business BTEC was chosen for this reason. ICT skills are necessary in the modern world, hence why the Digital Functional Skills qualification was chosen to be taught to Year 9 through to Year 11.

Prince's Trust is coursework based, which is helpful for our pupils who can find exams stressful, and covers many functional life skills, which links to the cultural capital our pupils require. As well as their preparation for adulthood and employability skills, this is taught to Year 9 - 11 students.

PE is necessary for our pupil's health and well-being and develops pupils' skills in working together and develop their independent skills. All students have PE twice per week.

We know our curriculum is ambitious for all due to the wide range of qualifications available to suit individual needs and ways of learning. This includes GCSEs, with English Literature, History, Psychology available for the most able, as well as Functional Skills qualifications and vocational subjects, such as BTEC available for those that require additional academic support.

The sequence of teaching in each subject is carefully structured to ensure maximum progress and topics are frequently revisited to ensure retention of knowledge over time and that new knowledge is explicitly linked to what pupils have already learned.

Staff supervisions take place regularly to support staff with curriculum development and ensure teachers have a good knowledge of the subject and courses they teach. Learning walks/observations and book scrutinies take place every term with feedback for all formal observations for teaching staff.

Regular in-house training takes place on topics such as memory and cognition, healthy relationships and the importance of literacy across the curriculum. Daily debriefs ensure consistency of approach and give a platform for sharing any concerns. Regular observations help to ensure that teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching and that they check learners' understanding systematically to identify misconceptions accurately and provide clear, direct feedback.

LEXIA reading programme and regular opportunities to read in tutor time develop learners' confidence and enjoyment in reading.

Students have intervention sessions where they learn independent skills and have time to have crucial missed learning and pastoral support as needed. This includes sessions such as literacy and numeracy interventions, lego therapy, social stories.

Careers knowledge and understanding is embedded within the curriculum. Year 11s currently have one dedicated session per week with the Careers Lead they are prepared for the next stages of their educational journey.

In Key Stage 3 students have a humanities carousel of subjects of history and geography. They have this once per week. The range of topics we hope that students will discover and develop their passion for the world around them as well as the historical passion. By giving a range of topics is inclusivity, significance and looking at cause and consequence.

Powerful knowledge (often referred to as 'Cultural Capital')

"Powerful knowledge refers to what the knowledge can do or what intellectual power it gives to those who have access to it. Powerful knowledge provides more reliable explanations and new ways of thinking about the world and [...] can provide learners with a language for engaging in political, moral, and other kinds of debates." Young, M. (2008) "From constructivism to realism in the sociology of the curriculum", Review of Research in Education, 32, 1–32.

As a school, we believe that all students should be allowed the opportunity of social mobility that is afforded by 'powerful knowledge'. By planning for cultural capital within our curriculum, we can help those students who may otherwise not have a high cultural capital and, in doing so, help reduce social inequalities.

Our curriculum design distinguishes between experiences, such as trips to museums or watching a ballet, and examples of valuable subject-specific ('powerful') knowledge which help to reduce social inequalities long-term, such as a planned reading spine which includes a range of classic fiction and explicit teaching of formal and professional vocabulary. This has led our academic curriculum to be ambitious and knowledge-rich.

In addition, much of the social inequalities between our specific cohort of students and their peers stem from: 1) The impact of Adverse Childhood Experiences (ACEs) and 2) Their Social Emotional Mental Health (SEMH) Needs

Therefore, planning to increase our specific pupils' powerful knowledge affects the breadth of our curriculum by going beyond the academic syllabi to:

- Build confidence and self-esteem to a point where they can take risks

- Encourage pupils to be aspirational, despite their previous educational difficulties
- Establish routines within school and encourage pupils to form their own positive routines outside of school
- Meet EHCP outcomes to remove barriers so they can achieve their goals
- Explicitly teaching life skills through the school's curriculum, including managing money, online safety, sex education and cooking
- Working with pupils to develop a more secure attachment style to ensure they have healthy adult relationships, no matter their early experiences
- Signposting pupils to services outside of school so they know how and where to access support that they need once they leave PhoenixPlace (PfA)
- Frequent pastoral conversations with trusted adults to explore physical and mental health issues
- Explicitly improving reading skills, as evidence demonstrates that, *"Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career"* (DfE, 2015, Reading: The Next Steps).

The impact of the above on pupils' cultural capital development is measured through for example:

- Notes from pastoral sessions
- SaLT/Counsellor reports
- Destination report
- Improvement in reading ages
- Annual Reviews
- Trips & visits
- The school's PfA destination spreadsheet
- Progress in PSHE
- Twice-yearly pupil questionnaires
- Post 16 planning day meeting records

These link to Curriculum aims D, F, G, H, I and J.

ROLES AND RESPONSIBILITIES

Deputy Headteacher (DH)

The DH is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the School Leadership Team
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

Teaching and Support staff

Teaching and support staff will ensure that the school curriculum is implemented in accordance with this policy.

Special Educational Needs

We support students who may have a number of emotional, mental and learning difficulties and diagnosis, such as:

- SpLD (including Dyslexia and Dyscalculia)
- Autistic Spectrum Condition (ASC)
- Attention Deficit and Hyperactivity Disorder (ADHD)

- Emotional difficulties
- Moderate global developmental delay
- Learning or processing 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 and the EHCP will be updated by a qualified SENCO as necessity demands.

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

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

KS3

In KS3 students are taught a full range of National Curriculum subjects, the content of which is enriching, relevant and challenging.

Curriculum Type	Learning
Academic	English, Maths, Science (Literacy and Numeracy Intervention)
Human and Social	Humanities Carousel,
Aesthetic and creative education	Art,
Life Skills	PSHE, Careers (embedded in subjects), Food Technology,
Physical	PE, Team Games
Technological	ICT

KS4 (Y10-11)

In KS4, students will work towards achieving a range of accredited qualifications across a wider range of subjects.

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 possible. However, we understand that whilst most students are highly motivated to take examinations, in some circumstances different approaches to learning are more appropriate for our pupils.

Accredited frameworks may be adapted to suit a student's own pace and in other cases, emphasis is placed on vocational development.

Curriculum Type	Learning
Academic	English Language GCSE/Functional skills English Literature GCSE (ability assessed) Maths GCSE/Functional Skills Science Biology GCSE (Literacy and Numeracy Intervention)
Human and Social	BTEC Business, Psychology/History/RE GCSE option

Aesthetic and creative education	Arts Award,
Life Skills	PSHE, Careers, Study Skills, Food Hygiene Safety (Level 2), BTEC Home Cooking Skills (L1/2)
Physical	PE, games
Technological	ICT (Entry level and Level 1)

PE and PSHE are taught but not accredited.

The KS4 curriculum is also enhanced through:

- External vocational providers
- Enterprise, business & community links

Students have the opportunity to to attain accreditation in up to 8 subject areas

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 inquiry, whilst also developing their own potential and qualities of character so that they can make a positive contribution to the world. (see our Personal Development Policy)

British values: 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. 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, as we take into account the age and ability of the students, and their differing needs.

PSHE: Additionally, our PSHE curriculum (and in other curriculum areas) gives opportunities for students to discuss and be responsive to arising issues such as drugs awareness, mental health and online safety.

The principles underpinning our PSHE curriculum development are with the aim of supporting our pupils

- to develop the skills they need to be happy, successful and productive members of society;
- to be able to respond positively to the increasing challenges they experience;
- to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Also through our PSHE curriculum we want to build students self esteem and self-efficacy so that they

- believe that they can achieve goals, both academic and personal;
- stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain;
- recover from knocks and challenging periods in their lives.
- Achieve the school vision for all students

This is complemented by development of personal attributes with our simple value system of; **BE RESPONSIBLE! BE NICE! and WORK HARD!.** (see our Personal Development Policy for more information)

Relationships and sex education, and health education: Relationship Education and Relationship and Sex Education (RSE) continues to be in development and is currently taught through PSHE lessons, through Science (Biology), through our internal/external mentoring/counselling sessions and workshops. It is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance. (see our Personal Development Policy)

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 take their breaks outside on our grounds. We take students to our nearby parks on a regular basis in good weather. KS4 currently use the Gym facilities twice weekly at our local leisure centre.

Online 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 both within and outside of school including opportunities for learning, play, communication, skill development and creativity.

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.

Therefore PHOENIXPLACE 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.

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 our Online Safety Policy).

Assemblies

Assemblies are a great way to remind students of our values, celebrate achievements and educate students on a variety of topics and events that are happening around the world. We currently hold assemblies weekly and a celebratory assembly at the end of each term.

Opportunity for new experiences: We aim to broaden students' outlook through trips and educational excursions, and provide cultural, arts and music activities. These link to aspects of our curriculum so that students have the opportunity to apply what they have been learning in school. For example, this includes some of our pupils visiting a local music studio weekly for a term to record their own music.

We also encourage students to participate in events in their local community, signposting within pupils' boroughs where appropriate.

Flexibility of approach: Our curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

At PHOENIXPLACE, we recognise that each student is unique, with individual aspirations and personal past experiences. This leads us to research alternative opportunities for some pupils and incorporate these desires into the student's timetables. We recognise that, at times, conventional teaching methods and 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.

Equal Opportunities: The curriculum is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability.

Differentiation: Within each year group, students will be working at different levels, due to their educational needs and/or gaps in their knowledge due to fractured educational experiences. Therefore, teachers and supporting staff

work together in ensuring that all students in the class are both able to access learning and are challenged appropriately.

PREPARATION FOR ADULTHOOD

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 will equate to sustained and meaningful full employment. Where a student has different or complex needs, the aim is for the young person to be able to make a positive contribution to society. In all cases, we expect this preparation 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. These are:

- 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 within PfA with Tutors and subject leads. A report is created and shared with students and parents/carers.

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

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, such as budgeting and profit-making. Students will also be able to gain these skills through their Careers, Maths and Business curriculums.

At PHOENIXPLACE, we aim to offer students in KS4 the opportunity for work experience and involvement in community events. We provide opportunities for students to prepare and practice interview skills by inviting external business guests to sit on a panel to interview the student. This exercise helps to instil within students the abilities and attributes they need to confidently approach employment or other opportunities.

SAFEGUARDING

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils.

The inclusion of opportunities within lessons to address and promote health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer.

CURRICULUM ASSESSMENT, EVALUATION, ACCREDITATION AND MONITORING

Formative assessment procedures are in accordance with individual subjects and occur on an on-going basis during the learning process.

Student progress in English and Maths are recorded summatively. At the end of each term, students complete end of unit assessments in both English and Maths. This information informs planning, target setting and predicted grades.

Students in KS4 also sit past test papers in exam conditions on a termly basis in the relevant subjects to develop their self-esteem and confidence in preparation to sit formal 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 Learning Walks/observations, 'book looks' assessing schemes of work and planning documentation.

Baseline assessments

Initial baseline assessments in English, Maths, Reading, Spelling and CAT4 are completed in the induction period and assessed at the end of each year. These work alongside subject-specific assessments to assess progress over time.

These standardised score assessments demonstrate where pupils are in relation to age-related expectations. These assessments also give GCSE predictions, helping us to measure the efficacy of our curriculum.

The assessment will be in the form of an online test and teachers use the 'Implications for teaching' report to inform their planning and support for each student. Students' reading abilities will be tested at the end of each year to inform future planning for teaching and support.

Communication

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

PASTORAL & THERAPEUTIC OFFER

PhoenixPlace has a dedicated Pastoral Team. Form tutors also play a significant role in students' pastoral care.

The pastoral care for our students is the responsibility of all members of the school community. The aim of our pastoral care is

- To build confidence in our students to ensure maximum access to and achievement in the school's desired curriculums.
- To guide students to behave in a way that fosters a positive and happy environment.
- To achieve the school vision for all students

We aim to be consistent in dealing with relationships through a restorative approach showing students that any social conflict can be solved through understanding each other and working together for a suitable, realistic and practical solution.

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 followed and plans would be put in place to encourage students to exercise individual and social responsibility.

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

- Tutor (main point of call for students)
- Pastoral Team
- Individual support sessions - mentoring
- Access to Counsellor, SENCo, Educational Psychologist, SaLT, Occupational Therapist
- Termly Progress Reports
- Family work/home visits
- Supporting students with external appointments where possible
- 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
- Personal, social and health education
- Workshops and support programmes

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

Multi-skilled staff: All Phoenix Place staff are passionate about working with students. Our staff receive ongoing training as well as opportunities to share good practice with each other.

The Pastoral Team work collaboratively with other staff members in the school and are actively involved in promoting the school values/vision and supporting students in their general well-being (this could be through discrete checking in with the students, timetabled Pastoral Sessions, individual programmes/interventions)

Tutor Groups

Each year group has a Tutor Team. The Tutor team structures routines and activities in the morning and afternoon sessions. The Tutor team is also involved in meetings (eg parents/carers, external agencies) regarding their tutees progress.

Child Educational Psychologist (CeP): We have a CeP who has been with the school for over 6 years. They know the school well and support the staff in their understanding of students' needs and resulting behaviours. The CeP provides baseline information, such as full cognitive and mental health reports, where necessary and works with the SENCo with regards to Education Health Care plans and pupils' personal outcomes. They also offer counselling and a drop in service for students.

Our EP is available two days every half term and their caseload of students is devised through discussions with the Director of SEND and Director of Pastoral Care (who is also DSL).

School Counselling: Our school counsellor provides 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. Our school counsellor is available every day and their caseload of students is devised through discussions with leaders and teaching and support staff.

Speech and Language Therapist (SaLT): Our SaLT help our students improve their communication and interaction skills, in either 1:1 or group sessions. They also support baselining pupils and helping staff to understand individual needs and whole-group strategies. Our SaLT is available once a week and their caseload of students is devised through discussions with the SENCo.

Occupational Therapist (OT): This area of support is a crucial part of our service delivery. Occupational therapists are trained to understand the whole person, including physical, mental health, emotional and behavioural needs and their impact on school life. Our OT is available once every two weeks and their caseload of students is devised through discussions with the SENCo and Pastoral Manager.

Mentoring: Our Pastoral Assistants are assigned to year groups whom they mentor, however this year we also have City Year Mentoring programme to enhance our Mentoring interventions. .

Breakfast: Each morning students will be offered a breakfast before school. It is a time where staff and students can sit with each other at the beginning of the day in order to build relationships and set a positive tone for the day. We want all students to access breakfast as this will improve concentration during lessons in the morning but also ensure that students attend school on time.

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. To support this, we have elected school council members and a school council suggestion box.

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

The development of our staff is integral to our pupils' success. 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 educational developments in order to offer an excellent educational and personal experience for students.

Staff receive regular CPD and are encouraged to pursue personal development. A training programme for staff is created each year and updated termly. The school also subscribes to 'Creative Education' which offers a wide variety of training online. Subject-specific CPD for staff teaching second subjects is currently a priority area.

Staff meet on a regular basis to discuss arrangements for students and strategies are suggested by all members of staff as part of our professional learning community.

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 three times per year and also be observed by a peer for professional development and sharing of good practice.

LINKS WITH OTHER POLICIES

This policy can be read in conjunction with

- Assessment Policy
- Management of Behaviour Policy
- Safeguarding Policy

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- Anti-bullying Policy
 - Online Safety Policy
 - Personal Development Policy