

## **Personal Development Plan: *building character skills in school***

At Kingsfleet, we believe it is our responsibility, together with the wider community, to develop the whole child. Children's personal development will underpin their academic learning and social growth and will be individual to the child. All staff value the personal development of the whole child and see this as part of our holistic learning during the school day.

There are obvious and specific links to our PSHEE and RE curricula as well as other curriculum areas. Additionally, the school's SMSC and collective worship planning purposefully works towards developing the skills and character traits needed for a child to be successful in life.

Personal development also includes valuing and celebrating cultural difference and diversity; playing an active and meaningful part in the life of the community and being concerned about the wider environment.

### **Self Esteem**

Development of every child's self-esteem is important to us at Kingsfleet since this underpins all personal development. Children have many opportunities to develop this through their work and play and, in addition, we have a number of mechanisms in place to support this, including:

- House points
- Stickers
- Head Teacher awards
- Praise Pads
- Sports Cups
- Individual class reward schemes

### **Resilience**

#### **Learning**

Our ethos includes encouraging children to develop positive attitudes to learning and achievement through an understanding of the learning strategies that are effective for them. We encourage children to persevere when they find things difficult and we gradually reduce adult support, moving towards greater independence. We want children to understand that some tasks are harder than others, they should be prepared to take risks and to have a go and they should strive to not give up. Within any task, children need to be able to manage distractions and respond positively to constructive criticism and feedback.

#### **Behaviour and emotional well-being**

We encourage children to develop constructive approaches to conflict through recognising triggers, beginning to regulate their behaviour with increasing independence and following school routines for times when they need help to manage challenging situations.

We also help children to develop self-awareness by recognising their feelings and emotions and the feelings and emotions of others. We then help them to develop a range of strategies to manage their behaviour and emotional well-being.

Some specific strategies include:

- Gemstones
- Thrive
- NLP

## **Confidence**

As part of our normal school day, activities help to develop children's self-confidence, including; reading work aloud, sharing ideas and contributing to class discussion. These and other similar activities provide a vehicle for the staff member to value the child's contributions and opinions and develop the skills needed to participate confidently. Other activities develop a child's growing confidence in their skill development. Some examples where a child can develop their confidence include:

- Show and tell
- School Productions
- Contributions to collective worship
- Child's report
- Felixstowe Youth Forum
- Community projects
- Bikeability
- Swimming
- Residentials

## **Team Building**

Kingsfleet sees itself as a team and a partnership with staff, stakeholders, parents and children. All of us are working together towards positive outcomes for the children. Children need to learn to work with others in a variety of situations to develop these skills for life. In addition to working with partners, small groups and other children across the school in daily lessons, we also provide:

- Sports day
- Pyramid and area sports events
- The house system
- Class codes of conduct
- Productions
- Class trips
- Focus days & weeks (e.g. drop down days, enterprise week etc.)
- Play leaders
- Activity days and residentials

## **Responsibility**

At Kingsfleet we aim to help children take responsibility for their actions. Responsibility falls into two categories; personal (for their own behaviour and looking after their own possessions etc.) and group (having a wider view and seeing how their actions impact and influence the school and wider community). Teachers are constantly developing this skill through classroom activities and rules and routines, but in addition to this we have the following:

## **House System**

Every pupil is allocated a house when they join the school and siblings are put together in the same house. Children are encouraged to support their house through their behaviour, manners and participation in activities throughout the year.

On Sports Day the houses compete against each other as teams and a cup is awarded to the winning house.

## **School Council**

Two representatives are elected from each year group. These children work alongside the Head Teacher to discuss and develop things that are important to them and ensure that new initiatives have a pupil voice.

## **Reading Representatives**

Children are elected to represent others in order to promote reading throughout the school. The two Year 6 representatives encourage the whole school through the weekly reading incentive.

## **Class Monitors**

Children help with the everyday running of the classroom by being given responsibility for certain tasks e.g. taking registers, ringing bell, collecting books etc.