

Our vision: Achievement through Caring

Appendix M

Behaviour for Learning

We believe that successful lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills, and feel safe to take risks with confidence and courage.

We expect students to always aim to:

- Take part in all learning with a positive attitude, aiming for the highest levels and grades and developing and sustaining a love of learning for life. Be involved in your target setting with teachers and your families. Know your current achievement and the next steps you need to take in each subject to improve.
- Seek help and guidance for all classwork, coursework and homework as needed, including taking up personalised programmes of support when offered by the school.
- Take responsibility for your own behaviour and ensure it doesn't negatively affect the experience of other students in the school.
- Take part in regular conversations with your tutor, parents/carers about your progress and attitude to learning.
- Take advantage of opportunities outside of the school day where necessary to assist you in maximising your potential.
- Discuss with staff any problems with attendance, punctuality or issues that may affect your work or behaviour and work with us to find solutions.
- Work with other students within an atmosphere of respect and friendship.
- Read comments on your work, respond to targets and take the next steps to improve your work.
- Attend school at every opportunity, making sure you arrive on time, ready for learning and with all of the correct equipment.
- Have a growth mindset and understand that through sustained effort you can achieve.
- Comply with the school's Technology policy and Internet access policy.
- Know that if you choose to break the behaviour policy, there will be fair and consistent consequences that need to be accepted and understood.
- Present yourself ready to learn with all elements of your uniform/dress correct to the school policy.

Teaching of expected behaviours:

Every morning students will have their uniform checked by their tutor, to ensure they are meeting the school's standards. Every Monday morning (Tuesday for year 7 students) students will go through the 'Prepared for the Week' checks, ensuring that they are ready to meet the school's standards and get the most out of the week's learning.

Expectations for how to move around school safely are reinforced by staff being proactive at social times and between lessons. Students are encouraged to walk calmly and sensibly and to be respectful of staff and other students at all times.

Assemblies are also used, periodically, to re-educate students around the school's standards.

For consistency for students and to ensure focused entrances and exits for lessons, all staff follow the same routines at the start and end of lessons.

Lesson Start:

- Greet at the door.
- Set the standard.
- Do Now Activity

Lesson End:

- Stand behind chairs in silence.
- Reset the standard.
- Dismiss in an orderly fashion.

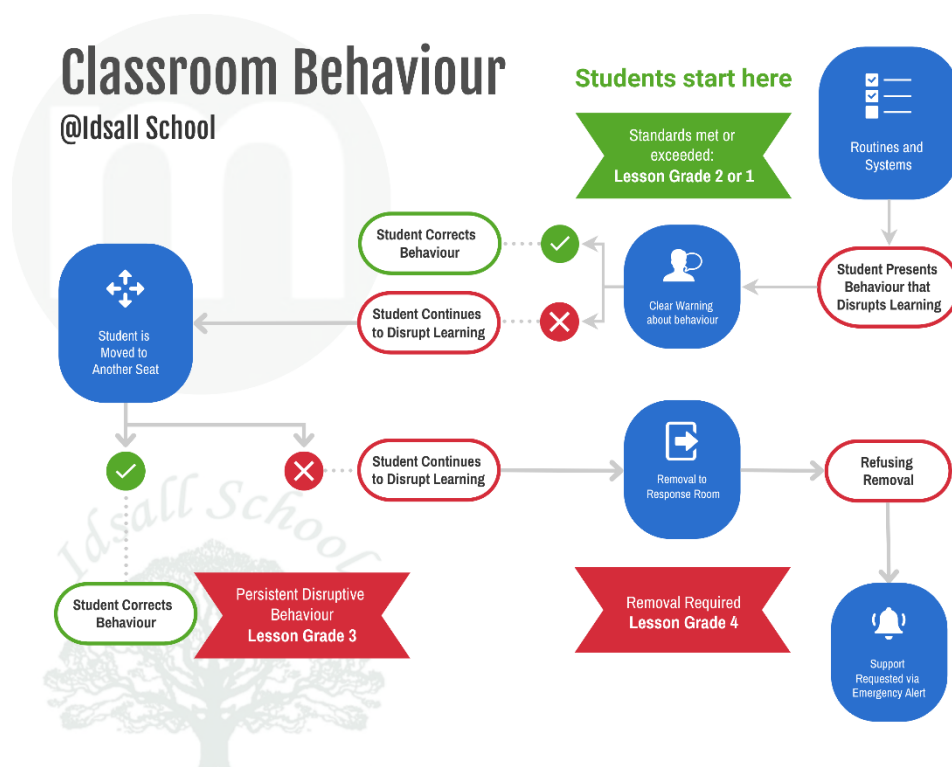
Idsall School Behaviour Systems and Structures

All standards, behaviour systems, rewards and consequences at Idsall are pushing towards the same purpose - The best learning environment for our students.

Removal from Lesson

At Idsall School, we want all students to be a part of that learning environment, but we can't sacrifice everyone's opportunity to learn because a small number don't want to. When removals from lessons are used, the following process will be followed wherever it is practicable to do so.

1. Staff will follow the routines and the systems that the students know, to provide consistency.
2. If a student's behaviour is a hindrance to learning they will receive a clear warning,
3. If there is no improvement, the student will be moved to another seat in the room.
4. If there is still no improvement in behaviour the student will be removed to an alternative room for their learning.



Consequences

We attempt to make all our dealings with students positive, constructive and consistent. We will be very firm in dealing with unacceptable behaviour of any kind. When necessary we will use sanctions, because maintaining an ordered working environment for all students must be our first concern. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Expecting work to be completed at social times or at home
- Detention at breaktime, lunchtime or afterschool
- Detention
- Referral to a senior member of staff
- Report
- Letters or phone calls home, with follow up meetings as required
- Agreeing a behaviour contract
- Social isolation
- Internal Exclusion
- Suspension
- Pupil Planning Meeting with Local Authority Inclusion Team
- Personalised Learning Plans
- Offsite provision

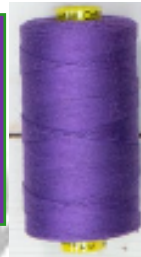
Behaviour for Life Through PSHCE

The golden threads of our Idsall PSHEE Curriculum

Appendix N

**Behaviour
for
Life**

**Self-Awareness which aligns
with our trust value of
Excellence**



**Rights & Responsibilities
which align with our trust
values of Equality &
Empathy**



**Staying Well which aligns
with our trust values of
Integrity & Empathy**



**Making Informed
Decisions which align with
our trust values of
Integrity & Excellence**



**Staying Safe which aligns
with our trust values of
Integrity & Empathy**



**Consent which aligns with
our trust values of Equality
& Integrity & Empathy**



The golden threads of our Idsall PSHE Curriculum □□□□□

- **Self-Awareness which aligns with our trust value of Excellence**
- **Rights & Responsibilities which align with our trust values of Equality & Empathy**
- **Staying Well which aligns with our trust values of Integrity & Empathy**
- **Making Informed Decisions which align with our trust values of Integrity & Excellence**
- **Staying Safe which aligns with our trust values of Integrity & Empathy**
- **Consent which aligns with our trust values of Equality & Integrity & Empathy**

Term	Theme	Lesson title	KPI	Golden thread
Autumn 1	Being Successful at secondary school □□□	The Idsall way - Transition	L1/ L2/ L6/ H1	□
		A welcoming & Inclusive school	R3/ R14/ R41/ R43	□
		Respect goes both ways	R1/ R2/ R9/ R10/ R13/ R14	□
		Friendship	R1/ R2/ R9/ R13/ R14	□
		Managing change in Friendship	R18/ R19/ R21	□
		Bullying & Banter	R38/ R39/ R40	□□
		Goal Setting	L9/L3	□
		Confidence building for group work	H5/ R15	□□
Autumn 2	Healthy Choices and Personal Safety □□□	Tobacco, vaping & Cannabis	H23/H25/H26	□
		Alcohol	H23/H25/H26	□
		Online personality	L24/ R1/ R2/ R13/ R14	□□
		Online privacy	L21/ L27	□□
		Grooming	H30/ H31/ L21/ L24/ L27	□□
		Positives of Social media	L22/ L23/ L26/ R16/ R19	□□
Spring 1	Changes during Puberty □□□	Puberty – Social & Emotional	H34	□□
		FGM	H2/ H5/ H22/ H30/ H31	□□
		Personal Hygiene	H19/ H20	□□
		Fit & Active	H14	□□□
Spring 2	Mental and Emotional Wellbeing □□□	Body Image	H3/ H4/ H5	□□
		Peer influence	R2/ R9/ R13/ R14	□□
		Misogyny	R2, R7, R10, R13, R14, R42, R43, R44	□□
		Feeling low	H6/H7/H8	□

	UUU	Disappointment	H2/ H6/ H7/ H9/ H10	□
		Bereavement	H2/ H5/ H6/ H7/ H9/ H10	□□
Summer 1	Community, diversity and Inclusion □□□□	Difference and diversity in the community	R3/ R4/ R5/R41	□
		Families	R1/ R2/ R9/ R13/ R14	□
		Prejudice & Discrimination	H1/ H2/ R1/ R2/ R3/ R5/ R9/ R13/ R14	□
		Being Unique	H1/ H4/ H7/ H9/ H10/ R3/ L2	□
		Talking about Feelings	H4/ H6/ H7/ H9/ H10/ H12	□□
		Feelings & Behaviour	H6/ H7	□□
		Learning from Mistakes	H1/ H2/ H4/ H6/ H7/ H9/ H10	□□
Summer 2	Next steps and Readiness for Work □□□	Stereotypes	H1/ H2/ R1/ R2/ R3/ R9/ R13/ R14/ R39/ R40/ R41	□□
		Teamwork	H4/ H7/ H9/ H10/ R14/ R15/ R16/ L2/ L4	□□
		Conflict in teams	H4/ R14/ R15/ R16/ R19/ L4	□□□
		Managing money	L15/ L17/ L18/ L19/ H5/ H30/ H31/ H32/ H33/ R2/ R9/ R13/ R14/ R42	□□□
		Careers – what are they?	L11/L12	□□
		Careers – using Unifrog	L7	□□
		Careers – what sectors are there?	L11	□□

Year 8 PSHEE

The golden threads of our Idsall PSHE Curriculum □□□□□□

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- **Staying Well which aligns with our trust values of Integrity & Empathy**
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Term	Theme	Lesson title	KPI	Golden Thread
Autumn 1	Being Successful at School □ □ □	The Idsall Way	L1/ L2/ L6/ H1	□ □
		Positive self-talk	H1/ H4/ H6/ H7/ H9/ H10/ R42/ L22/ L23/ L26	□ □
		Communication skills	L2/ L4	□ □
		Non-verbal communication	R16/ L4	□
		Accepting responsibility	H4/ H6/ H7/ H9/ H10/ R19	□ □
		Managing misunderstandings	H4/ R1/ R13/ R14/ R16/ R19	□ □
		Relationships and the media	H3/ H5/ R1/ R2/ R5/ R7/ R8/ R11/ L20/ L22/ L23/ L25/ L26	□ □
		Online bullying	H3/ H4/ H30/ H31/ R2/ R37/ R38/ R40/ H42/ R43/ R44	□ □ □
Autumn 2	Community, diversity and Inclusion □ □ □	Promoting inclusion in my community	R3/ R4/ R5/ R14/ R39/ R40/ R41	□
		Challenging unfair family and cultural expectations	H2/ H4/ H5/ R1/ L9/ L10	□
		What does the internet know about me?	L21/ L24	□ □ □
		Media influence	H1/ H2/ H3/ H4/ H5/ H10/ H11/ H12/ H30/ H31/ R39/ R40/ R41/ R42/ R43/ R44/ L23/ L25/ L26	□ □
		Extremism	H3/ H5/ H30/ H31/ R2/ R37/ L20/ L21/ L23/ L24/ L25/ L26/ L27	□ □ □
		Misogyny – causes & consequences	R2/ R7/ R10/ R13, R14/ R42/ R43/ R44	□ □
		Gang & Knife culture	H30/ H31/ R2/ R42/ R43/ R44/ R45/ R46/ R47/ L19	□ □ □
		Am I ready for a BF/GF?	H2/ H3/ H4/ H5/ H7/ H8/ H9/ H34/ R1/ R2/ R7/ R9/ R12/ R13/ R28/ R42/ R43/ R44	□ □

Spring 1	Respectful intimate relationships □□	Positive romantic relationships	H30/ H31/ R1/ R2/ R6/ R9/ R10/ R11/ R13/ R14/ R23/ R24/ R25	□□
		Perceptions & expectations in romantic relationships	H3/ H5/ R2/ R7/ R11/ R14/ R36/ R42/ R43/ R44/ L23/ L24/ L26	□□
		Positive respectful online relationships	H3/ R1/ R2/ R9/ R10/ R13/ R14/ R19/ R42/ R43/ R44/ L20/ L21/ L22/ L24/ L26/ L27	□□
		Family disputes	H5/ H6/ R1/ R9/ R10/ R13/ R14/ R16/ R18/ R19/ R35/ R36	□□
Spring 2	Mental and Emotional Wellbeing □□	Mental health stigma	H7/ H8	□
		Anxiety and depression	H6/ H7/ H12	□
		Unhealthy comparisons	H1/ H2/ H3/ H4/ H7/ H9/ H10/ H11/ R4/ R39/ R42/ R43/ L20/ L21/ L23	□□
		Positive self-talk	H1/ H4/ H6/ H7/ H9/ H10/ R42	□□
		Connecting with others	H2/ H7/ H9/ H10/ H14/ R2/ R14/ R15	□□
		Healthy ways to manage relationship feelings	H2/ H4/ H6/ H7/ H9/ H10/ H11/ H12/ H25/ H30/ H31/ R2/ R13/ R18/ R23/ R42/ R43/ R44	□□
Summer 1	Healthy Choices and Personal Safety □□□	Taking responsibility for my health	H19/ H21	□□
		Benefits of physical activity	H14	□□
		What influences food choices?	H3/ H5/ H17/ H18	□□
		Science & Health	H1/ H19/ H31/ L2	□□
		Emergency (First) aid	H30/ H31/ H33	□□
		Alcohol	H5/ H23/ H24/ H26/ H28/ H29/ H30/ H31	□
		Attitudes of young people to substance misuse	H3/ H5/ H24/ H25/ H30/ H31/ R42/ R43/ R43/ R44/ L20/ L23	□□
Summer 2	Next steps and Readiness for Work □□□	How has technology changed the workplace?	L2/ L4/ L20/ L21/ L22	□□
		What skills am I developing and what do employers look for?	L2/ L4/ L6/ L8	□
		Active listening	L1/ L4	□
		Managing criticism	H4/ H6/ H7/ H9/ H10	□□
		Gambling	H2/ H5/ H12/ H30/ H31/ H32/ R42/ H43/ R44/ L15/ L17/ L18/ L19/ L20/ L25	□□

	Financial exploitation	H5/ L31/ L32/ R2/ R37/ L15/ L19/ L27	□ □
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Year 9 PSHEE

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Term	Theme	Lesson title	KPI	Golden Thread
Autumn 1	Being Successful at School □ □ □	The Idsall Way	L1/ L2/ L6/ H1	□
		Study Skills	H1/ H3/ L1/ L2/ L3/ L6	□ □
		Problem Solving	R14/ R15/ R16/ R19/ L1/ L4/ L5	□ □
		Managing peer approval	H3/ H4/ H5/ H10/ H30/ H31/ R2/ R14/ R42/ R43/ L24	□
		What affects mental health	H1/ H2/ H3/ H4/ H5/ H6/ H7/ H9/ H10/ H12/ R2/ R13/ R14/ L14	□
		Relationship loss and change	H2/ H6/ H7/ H9/ H10/ H12/ R1/ R2/ R23	□ □
		Family diversity	R1/ R6	□
		Championing the LGBT+ community	H1/ R3/ R4/ R5/ R14/ R37/ R38/ R39/ R40/ R41	□
Autumn 2	Next steps and Readiness for Work □ □ □	What career would I like?	L2/ L3/ L4/ L6/ L7/ L8/ L9/ L12	□ □
		What types of Careers are available to me?	L4/ L5/ L6/ L7/ L8/ L12/ L13	□ □
		Self-employment options	L4/ L5/ L6/ L8/ L11	□ □
		Working part time – my rights are responsibilities	L11/ L12/ L13	□
		Illegal employment and modern day slavery	L13/ L18/ L19	□
		What is the impact of ‘fast culture’	H2/ H5/ L18	□
		What are my rights and responsibilities as a consumer?	L18	□
Spring	Respectful	Am I ready for a sexual relationship?	H3/ H4/ H5/ R2/ R7/ R8/ R9/ R10/ R11/ R12/ R13/ R14/ R16/ R23/ R24/ R25/ R26/ R27/ R31/	□ □
		Positive and respectful intimate relationships	R1/ R2/ R9/ R10/ R11/ R13/ R14/ R31/ L21	□

Spring 1	intimate relationships □□□□	Communication skills for intimate relationships	R13/ R16/ R19/ R32	□□□
		Contraception	H21/ H35/ R33	□□
		STIS	H5/ H19/ H20/ H21/ H30/ H31/ H35/ H36	□□
		Unintended pregnancy	H5/ R33/ R34/ R35	□□□
Spring 2	Healthy Choices and Personal Safety □□□	Sexting	H2/ H3/ H5/ H30/ H31/ R1/ R2/ R9/ R10/ R11/ R13/ R14/ R23/ R24/ R25/ R26/ R27/ R29/ R30/ R42/ R43/ R44/ L20/ L21/ L24/ L25	□□
		Pornography	H2/ R2/ R7/ R8/ R9/ R11/ R13/ R14/ R39/ L25	□□
		Misogyny	R2/ R7/ R10/ R13, R14/ R42/ R43/ R44	□□
		Why do people behave differently online?	H2/ H5/ H30/ H31/ R7/ R8/ R42/ R43/ R44/ L20/ L21/ L24/ L26	□□
		Positive uses of the media	H3/ H7/ H9/ H10/ R43/ L22	□□
Summer 1	Mental and Emotional Wellbeing □□	Bullying and abusive behaviour	H2/ H13/ H30/ H31/ R14/ R23/ R25/ R26/ R37/ R38	□□
		Bullying and mental health	H2/ H4/ H10/ H12/ R2/ R13/ R38/ R43/ L24/ L27	□□
		Isolation and mental health	H2/ H7/ H10/ H12/ R13/ R14/ L24	□
		Support for mental health	H2/ H3/ H4/ H5/ H6/ H7/ H9/ H10/ R2/ R13/ R14	□
	Healthy Choices and Personal Safety □□□	Recreational drug use	H3/ H5/ H23/ H24/ H25/ H26/ H27/ H28/ H29/ H30/ H31/ R20/ R42/ R43/ R44	□□
		Substance misuse and Emergency	H27/ H30/ H31/ H33	□□
		Illegal drugs and the law	H27/ H28/ H30/ H31	□□
Summer 2	Community, diversity and Inclusion □□□	Impact of substance misuse on the community	H23/ H24/ H26/ H27/ H28/ H30/ H31/ L18	□□
		Knife crime and gang culture	H30/ H31/ R13/ R14/ R42/ R43/ R44/ R45/ R46/ R47	□□□
	Next steps and Readiness for Work □□□	Managing money worries	H2/ H5/ H7/ H9/ H10/ H11/ H12/ H25/ H30/ H31/ H32/ L15/ L16/ L17	□□
		Being in financial debt	L15/ L16/ L17/ L18/ L19	□□□
		Being a young entrepreneur	L4/ L5/ L6/ L7/ L8/ L9/ L11/ L12	□□

Year 10 PSHEE

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Term	Theme	Lesson title	KPI	Golden Thread
Autumn 1	Being Successful at School □ □ □	The Idsall Way	L1/ L2/ L6/ H1	□ □
		Growth mindset	H1/ H2/ H4/ H7/ L1/ L2	□
		Being a role model for younger people	H1/ R1/ R9/ R35/ R36/ L1/ L2/ L3	□ □
		What sort of influence am I?	R35/ R36/ R37	□ □
		Developing resilience	H2/ H4/ H5/ H6/ H7/ H8/ L1	□
		Giving and receiving feedback	H1/ H2/ H4/ H5/ H7/ H8/ R1/ R3/ L1	□ □
		My education ambitions	H1/ H2/ H6/ H7/ H11/ H12/ H13/ L1/ L2/ L3/ L4/ L6	□ □
		Target setting		□ □ □
Autumn 2	Respectful intimate relationships □ □ □ □	The stages of a romantic relationship	H2/ H6/ H7/ H8/ H9/ H10/ H13/ H14/ H23/ R1/ R7/ R11/ R12/ R13/ R17	□ □
		Why do people choose to have a sexual relationship?	R7/ R15/ R21/ R22	□ □
		Being lesbian, gay or bisexual	H5/ H6/ H26/ R1/ R3/ R4/ R6/ R7/ R8/ R10/ R11/ R12/ R13	□ □
		Safer sex	H14/ H27/ H28/ H29/ R1/ R45	□ □ □
		Sexual assault and what to do about it	R3/ R7/ R8/ R18/ R19/ R28/ R29/ R30	□ □ □














































Spring 1	Community, diversity and Inclusion □□□	Hate crime	L28/ L29	□□
		Black History	R5/ R9/ R34	□□□
		LGBTQ+ History	H25/ H26/ R1/ R5/ R6/ R7/ R8	□□□
		Freedom of Expression	H22/ R1/ R3/ R5/ R7/ R9/ R14/ R15/ R29/ R30/ R31/ R32/ R33	□□□
		Little things/ big impacts – the power of words	H2/ H4/ H5/ H6/ H7/ H8/ H10/ R2/ R31/ R35	□□
		Where do my values come from?	R1/ R5/ R9/ R36/ R37	□□
		Animal welfare or Climate change	H11/ H18 OR H8/ H9	□□
Spring 2	Mental and Emotional Wellbeing □□□	Lifesaving science	H13/ H14/ H15/ L4/ L5/ L6/ L7/ L8	□□
		Cancer prevention	H11/ H13/ H14/ H16/ L24/ L27	□
		Stress, anxiety and depression	L7/ L8/ L10	□□
		Unhealthy coping strategies, warning signs & triggers	H2/ H5/ H6/ H7/ H8/ H21	□□
		Helping a friend who is struggling to cope	H2/ H5/ H6/ H7/ H8/ H9/ H10/ H13/ H14	□□
		Emergency aid	H19/ H22/ H23/ H24	□□
Summer 1	Healthy Choices and Personal Safety □□□	Why do some young people choose a life of crime?	R1/ R3/ R9/ R12/ R17/ R35/ R37/ R38	□□□
		Radicalisation and extremism	H4/ H7/ H8/ H10/ H22/ H23/ R9/ R14/ R17/ R28/ R30/ R31/ L24/ L28/ L29	□□
		Advertising, social media and regulation	L24/ L25/ L26/ L27/ L29	□□
		Can you become too reliant on social media	H2/ H6/ H7/ H8/ H12/ H16/ H18/ L24/ L25/ L26/ L27	□□
		Gambling addiction	H2/ H4/ H7/ H8/ H10/ H18/ H21/ H22/ H25/ L17/ L18/ L19/ L20/ L24/ L25/ L26/ L27/ L28	□□
		Substance misuse – choice, habit or addiction?	H6/ H8/ H9/ H10/ H14/ H19/ H20/ H21/ R20/ R37/ R38	□□□
		Safety & body enhancements	H2/ H3/ H4/ H13/ H17/ H18/ R35/ L26	□□
Summer 2	Next steps and Readiness for Work □□□	The changing job market	L1/ L2/ L7/ L8/ L21	□□
		Do job stereotypes still exist?	R5/ L5/ L8/ L15	□□
		Budgeting skills	L16/ L17/ L18/ L19	□□
		Managing my online profile for future employment	R35/ L1/ L11/ L12/ L25	□□
		Safety in the workplace	L13/ L14	□□
		Preparing for change	H1/ H4/ H6/ H7/ R12/ R13	□□□

Year 11 PSHEE

The golden threads of our Idsall PSHE Curriculum □□□□□

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Term	Theme	Lesson title	KPI	Golden Thread
Autumn 1	Next steps and Readiness for Work □□□	The Idsall Way	L1/ L2/ L6/ H1	□□
		Grit		□□□
		Goal Setting (16-18)	H1, L2	□□
		Work choices at 16+	L1/ L2/ L3/ L4/ L6	□□□
		Applying for work and training – how to stand out?	L1/ L2/ L3/ L6/ L9/ L10/ L23	□□□
		Post 16 education choices	L1/ L4/ L6	□□□
		My study plan	L2/ L3	□□
		Sleep, rest & study	H7/ H11/ H12/ L1/ L2	□□□
Autumn 2	Respectful intimate relationships □□□□	Safer sex	H13/ H14/ H16/ H28/ H29	□□
		Negotiation & Communication in a sexual	H1/ H4/ H5/ R1/ R11/ R12/ R30/ R31	□□□
		The law, rights & responsibilities in sexual	H26/ R3/ R4/ R17/ R21/ R22/ R29/ R33	□□□□
		Impact of separation and loss in relationships	H2, H6, H7, H8, H9, H10, H13, H14, H23, R1, R7, R11, R12,	□□□
		Pregnancy choices	H30/ H31/ H32/ H33/ R24/ R26/ R27	□□□
		Mock Exams		
		Mock Exams		
Spring 1	Healthy Choices and Personal Safety □□□	Finding and using health	H13/ H14/ H16/ H28/ H29	□□□□
		Substances, reputation and future life chances	H13/ H19/ H20/ H21/ R20/ R36	□□□
		Impact of substance misuse on family & community	H13/ H14/ H19/ H20/ H21/ R20/ R35/ R38	□□□
		Substances and risky sexual behaviour	H20/ H26/ H28/ H14/ R15/ R19/ R20/ R21/ R22/ R28	□□□

Spring 2	Mental and Emotional Wellbeing 	Developing self-esteem and confidence	H2/ H4/ H5/ H7/ H11/ H12	  
		Faith, values, culture & sex	H4/ R6/ R9/ R10/ R33/ L28/ L29	   
		Social media	L24/ L25/ L26/ L27/ L29	  
		The dark web, harmful content and pornography	H22/ H26/ R3/ R8/ R14/ R15/ R17/ R18/ R19/ R20/ R21/ R28/ R29/ R30/ R31/ R37/ L20/ L22/ L23	  
		Mock Exams		
		Mock Exams		
Summer 1	Healthy Choices and Personal Safety   	Young parents	H31/ R25/ L16/ L17/ L18	   
		Parenting & Teenagers	R1/ R9/ R12/ R17/ R25	   
		Marriage, partnership & Relationships	R3/ R4/ R7/ R18/ R33	    
		Unwanted attention	H2/ H4/ H5/ H8/ H10/ H22/ H23/ R3/ R7/ R8/ R14/ R15/ R16/ R17/ R18/ R19/ R29/ R30/ R31/ L22/ L24/ L28/ L29	   
		Domestic abuse	H10/ H22/ H23/ R3/ R7/ R8/ R10/ R11/ R12/ R13/ R17/ R19/ R28/ R29/ R30/ R31/ R32/ R33	   
		Women's safety	R5/ R9/ R34	    
		Preparing for change	H1/ H4/ H6/ H7/ R12/ R13	 

Dynamic PSHCE Programme

Our PSHCE programme is mapped for the year based on statutory requirements and the needs of our students at the time of writing. We do, however, commit to ensuring that our programme is dynamic and fluid enough to allow us to respond to any emerging need.

Enrichment and Extracurricular opportunities

Education at Idsall School radiates well beyond the classroom. Independent study is encouraged, and staff and facilities are accessible to facilitate and support this.

Extracurricular Clubs

The extensive range of clubs and extra-curricular activities take place during lunchtimes and after school and include offers from across our subject teams and some activities that sit entirely separate from the subjects we deliver.

All at Idsall are encouraged to get involved with a range of activities. We want all students to challenge themselves and try something new and unusual.

School life is about much more beyond academic achievement. Engagement with our provision will allow students to develop important life skills, develop time management,

diversify interests, learn about resilience and commitment, contribute to school life, raise self-esteem and develop relationships.

Activities change from term to term depending on the seasons and popularity of individual clubs. A current list can be found on the school website via this link [Clubs & Enrichment - Idsall School](#)

Rewards

Reward points can be gained throughout the day at Idsall. These can recognise positive contributions to lessons, exceptional progress, attendance and being a positive member of the school community. These are split into a number of categories that are used to inform students and families that their positive contribution is recognised.

Appendix O

Recognising Behaviour

An accumulation of positive points contributes to receiving a number of rewards, including:

- Merit Certificates
- Bronze, Silver, Gold and Platinum Badges.
- Head teacher's commendation.
- Access to Idsall's special half termly reward treats

In addition each term we offer a Rewards Trip to those students who have shown consistently good attitude to learning.

We are currently consulting with the student body to improve the rewards programme.

Appendix P

Support

School Support – Our Offer

	Support and intervention
Wave 1	Meet and greet Team teach Trusted adult Visual timer Rewards programme Visual timetables Key words Rules displayed Fidget toys Movement breaks Access to technology to support Coloured overlays IT programs Dyslexia Screening Access arrangements Homework club Work Access & Organisation for Dyslexia Handwriting AS1 Safe Calm Place

Wave 2	<p> Vocational curriculum pathway BEAM Purple Leaf Social stories Zones of Regulation No Worries Reading groups Lego Build to Express Equine Therapy Academic mentoring support Head of Year support plan Learning support base School counsellor Self-Esteem Workshop Read, Write Inc Fresh Start Anger Management Small Group Maths IDL CBT sessions Resilience support </p>
Wave 3	<p> BeeU CLIMB Targetted Early Help Behvaiour support plan Inclusion Advice Forum Educational Psychologist Education Welfare Officer Personalised Learning Plan (PLP) Pupil Planning meetings SALT Learning support base </p>
Wave 4	<p> Alternative provision Reach for Inclusion Pupil Planning review meetings Graduated Support Pathway Education Health Care Plan SEND team and local offer </p>