



COURT FIELDS SCHOOL

Personal Development 2022/23

V2 – Updated 3rd October 2022



Achieve | Belong | Participate

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1 The Court Fields Experience

1.1 Court Fields Ethos

The school's ethos is that every student at Court Fields Achieves, Belongs, and Participates in learning, enrichment and the local community.

We do this by ensuring students are provided with:

- A diverse and rich curriculum that goes beyond the National Curriculum
- High Quality teaching and pastoral care
- Participation in enrichment beyond the classroom.

As a result, every students can expect:

- Powerful knowledge for all
- Effective and strong relationships with adults modelling the way
- An education that empowers students, providing them with knowledge to make sense of the world and become citizens who make a difference

We deliver the above through:

- Exceptional pastoral care and support
- High expectations and standards
- An ambitious academic curriculum which is rich and has breadth
- Opportunities that enable students to have the power to think for themselves, shaped by what they need to know, understand and fulfil, in order to have happy, successful and prosperous lives.
- A curriculum which teaches knowledge and skills within the context of a strong personal development curriculum
- Encouragement of shared values and mutual respect
- Education and experience to become resilient and develop responsibility

1.2 The Court Fields Experience

As part of our Personal Development at Court Fields, we encompass a wide range of opportunities for our students to experience and compliment subject specific knowledge in timetabled lessons as seen in the Court Fields Experience wheel below.

All our students will experience a wide variety of enriching activities, character education and personal development over their 5 years at Court Fields. From September 2022, we will be referring to our personal development as The Court Fields Experience. It is vital we prepare our students to be active learners and confident to face the wider world during their lives.

As part of our Court Fields Experience, all students will learn across the following aspects of their personal development during their 5 years with us. These aspects will help develop the characteristics of Court Fields students as defined through our students and staff through their feedback.

The characteristics that we develop in our students, so that they leave us equipped for success in their future, are supported by our Court Fields Experience. They enable our students to Achieve, Belong and Participate.



I achieve because I am








I belong because I have








I participate because I demonstrate

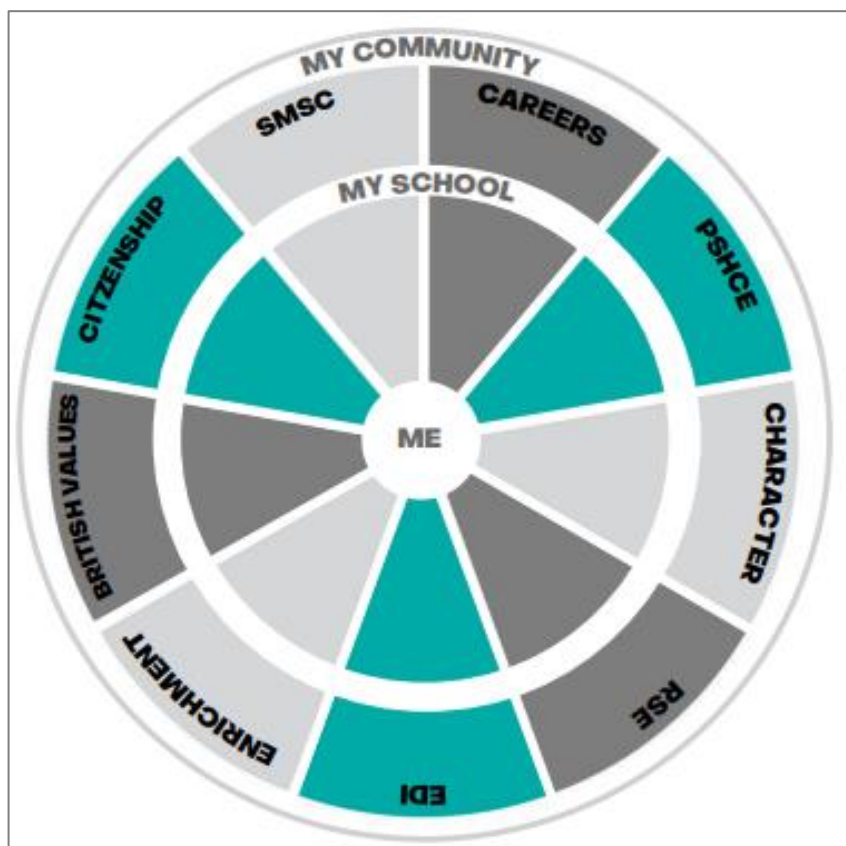





These characteristics are taught and nurtured through the following areas on the wheel below through our Court Fields Experience. There will be opportunities for students to develop and evidence the characteristics throughout their school career, including for example through extra-curricular and enrichment activities, things they do in and out of school, through our '100 Things To Do Before Year 11', through students leadership and so on, as well as through the wider subject curricula.

Our aim is for our student to leave Court Fields having had the full 'experience'. PSHCE encompasses all of our experience elements as well as statutory curriculum element such as Relationship, Sex Education.

Each session is designed to last 20 minutes and follows our PD curriculum. All resources are on the pastoral programme. Any questions please do not hesitate to ask.



2 Curriculum Intent

We want every young person at Court Fields to achieve their full potential, enjoy a strong sense of belonging and participate fully in the life of the school and our community. Our curriculum is at the heart of our school. It is the key driver to ensuring that we achieve this vision and our vehicle for ensuring success and equity of opportunity for all of our students.

Our curriculum has been built on our thorough engagement with research and cognitive science and has, at its heart, the following principles:

- The curriculum is our progression map. Knowledge in each subject is built incrementally on what has come before and we ensure students are secure in their prior knowledge before moving on to more difficult concepts.
- Essential knowledge in each subject area has been mapped out by expert subject specialists, often working alongside our primary and further education colleagues, to ensure students gain a deep and secure expertise.
- Knowledge is systematically revisited over time to ensure long term retention for the future and allowing students to become confident and expert in each subject area.
- We do not narrow our curriculum. In key stage 3 our students experience the full range of subjects and breadth within each subject.
- In order to learn effectively, students must build their understanding one block at a time. Our curriculum avoids 'cognitive overload' by focusing on learning one stage at a time.

The richness of our curriculum empowers our students to make choices, be prepared for their next steps and be in control of their futures. It creates confident communicators, able to effectively articulate their ideas, read write and listen. It develops numerate and technologically literate problem solvers and allows our students to become team players who can keep themselves and others safe. The curriculum guides our young people to become culturally curious, to value equality and diversity and promotes the spiritual, moral, mental and physical health of themselves and their peers.

3 Personal Development at Court Fields School

Our personal development curriculum intent is that we as leaders, staff and governors at Court Fields School want every student to access wide range of quality of experiences. We have the power to shape students future pathways so students are empowered to take on the opportunities life will offer after Court Fields. We use the curriculum time and Court Fields experience to shape kindness and empathy, celebrate equality and diversity, delivering rich and broad experiences. We want to secure students sense of belonging and participation. Students will leave Court Fields having a strong sense of right and wrong, be ambitious for themselves and equipped with the knowledge of how to navigate the world.

3.1 Intent

- Kindness and empathy underpin the Court Fields Experience and Personal Development Strategy
- Equality and Diversity is taught, understood and celebrated.
- The PD strategy supports the nurturing of positive relationships to support students' mental health and wellbeing.
- The Personal Development compliments and supports the National Curriculum, to drive students' ambition and expose students to the widest experiences.
- Our students will have a thirst to learn.
- The curriculum serves our community and continues to develop links between Court Fields and the Wider Community.
- The curriculum exposes students to different cultures and experiences, in order to develop their global understanding and thrive in the 21st century world.
- All students have an entitlement to enrichment irrespective of their background – our offer is universal, with optional (choice) and targeted strands.
- Holistic Support is embedded ensuring we work with the children and families to break down any

barriers to learning.

- Embed British values into everyday behaviour, so students do this automatically.
- Celebration (not tolerance) of diversity.
- • Extend the definition of disadvantaged to the widest extent in order to give personalised support to students who need it via our Elevate programme.
- Restorative conversations take place across the school – both between peers and between peers and adults – to resolve conflict meaningfully.
- Adults teach and model behaviour that is expected of everyone in our school community. We have the highest of expectations for everyone.

3.2 What Has Shaped Our Priorities

The COVID pandemic severely affected all our lives, one minute life felt 'normal' the next we were transferred to home learning, not going out, loss of social interaction and the impact continued as we returned to school. The participation opportunities became limited: trips offsite and trips overseas; participation before school, and after school were minimal. The sense of community and the impact of full House system experience by shifting to year group bubbles leading to fewer opportunities for buddying, leadership responsibilities and extended projects. This is particularly important for current Year 8 and 9 students, who had their first two years at Court Fields significantly affected. 2021-22: Universal Participation 97% and Optional Participation (choice) 71% over the year (choice being 4+ sessions per half term). Staff and students demonstrated relentless focus on encouraging participation to rebuild the social skills and experiences lost due to the pandemic. Disadvantaged students needed more input to ensure that they take part and belong, with Disadvantaged Persistent Absence and attendance overall being lower than non-disadvantaged. This has led to more refusal where curriculum gaps and low confidence are prevalent and SEN (especially SEMH needs) emerging. There was a national concern with regard to harmful sexual behaviour in schools, linked to the Ofsted review into harmful sexual behaviour.

3.3 Key Priorities taken from the Personal Development Strategy

- Embedding Fundamental British Values throughout all aspects of the curriculum.
- Participation in enrichment – universal, optional (choice), targeted
- Improved tracking and developing richness so every child participates.
- Rewards and positive recognition using Class Charts communication, developing the store
- House system review and restructure
- Disadvantaged drive – access to equipment, targeted support, curriculum focus and gaps, participation opportunities.
- PSHCE, assemblies and tutor time curriculum review to include wider curriculum opportunities.
- Focus on equality and diversity education - #BeKind
- Targeted interventions including Gift work, retracing discrimination.
- Leadership and student voice opportunities for students, linking to democracy and House systems, buddying.
- Resolving differences through restorative conversations, student passports and staff CPD.

3.4 What Impact Has Our Work Had and Actions Completed

The Trust Safeguarding Audits Jan 2022 and June 2022 highlights:

'Children are very secure on who their trusted adults are and understand that they can go to them with problems and they can help resolve them. They also explained the online reporting system on the school website where children can report things in a similar way and anonymously if needed. All children mention the hub as a great place to go for help, for trusted adults, for advice and support.'

'Bullying is not a problem at Court Fields according to the pupils – 'anti-bullying runs through our school'. Bullying is described as rare and when it does occur, adults move fast to stop it and follow up both with the victim and the bully. When bullying takes place outside of school then the police have been involved and the school works hard to follow up in school e.g. carrying out joined up work with the victim and the perpetrator.'

'Prevention of radicalisation is tackled through - PSHCE curriculum; a wider focus on British Values during tutor time; Smoothwall emails being received every day to monitor what staff and children are searching online; partnership with the One Team who provide resources; continual recapping of reporting procedures; curriculum sequencing e.g. Year 9 – radicalisation, Year 10 – War and conflict; all staff carrying out Prevent online training; removing the mindset of 'this doesn't happen here' and being aware of radicalisation and being open to the signs of it.'

PSHCE has been remapped to ensure sequencing is in line with statutory guidance, the needs of the students and responds to the local and national context. External speakers such as Safelink, Operation Topaz, School Nurses and Stand Against Violence have supported the curriculum and education of students through assemblies and workshops. We welcome Sari in the autumn term to further support our Anti-Racism education as we work towards the Anti-Racist Schools Award.

A full house review took place, this included student, staff, parent, local community and governor voice. It was clear the whole Court Fields community wanted stronger local links, names and colours that celebrated house success. The reduction from 4 houses to 3 meant more equality within the 6 tutor groups per year and would strengthening student relationships across the school and continue to promote and drive participation.

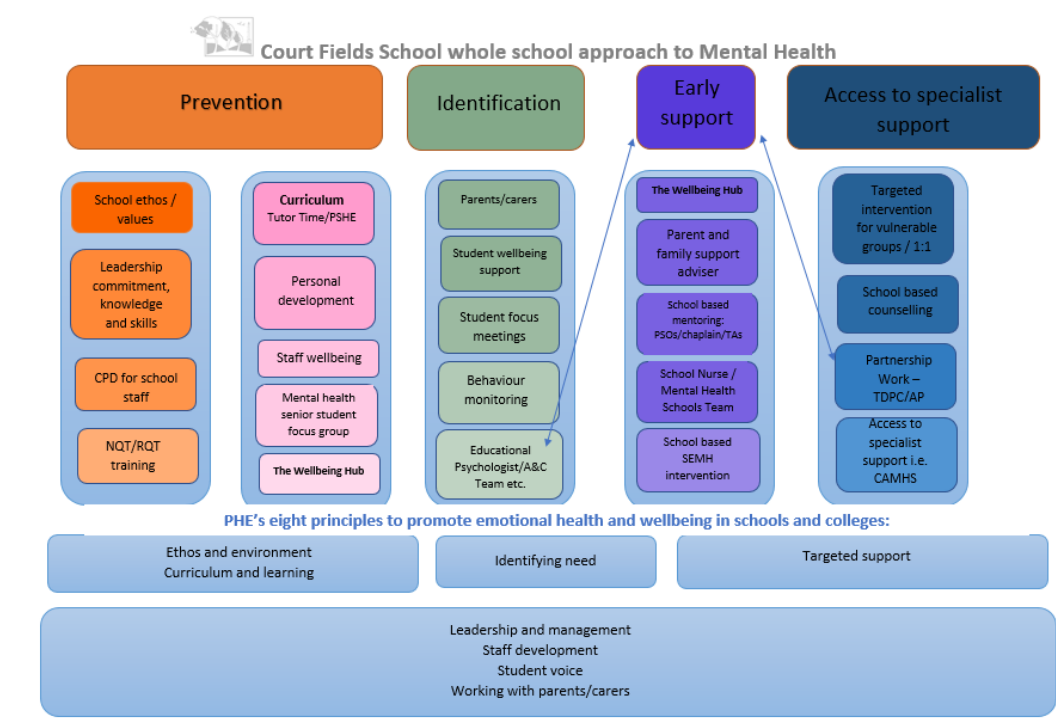
In July 2022, we revealed the house names, new house staff leaders and three student house leaders who form part of prefect team:

- Monument House – Led by Mrs Bradshaw and supported by Georgia P
- Blackdown House – Led by Miss Clark and supported by Andrei C
- Duke House – Led by Mr Waterton and supported by Nathan D

4 Social, Emotional Mental Health within Personal Development

Court Fields School strives to develop and improve its whole school approach to mental health. Our approach focuses on four strands: prevention, identification, early support and access to specialist support for mental health needs. The school is support by the SenCo, Mrs V McCarthy, Mrs S Westwood, Assistant Head for Pastoral and Mrs S Sherring Trust SEMH lead.

4.1 A Whole School Approach



4.2 SEMH Strategy

Court Fields has an SEMH strategy that supports the continual growth of our whole school approach to Mental Health and has two overarching aims:

- To meet the needs of students with SEMH through the school's universal offer.
- To enable all students with SEMH to make progress with regards to their personal and emotional development.

Towards this aim, we strongly endorse the statement in the Government Green Paper July 2022 Transforming Children and Young People's Mental Health Provision;

"There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)".

Wellbeing of all is the highest priority. We implement many interventions to ensure the relational and emotional health of all. Our interventions are evidence based with the backing of research studies from psychology and neuroscience (Thrive, EBSA, ELSA, Emotional Resilience, Play Therapy, Forest School and Mental Health in Schools Team).

We use Thrive approaches, that promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour. Based on established neuroscience, attachment theory and child development, the Thrive Approach provides online profiling and action planning to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn. We have a licensed Thrive Practitioner at Court Fields School and within The Castle Partnership Trust.

5 Character Education

We believe that character education is best taught through whole school expectations, ethos and culture, alongside planned curricular opportunities, that all students will experience universally. There are targeted and optional opportunities running alongside the universal provision of tutor time.

Using studies of EEF and the Cabinet Office we want to ensure our students are taught and nurtured to demonstrate:

- High self-belief
- Highly motivation
- Good self-control
- Robust coping skills

From the research we know that students who are able to demonstrate the above, have more persistence, resilience, are driven internally and not just by reward and achieve greater attainment levels and progress.

In order to support the character development of our students we use all aspects of the curriculum to develop a sense of pride, belonging and identity for each student.

We are clear on the importance of good behaviour and the impact this can have on learning. We promote respect toward self, others and the environment via our #BeKind motto and students being the best they can be. We have developed our curriculum to include cultural capital and application of pedagogy to ensure students have a sense of progress and growth in confidence in their own ability. Students are provided with a variety of enrichment as well as our extra-curricular programme, which provides a vast array of opportunities and has something for everyone. 2022 saw the return of DofE following covid and continued opportunities from NCS. From research, we know student participation in these extra opportunities outside the classroom help to develop ones character and to be successful in the wider world.

5.1 Belonging

The new house system underpins everything we stand for at Court Fields. When students visit during year 6 transition the first questions are; Who is my tutor? What house am I in? We strongly believe in a sense of belonging, if students feel safe, secure and belong, they will achieve greater outcomes. The pastoral structure is designed to have 3 houses, Monument, Blackdown and Duke, with 2 of each house in each year group. Tutors and Heads of Year follow their tutor group as research supports the more positive relationships you foster the greater sense of belonging. It allows students to feel secure in tutors groups when tackling sensitive topics within PSHCE, RSE and Equality, which leads onto a great depth of education, conversation and opinion.

5.2 The Pastoral Structure

COURT FIELDS SCHOOL – PASTORAL ORGANISATION 2022-2023

	YEAR 7			YEAR 8			YEAR 9			YEAR 10			YEAR 11		
HOY	Mr Danny Williams			Mr Jackson Reed			Mr Matthew Rooke			Mr Ross Seaton			Mr Jason Nicholls		
SLT Link	Mrs Sarah Westwood			Mrs Sarah Westwood			Mrs Elly Hutchinson			Mrs Lisa Martin			Mr Martyn Dudley		
Tutor Team	7B1	Vere Kennett	C10	8B1	Lisa Bulmer	D3	9B1	Aggie Clark	B4	10B1	James Conway	D1	11B1	Debbie Greenfield	LRC
	7D1	June Sibley	C11	8D1	Ross Waterton	C9	9D1	Shelby Overington	E3	10D1	Thom Hold	C2	11D1	Michelle Murphy	A1
	7M1	Bryony Burke	C4	8M1	Kirsty Minifie	B15	9M1	Alex Dudal	A2	10M1	Alex Mossman (T-F) + Dicken Younger (M)	C3	11M1	Neil Piper	A2
	7B2	Mia Cridge	D1	8B2	Karen Burns	A4	9B2	Rosie Hunt	B13	10B2	Sally Denenehy	D2	11B2	Vicki Ware & Leona Alge	B12
	7D2	Charlotte Robbins	B16	8D2	Richenda Battishil	C6	9D2	Rebecca Mercer	B8	10D2	Jo Normanton (M-Th) +Tania Clarke (F)	E1	11D2	Ian Keitch	C12
	7M2	Sophie Prouse	B17	8M2	Jessica Reylands	C5	9M2	Annabel Harrison	B11	10M2	Danielle Brown & Rachel West	B5	11M2	Jo Binmore	C8
Meeting Room	B18			A1			C1			C2			B1		
Assembly Day	Friday			Tuesday			Wednesday			Monday			Thursday		
PSHCE Day	Monday			Wednesday			Thursday			Friday			Tuesday		
Briefing Day	Monday			Monday			Monday			Tuesday			Tuesday		
House Assembly Day (2 nd week each Half Term)	Blackdown - Thursday					Duke – Wednesday					Monument - Tuesday				

5.3 How do we Support Belonging?

The Court Fields ethos is embedded in all aspects of school life, we have secured a shared vision with staff, students, families and the community.

- Students all experience year 6 transition, instilling high aspirations from the moment they join the school
- House and cohort photos around the school to celebrate success
- Tutor group photos displayed in tutor and on year notice boards
- Celebration of work and experiences via social media and local press
- Wearing the school blazer and house colour pin badge with pride showing they belong to the school
- The House Cup pulls together achievement, belonging and participation; we ensure every child has a part to play within their house.
- Awards Evenings and Presentation Evenings publicly recognise achievements
- Annual Madagascar's Got Talent Show held which publicly celebrates range of talents and skills.
- All school won awards trophies in the Main Entrance and Sports Hall Foyer
- Speakers at events and within the taught curriculum are often Court Fields Alumni who are proud to return and share their messages
- Year 11 students earn privileges, as a cohort – No Blazers, Common Room, queue jumps
- Prefects demonstrate ambition for all and visible focus for younger years
- Sports days and other events like the Fun Run, staff vs students' football/netball/rounder's etc.
- Regular family events, like curriculum evening, meet tutor, safeguarding.

5.4 Development of Character within the Court Fields Experience

During one tutor time a week, students have a Court Fields Experience session; these have been designed as a development on Pixl's LORIC to support the education and skills development of:

- **Leadership**
- **Organisation**
- **Resilience**
- **Initiative**
- **Communication**

We value these skills to support being a successful learner and within the wider working world beyond Court Fields. Students require guidance and experience of application of these skills, which we value as a vital part to our Court Fields Experience.

6 PSHCE

'The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.
(<https://www.gov.uk/government/collections/national-curriculum>)

At Court Fields School, our broad and balanced PSHE curriculum programme enables students to develop the powerful knowledge, skills and attributes they need to keep themselves healthy and safe whilst preparing them for all the challenges of life in 21st century post-pandemic Britain.

Delivered through weekly tutor time sessions, our curriculum aims to develop curiosity, critical-thinking, self-esteem, empathy and resilience in three main areas: health and wellbeing, relationships (RSE) and living in the wider world.

Our PSHE curriculum aims to make a discernible impact on the outcomes for all students, particularly the most vulnerable and disadvantaged students. The content is tailored to meet the needs of Court Fields students who will revisit topics and themes several times throughout KS3 and 4. We aim to provide students with a knowledge of their world, locally, nationally and globally and enable them to become successful, active and happy citizens.

At Key Stage 3: students build on the knowledge and understanding, attributes and values they have acquired and developed during primary phase. Our KS3 PSHE curriculum addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and students increasing independence. Pupils learn to manage diverse relationships, their online lives and the increasing influence of peers and the media.

At Key Stage 4: students deepen the knowledge and understanding acquired during key stage 3, revisiting topics and themes in more complexity or depth. Our KS4 PSHE curriculum reflects the fact that students are moving towards an independent role in adult life, taking greater responsibility for themselves and others; it equips them to grasp and tackle the opportunities and challenges of modern life.

6.1 PSHCE Curriculum

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Managing Change Transition to secondary school life, team building & what is a community? Importance of organisation, sleep & relaxation, exercise.	Health, Body Development & Puberty Healthy routines, influences on health, puberty, hormones, assertiveness - unwanted contact & FGM	Respect & Relationships Types of relationship, family, friendships (including online), romance, relationship boundaries & self-worth.	Staying Safe On & Offline Staying safe online, Fortnight grooming & online gaming, what is alcohol? What is smoking? Vaping, Energy Drinks, Gangs & Knife crime in the UK.	Politics, Parliament & Me What is democracy? How is our country run? Right to vote. Creating a political party. Politics and debating. Young People & The Law.	Celebrating Difference What is your identity? Proud to be British? Refugee Week, Multicultural Britain, Prejudice, racism, & Antisemitism.
8	Proud to be me Self esteem & the media, Dreams & ambition, The right career for me, Myers Briggs Personality Test.	How to be Happy What is mental health? Happiness, Impact of low self esteem, stress management. Positive coping strategies.	Identity & Relationships Gender identity, Sexual orientation, what is love? Introduction to contraception, healthy relationships, periods & menstrual cycles	Dangers of Society County lines, Drugs & UK gangs, grooming boys and girls, child exploitation, drugs education, substance misuse & alcohol safety	Money & Me Your money personality, budgeting and saving, income & expenditure, exploring a paycheck, avoiding and managing debt.	LGBTQ+ Explored: Exploring terminology, breaking down stereotypes, challenging discrimination, transphobia & coming out
9	Being The Best I Can Be (Skills for life) Happiness, Personal safety including First Aid, Tackling failure, resilience, managing anger, managing & saving money	Sex, The Law & Consent Sexual consent & the law, FGM & the law, delaying sexual activity, Why have sex? Relationships & partners, HBT in all its forms, pleasure & masturbation.	Contraception & STIs Contraception methods, realities of using contraception, STIs, HIV, sexual harassment & stalking	Confident Me Self esteem, Appearance ideals & misconceptions, airbrushing, Media messages, coping strategies for emotional change, grief & loss. FGM.	Legal & Illegal Drugs Different types of addictions, Drug classifications, Cannabis, "Party drugs", Exploring illegal drugs and effects, substance abuse	Combating Extremism Conspiracies & extremist narratives, Hate versus free speech, extremism in all its forms. Hate crime. What is terrorism? Radicalization – spotting the signs.
10	Your Future & Beyond Time management skills, screen time management, dealing with exam stress, social anxiety & transition, self harm, suicidal thoughts	Sex & Relationships Campaigning against FGM, Sexting, nudes and dick pics, Porn life vs real life, Domestic abuse and violence, Sexual violence, Sexualisation of the media	Critical thinking Fake news, media bias, targeted advertising, keeping data safe, social media validation, the Instagram generation, selfie obsession,	Rights & Responsibilities What makes a good citizen? Employment rights, financial responsibilities & exploring a paycheck. Consumer rights, sustainability, ethical shopping and the environment.	Seeking Safety Honour-based violence, forced marriages, online gambling, Keeping data safe, modern day slavery, Preventing knife crime, FGM	Exploring World Issues Aid and supporting other countries Fair trade, Human rights, peace, war and conflict. Women's rights & gender equality, #Metoo movement, Times up movement.
11	Staying Safe Personal Safety, risk Taking, First Aid, cosmetic & Aesthetic procedures, Substance addiction, online Reputation & Digital footprint. Cyber crime & gambling.	Health Choices Organ donation & stem cell research. Blood donation. Fertility & Impacts. Teenage pregnancy choices, abortion (morals, laws and thoughts), Parenthood.	Sexual Health Consent, sexual harassment, Peer on peer bullying, sexual abuse & rape. Sexting, Dick pics, revenge porn. Revisiting contraception & revisiting STI's.	Core Theme 1: Citizenship British Values Core Theme 2: PSHE British Values Core Theme 3: PSHE Statutory Health Statutory Relationships and Sex Ed Core Theme 4: Drugs Ed Statutory Health Statutory Relationships & Sex Ed		

7 Wider Opportunities and Cultural Capital

Wider opportunities are planned in as part of the Court Fields universal offer, so all student's experience character building and teaching within the taught curriculum. We take our responsibility seriously to go above and beyond for our Elevate students and their families, helping to shape futures and potentially changing lives. Students have many platforms to secure student leadership and give opportunities for students to shape their school, leaving a legacy for the next cohort and the local community.

7.1 How we Address the Wider Opportunities and Cultural Capital

- Providing a rich, broad and varied enrichment programme, including trips, expectation of participation, with optional and targeted opportunities, including, Year7 residential, ski trip, Spain trip, London and Madagascar.
- Participation is tracked rigorously via Absolute Education and Mr Williams as the lead on participation, to ensure all take part, esp. those disadvantaged/Elevate students.
- Regular meetings Student Focus meetings with the Pastoral Team, so all systemic and all tied up so links with progress, behaviour, attendance and other vulnerabilities.
- Tutor time curriculum includes Character education, SMSC, British Values, Online Safety.
- Reading for enjoyment programme in tutor time using booked linked to the PSHCE Curriculum that develops confidence, responsibility, oracy, as well as cultural capital and literacy
- Careers programme (including work experience Summer 2023 for Year 10)
- Full time careers adviser, trained to level 6, because it is important that students have skilled and knowledgeable support.
- Senior Student Leadership team and Prefects in Year 11 to shape the school, they lead year councils and representing key areas of the schools development plan. They work closely with SLT with a strand within the SIP to develop the school.
- Leadership opportunities: Year 11 Prefects, faculty Prefects, Year 7 Transition Leaders, House Captains, Sports Captains, Form Captains, student groups for change (eco-group, LGBTQ+).
- Primary Sports festivals with Year 8 and 9 leaders.
- Year 6 induction days
- Student surveys completed as per school calendar
- Specialist foci when needed, Inc. harmful sexual behaviour

- Students are involved in all recruitment
- Development beginning of use House points to purchase the opportunity within ClassCharts
- Student led tours of the school and student panels

7. High Expectations and Behaviour for Learning

Students are taught the high expectations we have of them and how to meet them from the moment they get they start their Court Fields journey. There is an insistence on good behaviour and excellent standards in and out of lessons, as well as in the community. This includes manners, kindness and respect. Staff model the way and are skilled in building strong relationships, understanding SEMH, Emotion Coaching and attachment well. They set standards for students to follow. Our whole approach is to sanction the behaviour, support the child.

7.1 Class Charts and Expectations

Students are positively recognised with House points, feeding into the House Cup and House reward at the end of the year

- Points accessible on the ClassCharts app
- They are available to ensure pride in learning
- We ensure public celebrations of upholding school and House values through rewards system – including celebration assemblies held half termly with SLT and Presentation Evenings Annually
- ClassCharts rewards store is being developed to enable students to ‘purchase’ school based equipment and rewards, encouraging ambition
- Clear and simple Behaviour for Learning policy, with no tolerance for low-level disruption.
- A learning focus in all lessons is an absolute priority and students are taught this, shown this through Court Fields routines.
- Students are empowered to take responsibility for their actions, so need to track their detentions and attend
- Every half term, students return to an expectations assembly by Mrs Matthews and Mrs Westwood, where they are reminded and retaught what we expect at Court Fields, this includes updates/review/reactive focus where needed.
- All colleagues attend this assembly to understand their part in the team’s consistent upholding of standards.
- SEMH strategy shifted during and post-COVID with recovery focus
- Raising achievement plans (RAPs) where every student reviewed with SLT termly so ensure middle leaders support staff to be relentless with expectations
- Our provision for vulnerable students because they are our community, we have an absolute belief that their best place is with us
- Significant and planned focus on mental health with support from Trust SEMH Lead
- Half-termly Student focused meetings and graduated responses - strategic, planned and systemic.

7.2 A Culture of Praise & Rewards

Our school values of achieve, belong and participate underpin the whole school Court Fields Experience approach to student engagement and celebration. This is intertwined with the House system that has been restructured and relaunched in July 2022.

Our Behaviour for Learning Policy focuses clearly on the positive recognition for students across all aspects of their success in school. We award House points for meeting school expectations through tutor time, lessons and within the enrichment programme. All House points contribute to the House Cup, which will be a highly competitive between the Three Houses on a half-termly basis. Through student voice and the work of the Senior Students, all House points earned will become spendable. This means that students are able to use their points to purchase opportunities and incentives with their points. Students will chose their incentives that may include:

- Taking part in recruitment of new colleagues to the school on a panel or by leading a tour

- An additional non-uniform day
- Skipping the lunch queue for a week
- Having breakfast with the Leadership Team
- Purchasing sporting equipment for use in free time
- Credit for food in the canteen
- Discount on leavers' events for Year 11 students
- A donation made to the House charity

At the end of the school year, students in the winning House will get access to our rewards celebration event. We open up the school field and bring in inflatables and other rides like dodgems. Students are also able to spend their House points on this rewards event, so they can spend some time taking part in this too.

At Court Fields, we take the time as a school to build the strongest relationships and attachment with our students, to ensure they feel the sense of belonging we aspire to. Therefore, alongside the awarding of House points and the competitions, colleagues model the way and treat students with kindness. This includes positive verbal reinforcement and recognition at every opportunity. Students see staff thank them for showing good manners, for placing litter in the bins, and for holding doors open for peers, for example.

This supports the most positive culture where students have high expectations set and modelled and where they can feel safe and secure. Our annual celebration events, including our Awards Evening and Celebration Evening, allow us to recognise both attainment and progress to secure a wide group of students who are invited.

Students who meet benchmarks or achievement thresholds within faculties are recognised through various physical rewards, which include badges worn with pride on students' blazers. Sports colours signify commitment to enrichment and participation.

Students also have termly opportunities to be part of Best Behaviour and 100 Club, which celebrates outstanding behaviour and 100% attendance, rewards chosen by students include, additional non-uniform days, trips to Flip Out and the local cinema and Inflatables and sweet treats.

8. Tutor Time

All students attend tutor each morning for 30 Minutes, this time is the foundation for the Court Fields Experience.

8.1 Tutor Time Structure

All tutor time is at the start of the day. 8.40am until 9:10am.

During tutor time and assemblies, we will be educating our students on Mental Health and Wellbeing, World Issues and Building Character via PSHCE, Reading, The Court Fields Experience and weekly quizzes.

This will also include strategies to support learning within the classroom as well as within peer relationships and beyond the school day. Students are signposted to a range of support including Kooth.Com and Chat Health.

Term 1	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Reading	PSHCE	CFS Experience	Assembly	Quiz
Year 8	Reading	Assembly	PSHCE	CFS Experience	Quiz
Year 9	Reading	Careers	Assembly	PSHCE	Quiz
Year 10	PSHCE	CFS Experience	Quiz	Study Skills	Assembly
Year 11	Assembly	PSHCE	Careers	CFS Experience	Quiz

8.2 Tutor Reading

The tutor-reading scheme is an integral part of the Court Fields reading strategy. Through shared reading within the tutor group, every student is able to experience reading of whole, high-quality texts in a supportive environment.

Tutors make use of shared reading strategies to enable every student to progress in their reading, as well as engage with complex and often sensitive themes and ideas portrayed in texts. Tutor reading will always begin with reading being modelled by the tutor, followed by whole class shared reading, guided and supported group reading and discussion of the themes and ideas covered. Tutors have been trained in the use of reading strategies to support early or under confident readers, and readers at every stage of comprehension development. All tutor-reading books have a reading age of at or above the chronological age for that tutor group, and interest ages in line with student's actual age. By supporting reading, the shared reading program all students are able to access this.

The tutor reading books have been carefully chosen to support the PSHCE and personal development curriculum. They cover topics such as friendship and family relationships, transition, change and safety in year 7, building to more mature issues such as substance abuse, sexuality, politics and identity in year 9. Students are supported to engage with and discuss these issues in a mature and sensitive manner by their tutors, and often the tutor reading acts as a retrieval and revisiting of previously covered PSHCE knowledge.

Novel	Themes / PSHCE Links / PD Topics	Tutor Group
Year 7 tutor Time Novel Choices		
Refugee Boy	Diversity Building Relationships	
Private Peaceful	Health and Puberty Building Relationships	
Face	Health and Puberty Building Relationships Friendship	
Year 8 tutor Time Novel Choices		
Pig Heart Boy	Emotional Wellbeing Community and Careers	
Noughts and Crosses	Discrimination Emotional Wellbeing Identity and Relationships	
Aristotle and Dante Discover the secrets of the Universe	Identity and Relationships Emotional Wellbeing	
Year 9 tutor Time Novel Choices		
The curious Incident of the Dog in the Night	Identity, Honesty, Difference, acceptance Respectful Relationships	
Bombs	Peer Influence Respectful Relationships	
Junk	Substance use and Gangs Healthy Lifestyles Intimate Relationships	

9. Student Voice and Leadership

There are many opportunities at Court Fields to ensure students have the chance to take up and develop leadership skills.

We value empowering young people to have a voice and maximise the platforms available to allow school improvement to be driven by students, alongside adult leaders.

The Senior Student Leadership Team have a significant platform to have impact and leave a legacy at Court Fields. In April every year, all students in Year 10 are welcomed and encouraged to apply, by putting their applications forward. Once Senior Students are in post, they meet with the SLT to regularly to move their ideas forwards. They have individual projects that they lead on, including mental health, enrichment and diversity. Year Group Lead Prefects also lead individual Year Councils, holding regular meetings with the HOY, Tutor Captains and Student Council members from across the year. All feedback is considered and then communicated to students by the Year Leaders, ensuring there is a feedback loop and students know their voice is being heard.

The CEO and both the Chair of the Board of Directors and Chair of Governors circulate year group and whole school surveys on a calendared basis. These surveys may be general or specific in terms of focus, to allow us to tie in whole school priorities and measure impact.

As well as Senior Students and Tutor Captains, there are a significant number of other leadership roles that students can take up within their own tutor group and year group, including Year 7 Transition Leaders. This year we are introducing the Unicef Rights Respecting Schools Award and we will be introducing student leadership roles for Years 8 & 9 linked to this award.

Year 11 Prefects work with individual members of staff, securing mentoring opportunities and widening participation in all areas.

10. British Values

Individuals take responsibility for their behaviours and actions and are taught very clearly, what is right and wrong, sitting under our equality focus of #BeKind.

We proudly celebrate diversity, rather than have tolerance of different faiths and beliefs. We use tolerance to describe what we do not accept at Court Fields:

- We do not tolerate abuse, discrimination or harm. Students have the knowledge of how to behave considerately towards others, with particular understanding of protected characteristics and why these are important.
- British Values and protected characteristics taught within PSHCE, Court Fields Experience, World Views and History explicitly and are key themes within assemblies and tutor time.
- Students have the knowledge to make good moral decisions and are empowered to call out others who break rules
- The school culture is one of a shared and collective responsibility.
- Important messages are disseminated through assemblies programme
- PSHCE, SMSC, citizenship, equality and diversity curriculum opportunities are explicitly planned and mapped
- Students who make mistakes and need more support work through targeted programmes, addressing the cause and reflecting on not repeating the issue.
- We strive to ensure that students leave Court Fields with a good understanding of British values, of democracy, rule of law individual liberty, respect and tolerance.
- Through the meticulously planned personal development programme, meaningful tutor time, PSHCE sessions and assemblies, we support students to understand current affairs beyond their local area
- We support our students in appreciating diversity, recognising different religions, races, beliefs, and lifestyles.
- We guide students to live healthy lifestyles, both physically and mentally, providing them with age-appropriate guidance on the importance of physical activity, diet, financial responsibility, alcohol,

drugs and e-safety.

- Adults model positive behaviour to support our students to be responsible, respectful, active citizens who contribute positively to society.
- Democracy, We ensure students are aware of their democratic rights at an age-appropriate level so when they leave us they have an understanding of democracy, government and the rights and responsibilities of citizens. We ensure these topics fit in with our weekly themes used in assemblies.
- Examples of themes include Democracy, Black history and Keeping Safe Online.

11. Careers

Through high quality careers education, information, advice and guidance programme, our students are supported to make informed decisions about their career pathways, to aspire and to empower them to achieve personal success and future economic wellbeing.

We have three strategic objectives for Careers at Court Fields:

1. Promote and increase careers education in the curriculum across all year groups.
2. Increase student and parental involvement and confidence in career planning.
3. Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.

We support students in making well-informed decisions about significant study or career choices, by providing access to differentiated, impartial and independent information and guidance about the range of options (relating to academic, vocational and apprenticeship pathways) that are most likely to help them to achieve their ambitions.

We have a five-year programme, from Year 7 through to 11, which helps students with decisions at crucial stages, informing them of all their options and introducing them to employers, to prepare them for the world of work regardless of the pathway they choose.

Our careers programme supports the achievement of the eight Gatsby Benchmarks as detailed in the Department for Education's Statutory Guidance, January 2018. Court Fields School is currently 100% compliant with all eight Gatsby Benchmarks.

Careers guidance is provided through our Enrichment days, Tutor time, Mock Interviews and access to our Careers providers, as well as a range of visits and workplace experiences.

We work closely with local employers, FE colleges and apprenticeship providers to ensure the highest quality careers guidance.

Our Careers Pledge to Students

When you complete Year 7, you will have:

- Met with Miss Hunt, Careers Leader and Advisor
- Attended an assembly to learn about college, apprenticeships and university
- Attended an assembly to meet some employers and previous students
- Had the opportunity to visit a college for an open evening virtually or in person
- Worked through careers activities in tutor time

When you complete Year 8, you will have:

- Attended an assembly to learn about college, apprenticeships and university
- Attended an assembly to meet some employers and previous students
- Had the opportunity to visit a college for an open evening online or in person
- Worked through careers activities in tutor time

When you complete Year 9, you will have:

- Attended an assembly to learn about college, apprenticeships and university

- Had the opportunity to attend a local university for a taster day online or in person
- Attended an assembly to meet some employers and previous students
- Had an opportunity for a 1:1 with the Careers Team to discuss your options
- Visited a college for an open evening online or in person
- Worked through careers activities in tutor time

When you complete Year 10, you will have:

- Attended at least two college or sixth form open evenings online or in person
- Attended an assembly to learn about college, apprenticeships and university
- Attended an assembly to meet some employers and previous students
- Had multiple 1:1s with the Careers Team to discuss work experience and progression beyond school
- Had the opportunity to complete a week of work experience
- Finished your CV and attended mock interview day
- Worked through careers activities in tutor time
- Attended a College Taster Day trip with school
- Attended or had the opportunity to attend further FE Taster Days (specialist colleges or school sixth forms)

When you complete Year 11, you will have:

- Attended at least two college or sixth form open evenings online or in person
- Attended an assembly to learn about college, apprenticeships and university
- Attended an assembly to meet some employers and previous students
- Visited the Careers Office for a progression meeting and handed in applications for your next step beyond school
- Attended application interviews at colleges and/or sixth forms with places offered
- A general plan of your career pathway
- Had the opportunity to visit a university online or in person
- Worked through careers activities in tutor time

You can find out more about of Careers programme and Gatsby Benchmarks, which are all at 100% here:

<https://www.courtfields.net/careers-information.htm>

12 Where the key areas are taught within the curriculum

Please see our curriculum map information on our website.

We also map this information in Schemes of Learning and will shortly be producing a matrix to demonstrate these links in all subjects.