



SIR THOMAS BOTELER

CHURCH OF ENGLAND HIGH SCHOOL

THROUGH GOD, WE CARE

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Diocese of Liverpool



THE CHURCH OF ENGLAND

Diocese of Chester

PERSONAL DEVELOPMENT 21/22



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PERSONAL DEVELOPMENT AT SIR THOMAS BOTELER CHURCH OF ENGLAND HIGH SCHOOL

As a Church School, Sir Thomas Boteler Church of England High School prides itself on the development of the 'whole child'. Our Personal Development curriculum is designed to support students to become confident, healthy, resilient and respectful citizens, who are fully prepared for life and work and are ready to tackle the challenges and opportunities of today and tomorrow.

"There is neither Jew nor Greek, slave nor free, male nor female. For you are all one in Christ Jesus" – Paul's letter to the Galatians (Galatians 3:28)

"I am a citizen, not of Athens or Greece, but of the world" – Socrates

"How wonderful it is that nobody needs to wait a single moment before starting to improve the world." - Anne Frank

Our intent is to:

- Ensure students have the knowledge and skills to make informed choices to enhance and enrich their own and other people's lives.
- Develop a strength of character and resilience that will help students to overcome the challenges they are likely to encounter in adult life.
- Promote spiritual, moral, social and cultural development, increasing their awareness and self-confidence and create opportunities for students to explore their relationship with God.
- Help students develop independent skills and a positive attitude toward learning.
- Ensure that all students understand how to stay safe.
- Provide an appropriate range of opportunities and experiences to allow students to succeed in the next stage in their education, training or employment.
- Prepare children for life in modern Britain. We will ensure that the fundamental British values are introduced, discussed and lived out through the ethos and work of the school.
- Provide a range of opportunities and experiences which act a vehicle for furthering understanding and deepen and develop understanding beyond the local community.
- Develop skills in communicating ideas and opinions to influence social change.
- Develop student understanding of healthy relationships through age appropriate relationship and sex education.

We will achieve this through our structured Personal Development curriculum, bespoke tutor and CEIAG programmes, assembly programme, enrichment initiatives (including our Wider Curriculum) and the support of specialist external bodies.

SIR THOMAS BOTELER CHURCH OF ENGLAND

- FUTURE IN MIND PLEDGE -



'Future in mind – promoting, protecting and improving our children and young people's mental health and wellbeing'.



Sir Thomas Boteler Church of England High School is a pledge school within Warrington following the publication of the Future in Mind document by the Department for Health.

As a pledge school we will strive to ensure that all students feel that our school deals suitably and consistently with issues which concern them, as well as feeling that they are guided towards appropriate and effective support when required, through our mission statement 'Through God, We Care'.

We aim to:

- Remove the stigma relating to mental illness
- Give better access to services which can help students
- Support with the **setting up 'one stop shop' support services in the community.**
- This can be achieved through better working between schools, the NHS, local authorities, voluntary and community services and other local services. We will:
- Inform students about all school policies relating to Mental Health
- **Put in place more methods of 'early help' and continue to promote and signpost to available support services via clear, designated areas**
- Ensure that every student is treated consistently – with the knowledge that each case is different
- Build in extra support where necessary and ensure that students are informed of next steps when passing on information
- Give staff the opportunity to access training and support needed to help students when they have an issue relating to mental health.
- We believe that happy, healthy, resilient and confident students are more likely to achieve more, both academically and in their personal life. We ensure that we have structures and systems in place to achieve both of these things for our students:
- The foundations of our model are our school ethos, safeguarding of all, ensuring staff wellbeing and the appropriate training of staff.
- The FIM steering group meets every half term and the members of the group represent a different strand of the whole school model, including our school CAMHS link and our School Nurse.
- Throughout our model, at any time we can look to external support and external agencies.

PASTORAL TEAM

The Pastoral team plays a key role in supporting the whole child. The Pastoral team includes:

- Assistant Headteacher for Personal Development
- Assistant headteacher Behaviour and attitudes
- Head of Year
- Assistant Head of Year.

In addition to this we also have a:

- Safeguarding and mental health and well-being lead
- Head of Personal Development and mental First Aider
- Attendance Officer.

The Pastoral Team are suitably trained in dealing with a range of mental health and wellbeing issues. They are also the driving force around the work we do towards anti-bullying. The school invests heavily in this area to ensure that we strive to meet the needs of all students 'in-house' with the understanding that, due to high number of referrals to outside agencies, access to appropriate support can often be lengthy process

The Pastoral team are able to signpost students to the appropriate in-school support and self-help resources, including Kooth and Happy OK Sad, in addition to the work carried out by form tutors and work carried out within the assembly schedule.

SAFEGUARDING AND MENTAL HEALTH AND WELL- BEING LEAD

Our full-time Safeguarding Officer adopts a range of strategies to ensure the safeguarding of all students. We know that our vulnerable students are at high risk of suffering from mental health problems and their safety and wellbeing is our number one priority. Examples of the work carried out by our Safeguarding Officer includes:

- Liaising with Social Care
- Completion of Early Help Assessments
- Attendance and contributions at Child Protection Conferences, Core Group meetings, Child in Need meetings
- Completion of Early Help Assessment and referrals to the Family Outreach Team for support with the aim of supporting identified families
- Leading on the care, guidance and the educational plans for our Children in Care
- Planning and delivering of a Mental Health Awareness day.

PERSONAL DEVELOPMENT

Our PSHE lead is also a Mental Health First Aider and has carefully developed schemes of work that look at educating students around stigma of mental health issues, building resilience, whilst offering advice and guidance.

Further to this, the PSHE curriculum delivery is also supported by and addressed within other areas such as Religious Studies and pastoral time. We also ensure that all national focus days and weeks are highlighted and programs available (e.g. anti-bullying week) where students have the opportunity to explore the issues in a safe and structured environment.

The programs of study include:

- critical thinking skills
- revision techniques
- wellbeing (including dealing with exam stress and preparation)
- Sex and Relationships (including consent and the impact of social media)
- CIAG
- Transitions
- Personal hygiene
- Communities
- Healthy living
- Drugs and alcohol

- Harm minimisation
- Equality and human rights
- Crime and criminality.

We also work with the Public Health Team and Warrington Youth Cafe to deliver some aspects of PSHE and also as agencies to signpost students towards. Live Wire have also had input with the delivery of drugs and smoking sessions and the provision of the education bus for students to access outside of lessons.

Programs of study:

Year 7 (36 hours of lessons)

1. Introduction to secondary school (year 7 transition lesson)
2. Introduction to PSHE (introduces PSHE as a subject)

Health and Wellbeing	Living in the wider world	Relationships (RSE)
<p>What do we mean by a healthy lifestyle? Health introduction</p> <p>How can I keep healthy? Food groups, diet and nutrition.</p> <p>Eating responsibly – food labels and health hazards</p> <p>Healthy living – exercise and keeping active</p> <p>Not eating healthily – what are the consequences?</p> <p>What's the big deal about energy drinks?</p> <p>The dangers of cigarettes and alcohol (2 x hours)</p> <p>Puberty – what happens, when and why</p> <p>Periods – what happens, when and why</p> <p>FGM – what is it and why is it so dangerous?</p> <p>Introduction to mental health issues depression focus.</p> <p>What are drugs? Why are they dangerous? (class A, B, C)</p> <p>How can we manage our anger?</p>	<p>Being an aspirational student</p> <p>The importance of self esteem</p> <p>How can we budget our money?</p> <p>How can I create a personal budgeting plan? (2x hours)</p> <p>What are savings, loans and interest?</p> <p>What are the different types financial transactions?</p> <p>What are the different types financial products?</p> <p>How can we shop ethically?</p> <p>What are wants and needs and why do we need to know the difference?</p> <p>How can we enjoy social media but keep our accounts safe and private?</p> <p>What is stereotyping and prejudice? Racism focus</p>	<p>Keeping good friendships and avoiding toxic ones</p> <p>Family relationships – the different types and why we don't always get along</p> <p>Love and relationships – falling in love and dealing with new feelings</p> <p>Bullying or banter? Why do people bully others and how can we help stop this?</p> <p>What is cyberbullying? Why do people bully on line?</p> <p>How do we keep safe and positive relationships (on and off line)?</p> <p>What is my personal identity and why is diversity important?</p> <p>Extremism – why does radicalisation happen and how does challenge our values?</p>

Year 8 (37 hours of lessons)

Again, these are distinct lessons and can be used in any order, dependent on the students in your group.

Health and Wellbeing	Living in the wider world	Relationships (RSE)
<p>Personal development and target setting – how can I improve my skills and behaviour?</p> <p>How can self-confidence boost our achievement?</p> <p>How can I manage my behaviour achieve targets and goals?</p> <p>Why do teenage parents have it so tough? How can we avoid teenage pregnancy?</p> <p>Stereotyping, discrimination and prejudice. Disability focus</p> <p>How can we look after ourselves and others in an emergency? Personal safety and first aid</p> <p>What is vaping and is this as bad as smoking?</p> <p>What is mindfulness? How can this aid positive mental health?</p> <p>Emotional literacy – why is self-awareness in our actions towards others so important? (lessons)</p>	<p>Internet safety – what is online grooming and why must we be so careful?</p> <p>How can we care for our environment and why is changing?</p> <p>Careers + development focus – how can we develop our teamwork skills?</p> <p>How can we become entrepreneurs?</p> <p>LGBT+ focus: homophobia (2 hours)</p> <p>Finance – what is income and expenditure?</p> <p>Finance – budgeting and saving personal finances</p> <p>Careers + Finance – what are national insurance and income tax? Reading payslips</p> <p>Why do we pay tax and how is this spent?</p> <p>Stereotyping, discrimination and prejudice. Teens and the media focus</p>	<p>How do we have safe sex and use different forms of contraception?</p> <p>How do we keep good sexual health and avoid STI's?</p> <p>What is consent and why is it important we know about it?</p> <p>What is sexting and why is it so risky send personal images?</p> <p>What is pornography and why can it be dangerous?</p> <p>How can we prevent radicalisation? and recognise the signs of extremism?</p> <p>Who are the extremist groups and why are they so dangerous?</p> <p>Where does extremism come from?</p> <p>How do religious extremists attract converts?</p> <p>Islamophobia – do Muslims really want Sharia law in \Britain?</p> <p>Stereotyping, discrimination and prejudice. Religion focus</p> <p>How can British Values teach us tolerance and respect for others?</p> <p>Domestic conflict – why do people run away from home and why is this so dangerous?</p> <p>Body image and the media part 1 with a focus on boys.</p>

Year 9 (37 hours of lessons)

Again, these are distinct lessons and can be used in any order, dependent on the students in your group.

Health and Wellbeing	Living in the wider world	Relationships (RSE)
<p>Why do we need to keep to rules in order to succeed?</p> <p>How can we foster a Growth mind-set succeed and achieve?</p>	<p>How does knife crime impact on our communities, why do teens get involved and what are the consequences? (2 hours)</p> <p>How does the law deal with</p>	<p>Who are the LGBT+ community and what would they like us to know?</p> <p>Why are British communities so diverse? Immigration and diversity focus</p>

<p>How can I develop interpersonal skills help me succeed?</p> <p>How can we manage the stress of school and exams?</p> <p>Why do people take illegal drugs and what does the law say about drug use?</p> <p>Why do people become selfie obsessed and what consequences can this have?</p> <p>What are the short and long term consequences of excess alcohol drinking?</p> <p>What is self-harm and why do people do this?</p> <p>Why can't some people access education?</p> <p>How are we protected from prejudice and discrimination?</p> <p>Mental health – how can I deal with and manage anxiety?</p> <p>Acid attacks – why are these on the increase and what can we do if we witness one?</p>	<p>young offenders? (2 hours)</p> <p>How can we be self-disciplined to achieve our aims at school and in the wider world?</p> <p>Employability skills – preparing for and applying to the world of work and careers</p> <p>What other skills do we need to develop for the work environment?</p> <p>What does it mean to be 'enterprising' and what is an 'enterprising personality'?</p> <p>What is sustainability and why is this essential to our environment?</p> <p>Navigating accounts, savings loans and financial institutions.</p> <p>What rights do we have as shoppers and consumers?</p> <p>How can I stay financially savvy and avoid debt?</p> <p>What can we learn from successful business people and entrepreneurs?</p> <p>Should we send aid to foreign countries – is aid the answer?</p> <p>How can extreme views lead to human rights abuses and atrocities?</p> <p>How do charities like UNICEF help across the world?</p>	<p>What are domestic violence and abusive relationships? Healthy and unhealthy relationships</p> <p>CSE – how are children and young people lured into dangerous relationships and what do these look like?</p> <p>Body image and the media 2 – focus on girls</p> <p>Body image and the media 3 – does the media contribute to eating disorders?</p> <p>Can we respect and celebrate British Values and the religion and culture of our choice? (2 hours)</p> <p>What is peer pressure – why is it so powerful and how can we overcome this?</p>
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Year 10

Health and Wellbeing	Living in the wider world	Relationships (RSE)
<p>Managing tough times: change, grief and bereavement</p> <p>Suicide</p> <p>Managing social anxiety</p> <p>Social media and self esteem</p> <p>Screen time</p>	<p>Managing time</p> <p>Living sustainably</p> <p>Homelessness</p> <p>Hate crime</p> <p>Tattoos and piercings</p> <p>Binge drinking</p>	<p>Conflict management</p> <p>Forced and arranged marriages</p> <p>Harassment and stalking</p> <p>Revenge porn</p> <p>Relationships with role models</p> <p>Same sex relationships</p>

	<p>What's the right career for me?</p> <p>Employability skills: CV's</p> <p>Careers in STEM</p> <p>Preparing for work</p> <p>Tights and responsibilities</p> <p>Why do we need international women's day?</p> <p>The criminal justice system</p> <p>Anti-social behaviour</p> <p>County lines</p> <p>Money laundering</p> <p>Overt and covert racism</p> <p>Fake news and critical thinking</p>	<p>Gender and trans identity</p> <p>Community cohesion</p> <p>Sexism</p> <p>Parenting</p>
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Year 11

Again, these are distinct lessons and can be used in any order, dependent on the students in your group.

Health and Wellbeing	Living in the wider world	Relationships (RSE)
Why is PD so important?	Animal rights and sustainability	Bullying and body shaming
Identity and diversity	Pollution, plastics and the environment	Types of relationship: Consent, rape and sexual harassment
How does privilege affect us?	Globalisation	What makes good sex?
Obesity and body positivity	Multiculturalism and British Values	Safe sex and chem sex
Fertility and reproductive health	Right wing extremism	Relationships: break ups
What is CPR? How do we perform this and find sources of help?	Internet safety: the dark web	Happiness and positivity
Perseverance and procrastination	Cybercrime and online fraud	
Importance of sleep	GCSE revision and study skills	
Risk taking and decision making	Applying to college or university	
Gambling and online gambling	Independent living	
Digital footprint	Preparing for job interviews	
Personal safety in the wider world	Health and safety at work	

PROTECTED CHARACTERISTICS

Within the personal development program we ensure that all protected characteristics are represented and covered with respect. As a church school we celebrate diversity and respect those of all backgrounds and identities remembering that 'we're all one in Christ'

Within the PD curriculum we cover equality, LGBTQ+, racism, multicultural societies, Islamophobia, prejudice and discrimination. All protected characteristics are represented within the curriculum throughout the school PD curriculum.

The assembly program also covers key international focus days and weeks including Black History Month, Pride month and other events. we have our own LGBTQ+ extra curricular club running on thursday lunchtimes called Proud Space which is run by students and overseen by staff.

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

At Sir Thomas Boteler Church of England High School every teacher is a teacher of careers. Every conversation and interaction prepares our students for their future. Careers education is an integral part of our Personal Development curriculum as well as being fully embedded into our subject curriculum. Students receive an all-encompassing, inspiring careers programme which fully prepares them for a successful post 16 transition and future in their chosen career. Study routes, skills and careers knowledge are developed and deepened throughout their time in school to give our students the best possible outcomes when they leave us at 16.

We will use The Eight Gatsby Charitable Foundation Benchmarks to support the delivery of our careers provision:

- Sir Thomas Boteler Church of England High School will deliver a stable careers programme
- Sir Thomas Boteler Church of England High School will provide learning from career and labour market information
- Sir Thomas Boteler Church of England High School will address the needs of each student
- Sir Thomas Boteler Church of England High School will link our curriculum learning to careers
- Sir Thomas Boteler Church of England High School will provide encounters with employers and employees
- Sir Thomas Boteler Church of England High School will provide experiences of workplaces, at least one a year.
- Sir Thomas Boteler Church of England High School will deliver encounters with further and higher education
- Sir Thomas Boteler Church of England High School will provide personal guidance.
- The benchmarks support us in delivering an unbiased careers education using external agencies, one that is engaging and supports all our students in securing a successful future.

All students use STARTprofile, an online careers platform which enables students to gain a personalised career programme during their time here. Careers is delivered through form time, personal development lessons, subjects, events and assemblies. Through our career clusters programme students select their top three careers for the year and receive additional information on these. This is delivered by face to face contact and/or via Teams. Careers is fully embedded into the curriculum and supports our schools aims of High Expectations, High Aspirations and High Standards you will succeed.

Sir Thomas Boteler Church of England High School continually assesses and measures the impact of our Careers Programme on our students. Sessions/workshops are evaluated by visitors, teacher and students and adaptations are made if needed to. This will ensure a high quality CEIAG programme for all our students. Student voice is listened to on a regular basis to ensure students are inspired and prepared for their futures by our programme. We work closely across TCAT to quality assure our provision.

We have our very own careers learn live page which can be found at:

<https://learnliveuk.com/partner/sir-thomas-boteler-church-of-england-high-school/> and the following websites provide great insight into the many available careers that you could go into.

<https://www.bbc.co.uk/bitesize/articles/zhst2sg>

<https://www.bbc.co.uk/bitesize/articles/zdqnxytc/>

<https://www.bbc.co.uk/bitesize/articles/zmdc382>

Please visit our careers page on our website for further information: <https://www.boteler.org.uk/careers/>

SCHOOL HEALTH CHAMPIONS

The school adopts an Ambassador programme and within this we have trained up students as School Health Champions. They have gained a Level 2 qualification from the Royal Society for Public Health and support a range of health initiatives, including those addressing mental health.

SEND AND MENTAL HEALTH

The SENDCO and SEND team plays a key role in our whole school approach to the promotion of mental health. SEMH (Social, Emotional and Mental Health) is one of the four key primary needs highlighted in the SEND code of Practice (2014). We currently have a significant number of students with an Educational Health and Care Plan (EHCP) or who require some form of additional support. Many of whom have a primary need of **'Social, Emotional and Mental Health'**. For learning to take place and be successful, students must be emotionally ready. The Learning Enrichment provision provides this safe nurturing environment for a large number of our most vulnerable students. The SENDCO works closely with parents, students, key workers and outside agencies to create a package of support for each of the individuals. This is placed onto the provision map to ensure accurate tracking of provision. Specific strategies and recommendations are shared with teachers through INSET, Student Passports, key workers, pastoral and bespoke meetings.

THE BOTELER SUPPORT BASE (BSB)

The BSB plays a key part within the school behaviour policy. Where poor behaviour in a student is a symptom of early-life trauma or a set of circumstances out of the control of the young person, there is an opportunity to refer them for therapy sessions with the Behaviour and Therapeutic Lead. Therapy can take many forms and there are no rules to say how the students will respond. We adopt a range of approaches that will support behaviour and mental health of the individual:

- Exploring what 'good' and 'appropriate' relationships look like with others
- Exploring the impact of abuse, deprivation, and adverse childhood experiences
- Exploring how to rebuild trust
- Helping the students to process their feelings rather than unconsciously act them out, discharge them, or defend against them
- Strategies around attachment for emotionally wounded students

To support challenging students to expand their behavioural options, develop new and healthier patterns of relating, solve conflicts peacefully, return to a more flexible way of living, and become successful learners.

MENTAL HEALTH FIRST AIDER

The Mental health first aider works with students in 1:1 sessions following referrals from members of the Pastoral Team, parents or other professionals. The work that is done is vast with pandemic related issues, students struggling with a bereavement to students experiencing panic attacks due to exam stress, from phobias to students that are at crisis referring to suicide.

Examples of the work include building young people's resilience, through the CBT sessions, our First Aider will look at negative thought patterns and breaking this cycle so a person can access a full and productive life and are not restricted by their negativity.

Close working relationships have been built with external agencies and school, these include:

- CAMHS Buddy Up Scheme
- St Joseph's Family Support Centre
- Warrington Youth Club
- The Peace Centre
- NSPCC
- Seasons of Change (sexual abuse support)
- Child Bereavement UK.
- Fresh

RELAXATION SESSIONS

Bespoke relaxation sessions take place (a member of staff in one day a week) and students look at strategies for relaxation and their impact on calmness, worries, anxiety, confidence, creativity, concentration and emotional stability.

CAMHS LINK

Through our status as a pledge school, we have a CAMHS professional linked to our school. This significantly helps with the referral process for individuals and expert guidance during the process. Our link offers supervision sessions and is part of a half termly consultation regarding mental health and wellbeing. As well as a regular presence in school, our link supports with bespoke sessions to address some key issues that young people face and expert support and guidance for vulnerable/high risk students.

At any time, school or parents can contact the CART (CAMHS Assessment and Response Team) for advice and guidance 01925 579405.

SCHOOL NURSE

The School Nurse service supports our school's vision in making mental and emotional wellbeing support as accessible as possible to all students, in line with the Future in Mind document. The role of our allocated School Nurse entails carrying out a weekly drop-in session at school, offering holistic wellbeing advice, support and guidance for students. She is a trained paediatric nurse, with extensive experience of child and adolescent mental health, having worked for several years within CAMHS as a staff nurse, prior to training as a Specialist Community Public Health Nurse (School Nurse). She has also undertaken self-harm awareness, eating disorder training and Dialectical Behaviour Therapy training, which is utilised at the drop-in session. Students are supported in a wide range of health issues; physical, mental and social issues. This includes supporting students with low-level mental health issues, such as anxiety and depression. The School Nurse works closely with the

school's Pastoral Team, the Emotional Wellbeing Worker, the school's allocated CAMHS Link and the Special Education Needs Coordinator, who are all able to refer students to the service to be seen at the drop-in. Frequent health promotion in relation to mental health awareness takes place and our Nurse participated in the Mental Health Day at the school, covering the issue of Holistic Health, to help students appreciate the importance of holistic wellbeing, promoting healthy lifestyle choices in order to look after both physical and mental health.

Advice and guidance can also take place in relation to the following areas:

- Immunisations
- Anxiety
- Sexual Health
- Drugs and Alcohol
- Weight management
- Smoking

WIDER CURRICULUM

Our wider curriculum includes all of the additional activities, events and visits that we encourage students to take part in outside of lessons. These are both face to face and on teams. This includes important enriching opportunities that enhance our **students'** personal development, encouraging them to perform with Hope, Endurance and Compassion in the pursuit of excellence.

Our wider curriculum aims to promote the benefits of students taking part in competitive and non-competitive extra-curricular activities including educational trips and visits. We encourage all students to get involved in our extra-curricular programme and have a very wide range of activities available. These include a large variety of sports clubs and numerous music clubs as well as all subjects offering clubs providing many opportunities to enhance their learning. Clubs and activities take place before school, at lunch times and after school. Please use the website for further information.

The school aims to offer all students the opportunities to take part in trips including international tours and ski trips. We have a very successful Duke of Edinburgh Award programme which many of our Year 9 and 10 students are actively engaged with.

Part of our wider curriculum is our student leadership and ambassador programme where we encourage students to take on roles of responsibility in school and outside the classroom, to be custodians of what is right and what is good, putting others needs first and being a true Boteler role model.

HOUSE SYSTEM

The house system enables all our students to develop their key skills through healthy competition, engagement and leadership opportunities and gives all students a sense of belonging. Through the house system students collect individual rewards for taking part in house activities, extra-curricular, council meetings and competitions as well as showing outstanding pieces of work, and being respectful citizens and ambassadors. Each house is led by a member of staff and the student house captain, assemblies take place to celebrate the work of the house and to develop students key skills.

STUDENT VOICE AND LEADERSHIP

Student Leadership at our school is exceptional. We respect and value the views and opinions of all our young people, and we create a range of opportunities for them to make a difference to the school community and the lives of others.

Students can be part of a vibrant, effective and democratically elected School Council, Eco Council, Ethos Council, well - being council and TCAT Parliament, which all play an active part in policy making, fundraising and many other aspects of school life. Our student leaders have gained recognition at local, regional and national events.

The Student Leadership Body consists of Head students, their Deputies, Lead Prefects, Head of Ethos, Head of Boteler Wider Curriculum, Head Ambassador, Head of Well -being and the Heads of House. These young people have a major role to play within school and have an active voice. There is an effective prefect system, and the prefects have roles and responsibilities at lunchtimes.

Our popular Ambassador Programme is widely recognised and respected for the outstanding leaders it produces. Students have opportunities to develop their leadership skills through many different platforms and by taking responsible roles during our many events in school and the community events.

HEAD STUDENT

ELIZA FOX

HEAD STUDENT

KYLE CLARKE

DEPUTY HEAD STUDENT

ELLA-LOUISE TARRY

DEPUTY HEAD STUDENT

JAKE YOULD

HEAD AMBASSADOR

ESRAA AHMED

HEAD OF ETHOS

ELLIE BUSHELL

HEAD OF MUSIC

KIAN FINN

HEAD PREFECT

ADAM SWINFIELD

HEAD PREFECT

FAYE ROBERTS

HEAD PREFECT

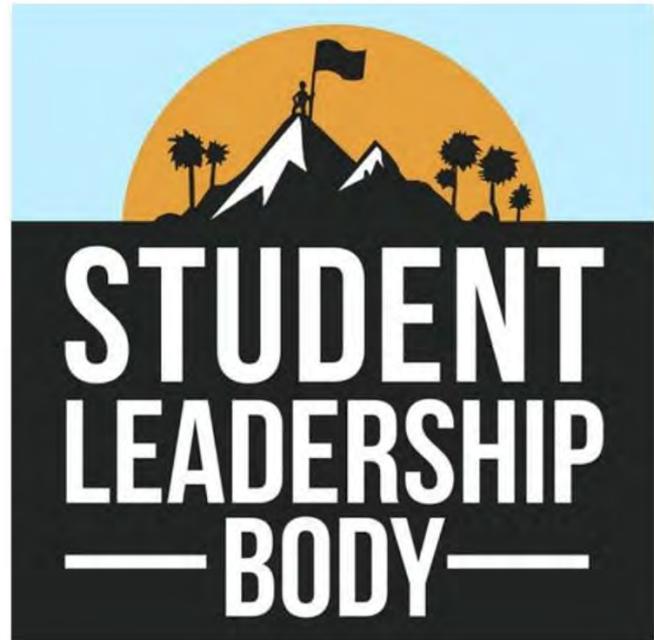
MONIQUE HOLMES

HEAD OF WELLBEING

EMILY DRURY

HEAD OF WIDER CURRICULUM

CAITLIN ARNOLD



HEAD OF ARBITRIUM

OLIVIA UNDERWOOD



HEAD OF HONORIS

HANNAH SMITH



HEAD OF MOLLITIAM

JOSHUA SAVAGE



HEAD OF VIRTUS

CODY KNIGHT



HEAD OF VIRIBUS

NIC JOICE



HEAD OF VERITAS

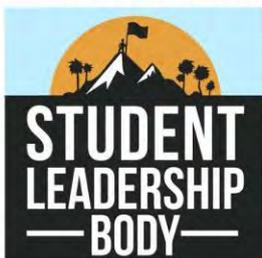
EVERLYNNE KELLY



AMBASSADOR & LEADERSHIP ROLES

- ★ **ARCHBISHOP OF YORK YOUNG LEADERS AWARD**
- ★ **YEAR 7 AMBASSADORS - YEAR 5 TASTER DAYS**
- ★ **YEAR 8 AMBASSADORS - SCHOOL EVENTS, PREFECTS**
- ★ **YEAR 9 AMBASSADOR TRAINING - YEAR 6 TASTER DAYS, INDUCTION DAYS, SUMMER CAMP, SCHOOL EVENTS**

- ★ **PREFECTS - YEARS 9 & 10**
- ★ **YEAR 10 - SCHOOL EVENTS & SUMMER CAMP**
- ★ **YEAR 11 - STUDENT LEADERSHIP BODY:**
 - **HEAD STUDENTS**
 - **DEPUTY HEAD STUDENTS**
 - **LEAD PREFECT**
 - **HEADS OF HOUSES**
 - **HEAD OF WIDER CURRICULUM**
- ★ **SPORT AMBASSADORS YEAR 7, 8, 9 & 10**
- ★ **WELLBEING AMBASSADORS**
- ★ **PRIDE AMBASSADORS**
- ★ **MUSIC AMBASSADORS**
- ★ **ETHOS AMBASSADORS YEARS 7, 8, 9 & 10**
- ★ **ANTI BULLYING AMBASSADORS YEAR 7, 8 & 9**
- ★ **HEALTH CHAMPION AMBASSADORS YEARS 9 & 10**
- ★ **FORM CAPTAINS YEAR 7, 8, 9 & 10**
- ★ **HOUSE CAPTAINS YEAR 7, 8, 9 & 10**
- ★ **STUDENT COUNCIL – FORM CAPTAINS FROM EACH YEAR**
- ★ **ECO COUNCIL – LED BY DEPUTY HEAD STUDENTS**
- ★ **TCAT PARLIAMENT – REPRESENTATIVES FROM YEAR 7, 8, 9 & 10**
- ★ **KOOTH CHAMPIONS**





DEMOCRACY – MAKING DECISIONS TOGETHER

- » We have a say in what happens in our school through the School Council, Student Voice and in our Ambassador roles.
- » We work in an environment where questions are valued and encouraged.

THE RULE OF LAW – UNDERSTANDING WHY RULES ARE IMPORTANT

- » We are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- » Our Behaviour and Anti-Bullying policies set out our high expectations and standards in relation to rules.
- » In our school we believe in being READY, RESPECTFUL and SAFE.

INDIVIDUAL LIBERTY – FREEDOM FOR ALL

- » We make our own choices and understand that this can lead to rewards or consequences
- » We are actively encouraged to make independent choices knowing that we are in a safe, secure and supportive environment.
- » We are encouraged to see ourselves as unique individuals able to make a unique contribution to their community.

MUTUAL RESPECT – TREAT OTHERS HOW YOU WANT TO BE TREATED

- » We work together to help each other achieve our goals.
- » Respect is one of our three school rules.
- » We celebrate individuality and difference within our community.
- » We must report any prejudicial or discriminatory behaviours immediately to an adult in school.

TOLERANCE AND RESPECT OF OPINIONS AND DIVERSITY – WE LEARN ABOUT DIFFERENT FAITHS AND CULTURES

- » We show respect and value diversity within our community.
- » We show respect for and appreciation of all cultures and demonstrate sensitivity and tolerance to those from different backgrounds and traditions.



SIR THOMAS BOTELER
CHURCH OF ENGLAND HIGH SCHOOL

THROUGH GOD, WE CARE

MENTAL HEALTH & WELLBEING MODEL

