**Academic**

**& Vocational Learning**

**Engagement**

**SEND**

Enriched

**The Compass Curriculum Experience**

***Our Purpose*** is to educate by empowering our students to develop the skills, attitudes and courage to succeed in life and learning. We transform lives through learning and by aspiring for success and excellence for all.

***Student***

***Our curriculum*** is ‘the vehicle’ to enable our students to reach their potential, move onto the next phase in life including their education and ultimately, become valuable members of the community.

***The aims for students***

* ***repair, restore and prepare*** our students for their next stages
* reaffect previously disaffected students into education and ***reignite a love of learning***
* rebuild ***character, confidence and commitment***
* become young people who understand the***virtues*** that allow us to live well, to lead a good life and to make a ***positive contribution to society***

***We provide***

A ‘curriculum’ in its broadest sense; it is all learning experiences (both taught and ‘lived’) that our students encounter, within and outside of the classroom during the school day and beyond. We recognise that every experience from which our students learn can be seen as part of the curriculum. It is ambitious, carefully planned and sequenced in order to prepare students for life in modern society and for the employment market in Britain and the South West.

The curriculum is designed around the carefully considered three I’s;

**Intent** refers to what we teach and why we teach it

**Implementation** suggests what it looks like in practice

**Impact** positions what the outcomes will be

***Relational Practice***

**Relational Practice**

Using best practice in education and ***current theories*** around learning, ***coaching***, child development and ***neuroscience*** we support students to make positive behaviour change.

Compass understands each student learns differently and use a daily balance of a wide range of approaches to support learners to find a ***motivating*** and effective route to ***sustained success.***

We recognise ***behaviour is communication*** and can be the sign of an unmet need.

***Building Relationships***

To be successful in school and in life, children need to build relationships that enable them to feel safe and secure and to develop a sense of belonging to a community. We know that to be fully inclusive some children need additional support in all aspects of school life.

* developing ***safety, security***, and feelings of ***trust***
* valuing ***individuality***
* building a shared understanding of ***boundaries and expectations***

***Maintaining Relationships***

We recognise that relationships need to be maintained and should be carefully nurtured to remain as positive and effective as they need to be.

* **Keeping Calm:** in all our ‘everyday’ interactions maintain relationships and thereby creating a calm and supportive learning environment
* **Regulating Emotions:** using our own relational skills to regulate strong emotions and calm behaviour
* **Managing Crisis:** Having clear plans and communication to ensure safety and support

***Repairing Relationships***

Even with strong relationships and clear boundaries that sometimes bad things will happen. We believe that the response to these moments are equally important as the previous work.

* **Resolving Conflict:** Everyday restorative interactions help us resolve minor conflict and disagreements and create a shared understanding
* **Repairing Harm**: we use restorative approaches to discuss the breaking of agreements and the impact (consequences) that has on others, to restore relationships
* **Supporting Positive Choices for Change:** we seek what additional support /action is needed to sustain these.

***Relational practice focus areas***

|  |  |  |
| --- | --- | --- |
| **Character** | **Confidence** | **Commitment** |
| **RESPECT** | **RESILLIANCE** | **COURAGE** | **INTEGRITY** | **COMPASSION** |
| To value other people, to have regard for their feelings and the rights of others and to consider others | The ability to bounce back when things do not go to plan | The ability to do the right thing even if it scares, worries or you | Doing the right thing even if no one is checking on you. Be true to yourself | Showing care and concern for others, putting others first  |

With these virtues embedded into the mentality of our students alongside the range of academic and vocational qualifications gained then we will have fulfilled our aim. To remodel the students in our care and add value to them so they may add value to the community where they will preside.