**CURRICULUM POLICY**

**Introduction**

Students at the Boxing Academy have a wide range of issues and experiences that have had a negative impact on their development, behaviour and academic progress. These issues must be addressed by the curriculum so all our students, regardless of their starting point, can be prepared for a successful adult life as fully productive members of British society.

Key issues that our curriculum needs to address include (but are not limited to) trauma, negative peer influences, attachment difficulties, weak resilience, extreme vulnerability, social and relationship difficulties, the threat of radicalisation and extremism, toxic views of masculinity and gender and, of course, the impact of a negative experience at previous schools and their experience of the exclusion process.

*“It is easier to build strong children than to repair broken adults.” -* Frederick Douglass

**INTENT**

The intent of the curriculum is to offer an experience that equips students with the knowledge they need to develop and successfully overcome barriers to become strong, resilient, independent and thinking people. Knowledge is seen in the widest sense of those concepts and facts that support not only the academic but the personal and social development of the student. The curriculum offered is personalised for all students regardless of ethnicity, religion, offending history, gender, disability and sexual orientation.

The essential principles underpinning the curriculum are:

* Developing the potential that comes from a positive mindset
* Developing the power of evolved thinking skills
* Developing strategies to compensate for gaps in vocabulary and literacy

The key areas of the curriculum that provide opportunities to learn are:

* Self-development
* Behaviour management
* Academic offer

The Boxing Academy curriculum is designed in consultation with students, staff, parents, governors and other stakeholders such as referring schools, local authority agencies, police, the gangs team, NHS services including SALT.

The challenges that our young people face continuously change so the entire curriculum is reviewed annually, and minor changes are made throughout the academic year to address immediate issues as they arise.

**Self-Development**

The intent is that students are able engage with the knowledge needed to learn how to make safe, healthy decisions and choices. This will include developing the ability to reflect and be aware of others, building thoughtful and tolerant people.

**Behaviour Management**

The intent is that students develop the knowledge to regulate their own behaviour. Previously, negative behaviour has held them back from fully engaging in opportunities, relationships and wider society so our focus is on encouraging positive behaviour patterns that are socially acceptable, both in and out of the Boxing Academy.

**Academic Offer**

The intent is that students are offered a range of subjects with a personalised pathway to enable them to successfully progress to further education, training and employment. An important part of how we approach this is that we understand that they need to learn how to learn.

**IMPLEMENTATION**

The areas of personal development, behaviour and academic outlined above are held to be of equal worth and value for the holistic well-being and development of every student. All the Boxing Academy’s approaches are devised in line with the key principles:

**CONSISTENCY**

boundaries help children feel safe and learn

**PERSISTENCE**

do not give up, there is always hope

**IMMEDIACY**

deal with issues as they arise

**TOUGH LOVE**

discipline and emotional support go hand in hand

**CONFLICT RESOLUTION**

confrontation offers a chance to grow

**CONSEQUENCES**

take responsibility for your actions

**REWARDS**

learn to be successful one step at a time

In lessons and one on one work /conversations all interactions will utilise the essential principles of supporting a growth mindset, developing thinking skills and supporting literacy by improving vocabulary and giving opportunities for both reading and oracy. All staff will model appropriate standard English and reading opportunities.

The Academy’s key principles underpin the approach to developing self-reflection and growth. Conflict offers an opportunity for the individual to grow, but resolution ensures that we grow together.

**Personal Development**

Every conversation between staff and students aims to challenge, inform and support their personal development. Pod leaders will take a lead on developing a deeper knowledge and strategies for working with each individual student.

Areas that allow opportunities for this include:

* Workplace visits programme
* Careers: extensive offer of IAG, workplace visits, drop-down careers days and visits from external organisations to offer support (CV writing, interview skills, e.g.)
* Team building residentials
* Skiing and outdoor trips
* Fun / social and educational trips
* Drama, Art, Sports
* CV Writing, interview techniques and other skills workshops
* Restorative justice sessions
* The BA Court, which devolves responsibility for justice to the students

A comprehensive enrichment programme covers important aspects of personal development. These include:

* Drug awareness and harm reduction
* Gangs, personal safety and the law
* Medical examinations and dental hygiene support
* Careers education and interviews
* Sexual relationship education

**Behaviour Management**

All members of staff model positive standards of behaviour. They reinforce the behaviour standards as outlined in the behaviour policy.

All students are set behaviour targets by their pod leaders each half term, in consultation with teachers and parents/carers. These are reviewed during tutor times and informed by their Boxall profile where relevant.

Positive behaviour is rewarded and celebrated throughout the school, in and out of class.

**Academic Offer**

The core academic subjects in our curriculum will primarily ensure that our students progress in numeracy and literacy. Additional subjects have been chosen to support personal development and provide opportunities for further study or employment. There is a cross over between subjects that can also support healthy living, leadership and personal development such as PSHE, RSE, Sport and Boxing.

Science and RE particularly support the development of analytical skills and the development of moral and ethical thinking. All subjects incorporate the essential principles. They take opportunities to support knowledge and understanding of British Values and the closing of gaps in vocabulary and literacy.

Core academic subjects in English and Maths are offered in GCSE, entry level and Functional Skills qualifications. Art, Sport and Science are offered at GCSE or equivalent and entry level options.

**IMPACT**

The impact of the curriculum is evidenced by successful personal outcomes in all three areas:

1. **Personal development**

Success is gauged using means such as the wellbeing measures, certificates for PSHE and Boxall profile reporting.

1. **Behaviour**

Improvements in behaviour are tracked through in-class points performance, progress on personal behaviour targets and well-being self-assessment routines.

1. **Academic**

The success of the academic offer can be tracked both through attainment in the final exams, and distance travelled from each students’ starting point. The progress data reporting every term tracks how learners develop the knowledge they need, not only in academic subjects but across all areas.

The impact of the implementation of the curriculum will be an individual experience for the student: how prepared they are for the next stage of education, employment and training.

**Monitoring**

This policy is monitored by the Principal and Senior Lead for T&L, and reported to governors through the Progress and Curriculum Committee which meets three times per year.

**APPENDIX: The “STEALTH” CURRICULUM (Preparation for Adult Life)**

In education, the term ‘curriculum’ often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school's instructional goals. Curriculum definitions provide us with what “ought” to happen, often in the form of a plan or an intended program.

At the Boxing Academy, we adapt the curriculum through the lens of a trauma-informed approach. This approach, as defined by the Nurture Group Network (NGN) helps to boost confidence and self-esteem, and provide children with extra skills to improve social skills and independence, for example:

* To engage and settle
* To listen and concentrate
* To share and take turns; to accept losing a game
* To build friendships with their classmates
* To be able to work collaboratively
* To create opportunities to talk about, and understand, their emotions

Our underlying learning culture specialises in building positive attachments with staff so that the students can be receptive to learning overall. We recognise that each student has significant gaps in their academic learning, so we aim to maximise their capacity to learn. The following aspects of our curriculum build their resilience to achieve academically:

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| **What we do** | **How it works** |
| Boxall profiles (NGN) | Boxall targets produced for pod leaders to work on daily with each student (assessed termly)  |
| SaLT assessments  | Baseline on admission with follow up therapy as individual or in group work, when required |
| Weekly student caseload meetings | Person centred counselling on the premises to offer regular well-being support  |
| Behaviour management ethos | Positive consistent behaviour management for students to follow – clear expectations, positive recognition and role modelling  |
| Trips and residentials | Methods to “use and apply” positive behaviour in the wider community and to enrich their educational experience |
| Boxing training | To build emotional and physical resilience, cope with turn taking, tolerate winning or losing, building self-esteem |
| Regular movement breaks | To improve ability to sustain concentration, especially for ADHD cohort |
| Boxing “smart gym” tracking device and circuit training  | Methods to encourage memory retention, increased cognitive training, increased attention, and response times. |
| Active learning sessions | Sessions for students to work on their individual gaps in learning and to receive interventions to address these (e.g., social skills, vocabulary, LEXIA, Maths Sparks, Precision teaching) |
| Key adult | Unique relationship building approach gives all students a reliable key adult in their lives, which assists with trauma and attachment issues and provides a foundation for rebuilding |
| Regular parent/carer catchups | Ways to encourage students to engage positively and constructively with their children by support their education.  |
| Individual targets | Behaviour and academic targets for teachers and pod leaders to work on |