

**Practice and Values Policy**

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PRISM INDEPENDNT SCHOOL – MODLE OF PRINCIPLES AND VALUES

**PROGRESSION**

**BEHAVIOUR**

**ASSESSMENT**

**SECTION 1**

**“Mission Statement/Key Tasks”**

**MISSION STATEMENT**

**‘Unique opportunities for unique young people’**

**KEY TASKS**

PRISM Independent School aims to maximise the potential of all young people within its target range of between Key Stage 3 and Key Stage 5, this aim will be fulfilled through the following objectives:

* To deliver curriculum based education programme to learners between Kay Stage 2 and Key Stage 5.
* To develop session of activities that promotes community cohesion and the celebration of cultural diversity.
* To increase learners access to influencing decision making
* To target support and resources for learners at risk
* To work in partnership with other voluntary and statutory agencies.
* To ensure we have a voice in the implementation of all new government legislations
* To secure adequate resources to support the delivery of the Curriculum Offer
* To ensure quality of provision as measured against current and relevant OFSTED Legislation
* To plan and implement a comprehensive programme of training opportunities that meets the needs of all staff
* To ensure equal opportunities are applied throughout all aspects of the school and delivery and that equality is achieved for all learners and adults involved with the organisation.

SECTION 2

**Practice Outline**

SCHOOL OUTCOMES

Prism Independent School offers all its learners the opportunity to access the following provision:

* Quality Education
* Development of Spiritual, moral, social, and cultural development of learners
* Quality Learning and assessment provision
* Welfare Health and Safety of Learners
* Suitable staff, and proprietors
* Information to Parents, carers and other organisations
* Quality premises and accommodation
* Clear and accessible complaints system

**OUTCOMES FOR THE LEARNERS**

PRISM Independent School enables all young people to become:

* Successful learners – who enjoy learning, make progress and achieve
* Confident individuals – who are able to live healthy, safe and productive lives
* Responsible citizens – who make a positive contribution to society

This will be achieved by:

* Ensuring that the curriculum offered by PRISM Independent School is relevant to learners in order to meet their personal and social development needs.
* Providing a planning framework for every piece of work we deliver.
* Allowing others including learners, parents, referring agencies and commissioning bodies to know what they can expect from PRISM Independent School and the methods by which this will be delivered.
* Enabling staff and others to measure how effective we are in delivering learning outcomes and measuring progress and behaviour of the learners with whom we work.

**Continuous Personal Development (CPD)**

This document is a staff training and development aid. It is designed to be used to assist individuals and teams to gain a better understanding of teaching practice, to look critically at the work we undertake and encourage learning and development.

**Effective Teaching Toolkit**

This provides additional resources including planning and evaluation models, which encompass current DFE Teaching Standards. This will ensure organisational consistency whilst drawing from other sources such as OFSTED teaching and learning criteria. These examples can be adapted for use throughout PRISM Independent School in order to accommodate all learners. The main purpose of the toolkit is to provide ideas and information on ‘how to’ introduce or develop particular areas of work.

**Learner Engagement**

PRISM Independent School works with learners in order that they are able to access and engage with the Curriculum Offer and act on the personal, social and political issues which affect their lives, the lives of others and the communities in which they have a key role to play. Attendance and engagement are central factor’s within PRISM Independent School. All learners have the opportunity to actively engage in the process of influencing planning and decision making which affects their lives, the life of the school and society as a whole.

**Equity and Community Cohesion**

PRISM Independent School has a comprehensive Equalities and Diversity Policy. An important element within achieving equity is through challenging oppression due to differences of race, culture, language, sexual identity, gender, disability, age, class or religion, and working to ensure that young people are not disadvantaged because of any of these differences. This is both in terms of the ways in which PRISM Independent School delivers its own work and its role as an advocate on behalf of learners. In addition to its contact with staff and all other adults.

**Enrichment**

In order to engage learners in additional programmes, the ways in which these programmes are delivered must be attractive and enjoyable to the learners. They must be challenging, inspiring, stimulating, engaging and motivational. Enrichment programmes will reflect current learners’ fashions and trends whilst responding to the needs and requests of the learners. This will enable PRISM Independent School’s staff team to utilise wider skills and experience alongside developing new, exciting and creative opportunities for learners and their own development.

**Learner’s Voice**

All learners have the opportunity, beginning with their induction process, to influence PRISM Independent School’s decision making framework. This opportunity increases the ownership within the School and its ongoing commitment to learner inclusion. This will be reflected strategically in PRISM Independent School’s Charter for Learners. This charter will develop through the active participation of PRISM Independent School – Youth Forum working in partnership with PRISM Independent School staff and Senior Management Team.

**PRISM INDEPENDENT SCHOOL CHAPTER FOR YOUNG PEOPLE**

**What young people can expect (from PRISM YP):**

* Opportunities to meet other young people in a safe, friendly and non-threatening environment
* To be treated equally regardless of race, religion, sex, sexuality, culture, age, ability or what you look like
* Access to a wide range of relevant information and advice on issues that are important to you
* A wide range of challenging and fun activities that will help you to develop new skills, knowledge and attitudes
* To be informed of what services and provisions are available to you, now and in the future
* To be aware of your right to make a complaint or compliment about the service you receive

**You can expect staff to be:**

* Respectful and supportive
* Professional and well trained
* Friendly and approachable
* Supportive and patient
* Reliable and honest
* Able to deal with confidential issues with respect and sensitivity

**Projects should be:**

* Informative
* Educational
* Safe and Supportive
* Suitably furnished and well resourced
* Fun
* Accessible to all

**How young people will be involved in the organisation:**

* Young people can expect to have their say and that their ideas and suggestions will be taken seriously, respected and acted upon.
* Young people have the right to be listened to and to be actively involved in decisions that affect the running of their provision or project
* Young peoples’ contributions will be values and recognised
* Young people will be asked their views on how the organisation/project is doing on a yearly basis

SECTION 3

**Developing the Curriculum Offer**

**Rationale**

PRISM’s curriculum has undergone considerable development over the past decade and embraces National Curriculum areas, vocational qualifications, SMRC and Personal & Social Development for all learners across Key Stages 3, 4 and 5. This provides learners with a pathway of learning at PRISM Independent School from age 11 to 19. Current practice is broad and comprehensive, it is important that the significance of each element and the part it plays within the overall end result is understood.

Delivery is categorised under seven headings:

1. Organisation Values
2. Engagement Management
3. Methodology – work settings, delivery methods, activities
4. Key Practice Areas
5. Outcomes of Learner Engagements
6. Key Outcomes for Learners

These are explained in more detail:

**Organisation Values**

The beliefs held by PRISM Independent School are derived from current and relevant National initiatives and agenda’s e.g. National Curriculum, OFSTED, Every Child matters, running parallel with a package of delivery styles according to the needs of the learner and the setting used, throughout these value’s is a participation philosophy informed by national agenda’s such as ‘hear by rights’.

**Engagement Management**

There are four main approaches used within PRISM Independent School. These are informed by the Principles of Practice.

* ‘Person Centred’ – Leaners are recognised as individuals. This is always borne in mind in any interaction between staff and learners. Stereotyping has no place within PRISM Independent School.
* ‘Non Judgemental’ – In order to encourage and facilitate openness and sharing between staff and learners for their actions and behaviour, although learners behaviour may at times be considered to be unacceptable, we need to differentiate between the person and the behaviour.
* ‘Non Directive’ – When dealing with issues, the role of PRISM’s teaching staff team is to assist learners to make decisions and understand the responsibilities that come with making a decision for themselves rather than ‘direct’ (or suggest) either covertly or overtly what action they should take or opinion they form.
* ‘Consistency’ – It is important that all members of staff respond to identical situations or concerns in a consistent way, that also recognises the individual learners needs, particularly within individual teams. This is in order to ensure that the same ‘messages’ are being conveyed and understood by learners, parents, referring agencies and commissioning bodies whilst keeping them safe.

**Methodology**

The terms ‘method’ and ‘methodology’ are commonly used within teaching to refer to different factors. In order to have common understanding, these factors are separated under different headings:

* **Work Settings –** In order to offer a holistic service to learners, PRISM Independent School is split over three sites.
* Police Club site
* PRISM City Farm
* PRISM Woodville Activity Centre
* **Methods of delivery –** PRISM Independent School endeavours to make learning opportunities as experiential as possible. In addition, every opportunity is taken to introduce elements of fun and enjoyment. The factors grouped under this heading are those that refer to the delivery style used:
* Developmental Group work
* 1-1 Work
* Discussions
* Practical
* Vocational Advice, Information and Guidance
* Enrichment Residential Experiences
* Projects Formal Training e.g. senior member leadership Guidance and information giving

Any and all of these delivery styles can be used in any of the work settings listed previously.

* **Activities –** PRISM Independent School uses a variety of tools and experiences in order to create empowering and challenging learning opportunities for young people. These form the basis of all planned sessions. In order to maintain learners’ interest, variety and balance are needed. A balanced programme will include the following types of activities:
* Social interaction
* Performing Arts
* Creative Arts
* Current affairs
* Outdoor Pursuits
* Sport/Physical Activity
* Information and Communication Technology
* Animal care Horticulture
* Music and Media

**Key Practice Areas**

The key practice areas have evolved from the every child matters agenda which will equip the learners with the skills, knowledge and understanding to achieve and progress in further training and/or employment:

* Personal and social skills, increasing aspirations
* Empowerment, Democracy and decision making
* Equality and Diversity
* New opportunities and challenging experiences
* Healthy lifestyles
* Accreditation

**Outcomes of Learner engagement**

* The development of self-esteem, awareness and confidence
* Acquisition of new skills and knowledge
* Awareness of personal rights and responsibilities
* Participation in the democratic process
* Participation in new opportunities and experiences
* Active citizenship
* Action planning for career and life goals
* Informed decision making
* Understanding of consequences of behaviour and actions
* Ability to form and express views
* Team working and problem solving skills
* Establishing and maintaining positive relationships
* Accreditation and progression pathway

**KEY OUTCOMES FOR LEARNER’S**

**Personal and social skills and increasing aspirations**

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| Knowledge and understanding | Leaners will have knowledge of:   * Self-image * Healthy relationships * Recognising and managing feelings * The qualification pathway including PRISM’s curriculum offer * Awareness of consequences of actions |
| Skills | Learners will   * Communicate well with peers and adults * Negotiate effectively * Find appropriate solutions * Gain leadership skills * Gain team working skills |
| Attitudes and values | Leaners will   * Have developed standards to live by * Have developed a sense of self worth * Show awareness of and respect for the needs of others * Gain in confidence * Work towards achieving their full potential |

**Empowerment, Democracy and Decision-making**

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| Knowledge and understanding | Learners will   * Understand the effects of their behaviour on others * Understand the different levels of power within society * Have an understanding of democracy * Know their rights and responsibilities |
| Skills | Learners will be able to   * Communicate assertively * Negotiate effectively * Articulate their ideas * Make a case, assessing available information * Gain team working skills |
| Attitudes and values | Learners will   * Value political processes * Value democracy * Value equality * Take responsibility |

**Equality and Diversity**

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| Knowledge and understanding | Learners will   * Understand power and prejudices * Understand they have rights and responsibilities * Have knowledge of how to overcome barriers effectively * Be able to identify and manage their emotions * Understand where they fit in relation to others * Have knowledge of global issues * Understand and value difference * Have knowledge of their local communities |
| Skills | Learners will be able to:   * Manage their behaviour appropriately * Be assertive * Plan * Identify their own strengths and areas for development * Find appropriate solutions * Access the Services provided for them * Develop problem solving skills * Work alongside others |
| Attitudes and values | Learners will   * Feel part of their peer group * Gain in confidence * Feel valued and feel valid members of their community * Value diversity * Show awareness of and respect for the needs of others * Value learning * Work towards achieving their full potential * Value the need for equity |

**New Opportunities and Challenging experiences**

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| Knowledge and understanding | Learners will   * Understand issues of health and safety for self and others * Know about what is involved with living away from home * Recognise and understand that there are differences between lifestyles and cultures * Understand where they fit in relation to other * Have knowledge of global issues |
| Skills | Learners will   * Plan and monitor budgets * Develop fund raising strategies * Organise activities and events * Make risk assessments * Make informed decisions * Gain particular skills, e.g. canoeing, archery * Develop problem solving skills * Work effectively in groups * Evaluate and report their experiences |
| Attitudes and values | Learners will   * Want to take on positions of trust and responsibility * Feel more confident * Feel challenged to reach their full potential * Show awareness of and respect for the needs of others * Value the support of their peers * Want to take up opportunities to give something back e.g. volunteering |

**Healthy Lifestyles**

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| Knowledge and understanding | Learners will   * Understand how to improve relationships with pees and family * Know the effects and consequences of risk taking behaviour * Understand what they need to stay healthy * Understand where they fit in relation to others |
| Skills | Learners will   * Identify their areas of need * Access the information and support they need * Make decisions based on a range of information * Make risk assessments * Create their own strategies for change * Develop problem solving skills * Be assertive |
| Attitudes and values | Learners will   * Value themselves * Feel more confident * Welcome constructive feedback * Recognise and value the benefits of an active lifestyle * Have a positive self-image |

**Accreditation and Progress**

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| Knowledge and understanding | Learners will   * Have knowledge of curriculum offer * Understand the course programme requirement * Have knowledge and understanding of their own timetable * Have knowledge of their initial and ongoing progression within each subject |
| Skills | Learners will   * Identify the subject units they need to complete * Develop the ability to become competent at relevant tasks * Become competent at managing their own portfolio’s * Identify areas they need to develop * Set and achieve personal targets * Learn to make decisions * Create and update their own CV |
| Attitudes and values | Learners will   * Constantly seek ongoing support * Be assertive and not aggressive * Be proactive in risk taking and assessment |

SECTION 4

**Education Toolkit**

**PLANNING, MONITORING AND EVALUATION**

**What is Education?**

PRISM Independent School supports learning and progression in a variety of setting using ‘learning by doing’ (experiential learning) approach alongside our Curriculum offer.

All PRISM Independent School programmes are deliberately structured inventions which have clear aims and outcomes. This includes session planning, learner’s journey and acknowledgement of learner’s achievement.

***Boundaries***

***Peak* *Point***

Time

***Method***

*Knowledge, understanding, usage, competence*

Progress

*Achievement*

Behaviour Management

Behaviour Management

Evidence of Learning

Learning & Engagement

*Planning stage (session)*

Education at PRISM Independent School is effective because teaching staff are able to:

* Identify with learners where their starting point is
* Develop constructive working relationships with learners
* Involve learners to reflect on their experience
* Enable learner to see how their experience can impact on other areas of their lives

**Initial Assessment**

Using a nationally recognised assessment tool each learner will be assessed against national curriculum standards on entry to the school. At regular intervals across the school year they will be retested to plot their progression.

**Methods**

Methods need to be used to be suitable for the group or individual; therefore as much thought and planning needs to be put into getting this right as was applied to the choice of activity. These methods may include:

Use of self

Peer support

Teaching staff

And mentor assessments

**Continuous Process**

Building on the learners Initial Assessment appropriate individual learning programmes will be created by the teaching staff. They will monitor and record each learner’s progress and achievement. These findings will be reviewed and amendments made throughout the year.



**Collection of evidence**

Each learner will be encouraged to collect a wide variety of evidence such as:

Building portfolios

Reports

Presentations

This bank of evidence will be used to gain accreditation, track behaviour, progress, and attendance.

**Constructive feedback**

The giving and receiving of constructive feedback are valuable life skills.

Learners need opportunities to gain these skills in supportive environments.

This is done by the use of:

Daily log sheets

Group discussions

1:1 sessions

Observations

Witness statements