



**SIR THOMAS BOTELER**  
**CHURCH OF ENGLAND HIGH SCHOOL**  
 THROUGH GOD, WE CARE

PART OF



THE  
 CHALLENGE  
 ACADEMY  
 TRUST



# PERSONAL DEVELOPMENT

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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.

## **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 (Year 7-11)

In addition to this we also have a:

- Safeguarding and Mental Health and Wellbeing Lead
- Lead Teacher of Personal Development
- Attendance Officer
- Pastoral Support Worker
- Mental Health First Aider/Emotional Literacy Support Assistant
- Lead member of staff of Student Wellbeing Ambassadors

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 and our zero-tolerance approach to any form of discrimination. 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 WELLBEING 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 experiencing poor mental health 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
- Completing and Managing referrals to Social Care and partner agencies
- Completing Contextual Screening Tools around CSE/CE/Drug and alcohol misuse
- Supporting families/carers
- Managing and supporting with the Completion of Early-Help Assessments
- Attendance and contributions at Child Protection Conferences, Core Group meetings, Child in Need meetings
- Leading on the care, guidance and the educational plans for our Children in Care
- Leading on consultation for The MHST – Mental Health Support Team
- Planning and delivering of a Mental Health Awareness day.

## **PERSONAL DEVELOPMENT**

The PSHE curriculum is delivered through curriculum and form time, the delivery is supported by and addressed within other areas such as Religious Studies, subjects and non-curriculum 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 external agencies to deliver some aspects of PSHE.

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

Introduction to mental health issues – depression focus.		radicalisation happen and how does it challenge our values?
What are drugs? Why are they dangerous? (class A, B, C)		
How can we manage our anger?		

**Year 8** (37 hours of lessons)

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 to 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? (2 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 it changing?</p> <p>Careers + development focus – how can we develop our teamwork skills?</p> <p>How can we become entrepreneurs?</p> <p>LGBT+ focus: LGBTphobia (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 to 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)

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 to succeed and achieve?</p> <p>How can I develop interpersonal skills to 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>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 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>Who are the LGBT+ community and what do we need to know?</p> <p>Why are British communities so diverse? Immigration and diversity focus</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>

## Year 10

Health and Wellbeing	Living in the wider world	Relationships (RSE)
Managing tough times: change, grief and bereavement	Managing time	Conflict management
Suicide	Living sustainably	Forced and arranged marriages
Managing social anxiety	Homelessness	Harassment and stalking
Social media and self esteem	Hate crime	Revenge porn
Screen time	Tattoos and piercings	Relationships with role models
	Binge drinking	Same sex relationships
	What's the right career for me?	Gender and trans identity
	Employability skills: CV's	Community cohesion
	Careers in STEM	Sexism
	Preparing for work	Parenting
	Tights and responsibilities	
	Why do we need international women's day?	
	The criminal justice system	
	Anti-social behaviour	
	County lines	
	Money laundering	
	Overt and covert racism	
	Fake news and critical thinking	

## Year 11

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	
	Trade unions	

## 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+ wider curricular club

## 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. The assistant Headteacher leads the hub aspirations group and is a member of the National careers group.

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/zdqnxyc/>

<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.

## **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
- MHST – Mental Health Support Team

## **MENTAL HEALTH AND WELLBEING INTERVENTION AND SUPPORT SESSIONS**

There are a number of ways students can receive additional support in relation to their mental health and wellbeing. Through our internal referral system, students are targeted for the Form Time Wellbeing session, where sessions will be adapted to meet the needs of the students and the current challenges they face. The students will leave with a range of practical examples and self-help tools to support their mental health and wellbeing.

Twice weekly, our Mental Health First Aider will lead on a lunchtime drop-in session. All students are welcome to attend, with key themes being promoted throughout the academic year.

## **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 mental health 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. 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 wider-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, LGBTQ+, House 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 councils meet every two weeks, and as a Boteler Union once a term. The Wellbeing Council have drop-in sessions once a fortnight.

The Student Leadership Body consists of Senior Head students, Head students, Lead Prefects, Head of Ethos, Head of Boteler Wider Curriculum, Head of International Students, Head Ambassador, Head of Well-being, Head of Sport and Music 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.

## SENIOR HEAD STUDENTS

SENIOR STUDENT LEADERSHIP BODY

JENNA WELSH  
NEVE BOSWELL  
FRANKIE CULLEN  
CHLOE LYONS

## HEAD STUDENTS

STUDENT LEADERSHIP BODY

NIEVE WILLIAMS  
DOMINIC ELGADARI  
LYDIA ROBINSON

## HEAD OF ETHOS

LIVY WILLIAMS

## HEAD OF MENTAL HEALTH

SAMAYA MUHAMMAD

## HEAD AMBASSADOR

TYRA CHIU AND JORJA WELSH

## HEAD OF WELLBEING

AMY ASPINALL

## HEAD OF MUSIC

TAYLOR HEGG

## HEAD OF SPORT

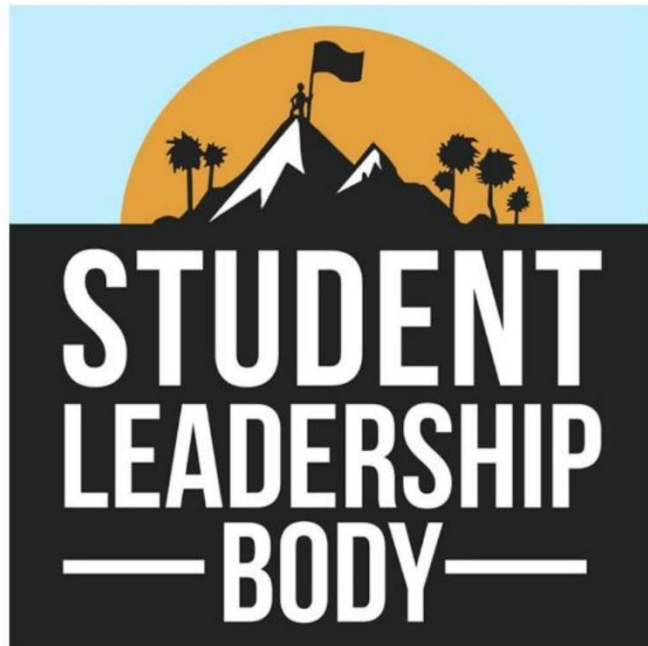
JAMIE NICHOLS

## HEAD OF INTERNATIONAL STUDENTS

COLETTE CHAU

## HEAD PREFECT

RYAN BISHOP AND BILLY ALLEN



HEAD OF ARBITRIUM  
JOSIE CLEAR



HEAD OF MOLITIAM  
MARKUS GRANT



HEAD OF HONORIS  
DANIEL HALL



HEAD OF VIRTUS  
CAITLIN TAYLOR

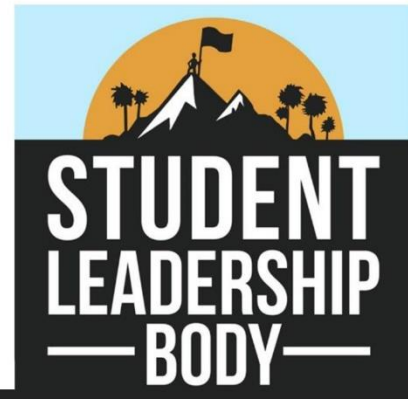


HEAD OF VIRIBUS  
JACK GORDON



HEAD OF VERITAS  
LIKHITA AREKALTA

# WHAT IS THE SLB?



**THE SLB PROVIDES STUDENTS WITH AN OPPORTUNITY TO HAVE RESPONSIBILITIES AT STB ON A DAY TO DAY BASIS.**

**STUDENTS INVOLVED IN THE SLB ARE AT THE FOREFRONT OF OUR SCHOOL AND REPRESENT THE SCHOOL ON MANY OCCASIONS**

**STUDENTS HAVE THE CHANCE TO BE INVOLVED IN VARIOUS DIFFERENT EVENTS AND OPPORTUNITIES**

**STUDENTS ARE ROLE MODELS TO THE REST OF THE SCHOOL AND COMMUNITY**

**STUDENTS ARE AMBASSADORS FOR OUR SCHOOL**

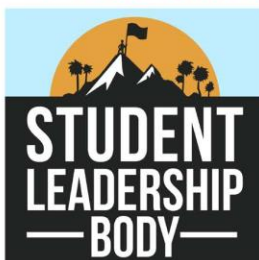
**REMEMBER THAT ANY INVOLVEMENT IN SLB CAN BE WRITTEN ON YOUR CV AND EXPLAINED IN FUTURE COLLEGE & JOB INTERVIEWS AND APPLICATIONS.**

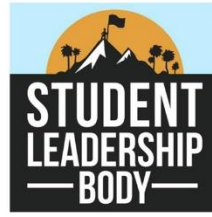
**HIGH EXPECTATIONS | HIGH ASPIRATIONS | HIGH STANDARDS | YOU WILL SUCCEED**



# 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**





# AMBASSADORS SHOULD...

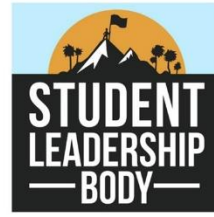
- ★ BE PROUD TO BE A STUDENT AT OUR SCHOOL ★
- ★ BE PASSIONATE ABOUT IMPROVING OUR SCHOOL ★
- ★ DEMONSTRATE THE SCHOOL ETHOS AND VALUES ★
  - ★ HAVE HIGH ATTENDANCE ★
- ★ DEMONSTRATE POSITIVE BEHAVIOUR & ATTITUDES ★
  - ★ FOLLOW THE SCHOOL RULES ★

# AMBASSADORS NEED TO BE...

**ORGANISED**  
**RESILIENT**  
**POLITE**  
**RESPECTFUL**  
**RESPONSIBLE**  
**MOTIVATED**

**HAVE EXCELLENT TIME MANAGEMENT**  
**COMMUNICATE WELL WITH VISITORS & FAMILIES**





# DEVELOPING CHARACTER

**HOW WE DEVELOP CHARACTER AT OUR SCHOOL AND BUILD CONFIDENT, HEALTHY AND RESILIENT YOUNG PEOPLE WHO ARE RESPONSIBLE AND ACTIVE CITIZENS**

**A RANGE OF WIDER CURRICULAR OPPORTUNITIES**

**RANGE OF STUDENT COUNCILS**

**AMBASSADOR PROGRAMME**

**THE HOUSE SYSTEM**

**DUKE OF EDINBURGH AWARD SCHEME**

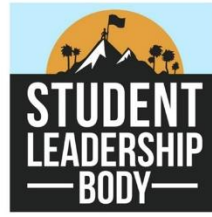
**QUALITY POST 16 PROGRAMME**

**AN INCLUSIVE ENVIRONMENT**

**PROMOTION OF SMSC**

**ETHOS AND AIMS**

**A CURRICULUM FOR BROADER DEVELOPMENT**



# STUDENT ETIQUETTE

**DURING STUDENT VOICE MEETINGS AND DISCUSSIONS, PARTICIPANTS SHOULD:**

**LISTEN TO EVERYONE'S THOUGHTS AND IDEAS**

**RESPECT EVERYBODY IN THE ROOM**

**DON'T SHOUT OUT**

**DON'T HAVE YOUR PHONE OUT**

**WRITE NOTES IN YOUR STUDENT VOICE BOOKLET TO FEEDBACK TO YOUR FORM**

# BRITISH VALUES

## AT SIR THOMAS BOTELER CHURCH OF ENGLAND HIGH SCHOOL

### 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

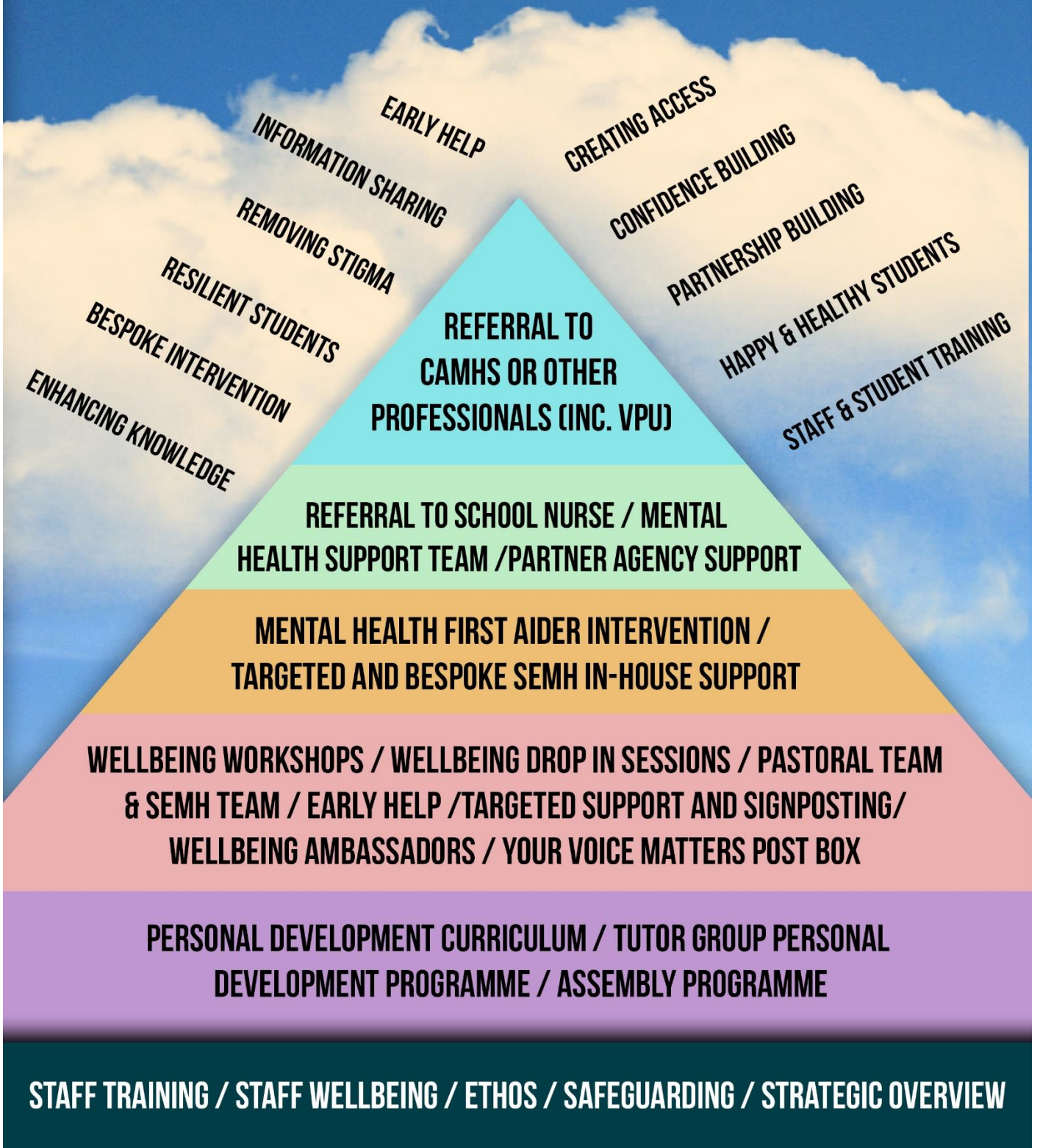
- We work together to help each other achieve our goals.  
Respect is one of our three school rules.
- We celebrate individuality and difference within our community.
- We must report any prejudicial or discriminatory behaviours immediately to an adult in school.

### 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.



# MENTAL HEALTH & WELLBEING MODEL



# 10 WAYS TO LOOK AFTER YOUR MENTAL HEALTH



TALK ABOUT  
YOUR  
FEELINGS



KEEP  
ACTIVE



EAT  
WELL



TAKE A  
BREAK



DRINK  
MORE  
WATER



KEEP IN  
TOUCH



DO  
SOMETHING  
YOU'RE  
GOOD AT



CARE FOR  
OTHERS



ASK FOR  
HELP



ACCEPT  
WHO  
YOU ARE