

Dallaglio RugbyWorks Curriculum



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01. CURRICULUM NARRATIVE

THIS DOCUMENT SETS OUT A CURRICULUM FRAMEWORK FOR ALL DALLAGLIO RUGBYWORKS INTERVENTIONS.

ITS PURPOSE IS TO ENABLE RUGBYWORKS TO LINK TOGETHER AND REFERENCE THE WHY, WHAT, AND HOW OF OUR WORK WITH YOUNG PEOPLE. IT ALSO DEMONSTRATES HOW RUGBYWORKS DELIVER IMPACT POWERED BY PEOPLE AND TECHNOLOGY.



OUR CURRICULUM CAN BE USED AS A FRAMEWORK TO UNDERSTAND

Why RugbyWorks is important in the lives of our young people

What is meant by a curriculum and how it might be used with different individuals and groups

How our four cornerstones of delivery set out the broader aims and purposes of our work

How our approach to working with young people and our ethos of delivery are essential elements of the success we have

How the relationships of RugbyWorks staff and young people create opportunities for learning and growth





02.

APPROACH TO WORKING WITH YOUNG PEOPLE

YOUTH WORK RELATIONSHIPS ARE UNDERPINNED BY YOUTH WORK VALUES AND PRINCIPLES. THESE VALUES PROVIDE AN ETHICAL FOUNDATION THAT INFORM THE WAY RUGBYWORKS MAKE DECISIONS ABOUT OUR WORK. WE USE THESE VALUES TO DEVELOP PRINCIPLES THAT ALLOW US TO COLLECTIVELY UNDERSTAND HOW WE DELIVER RUGBYWORKS INTERVENTIONS AND SAFELY ENGAGE WITH YOUNG PEOPLE.

ETHICAL CONDUCT AND PRACTICE

RugbyWorks staff work within the parameters of the Youth Work code of ethics, currently held by the Institute for Youth Work:

- 1.** We have a duty of care to young people. In the youth work relationship the best interests of young people have priority.
- 2.** We do not seek to advance ourselves, our organisations, or others – personally, politically, or professionally – at the expense of young people.
- 3.** Our relationship with young people remains within professional boundaries at all times, to protect the young person and the purpose of the work.
- 4.** We work in a fair and inclusive way, promoting justice and equality of opportunity, challenging any discriminatory or oppressive behaviour or practice.
- 5.** We seek to enhance young people's personal and social development by:
 - *Enabling them to make informed decisions and pursue their choices*
 - *Supporting their participation and active involvement in society*
 - *Helping them to become independent and move on when the time is right*
- 6.** We promote the welfare and safety of young people, while permitting them to learn through undertaking challenging educational activities. We avoid exposing young people to the likelihood of harm or injury. This includes implementing safeguarding policies and procedures.
- 7.** When we receive or collect personal information about young people, we make them aware of with whom and for what purpose that information will be shared. We do not disclose confidential information unless this is necessary to prevent harm or is legally required.
- 8.** In our engagement with young people, and in our resulting relationship, we strive to be honest and non-judgemental.
- 9.** We respect the contribution of others concerned with the welfare and well-being of young people and will work in partnership to secure the best outcomes for young people.
- 10.** We encourage ethical reflection and debate with colleagues, managers, employers and young people.
- 11.** We make sure we have the knowledge and skills necessary to work effectively with young people. We work in a reflective way to develop our abilities. We take account of the impact of work on ourselves.
- 12.** We maintain consciousness of our own values, beliefs, and interests, are aware when these conflict with those of others, and approach difference respectfully.

YOUNG PERSON CENTERED

Young People are at the heart of everything we do at Dallaglio RugbyWorks; our approach is designed to give young people the best possible chance of gaining the skills, experience and attitudes to live a positive productive life. Young People and our belief in their potential and power is embedded in our purpose as an organisation, in our decision making and how we share power with them, how we work with them during delivery, how our organisation is run operationally as well as how we encourage young people to influence where they can and make their voices and opinions heard.

EXAMPLES OF WHAT THIS LOOKS LIKE IN PRACTICE:

Support is holistic and tailored to the needs of each young person, we recognise young people as a partner in their learning process

Digital solutions that enable young people to track their own development and progress by owning their own data

Promoting youth engagement across the organization, from programme delivery, digital transformation to marketing and how we talk about our work



ASSET BASED APPROACH

We value the strengths of our young people and look to identify what these are and then build on them to address any problems or barriers they may face. At an individual level this empowers young people to achieve their own goals and to develop their strengths in a positive way. We support young people to find their own solutions to situations or problems they are currently facing without defining them with a label. We recognise that young people are experts in their own wellbeing and development and have developed a digital tool - Player Profile - that enables them to set their own goals, monitor these and engage with new opportunities that talk to their strengths.

WE BELIEVE THAT YOUNG PEOPLE HAVE:

- Assets that can be harnessed and developed
- Talents that can provide solutions
- Experiences we can draw on
- Resources we can tap into
- Energy to spark change and create progress
- Potential to lead society
- The ability to be authors of their own destiny

TO EMBED THIS ASSET-BASED APPROACH IN DELIVERY OF RUGBYWORKS INTERVENTIONS WE HAVE DEVELOPED THE FOLLOWING PRACTICES ACROSS THE ORGANISATION:

- Language use—positive, affirmative, anti-oppressive
- Goal Setting—set by the young people not by staff
- Assessment, monitoring and evaluation—grounded in participants assessment of own strengths, goals and development
- Decision-Making—in consultation with young people as the key stakeholder in delivery of RugbyWorks interventions
- Staff development—valuing the assets our staff have

TRAUMA-INFORMED

We know that experiencing trauma in childhood is linked to worse outcomes in later life. We recognise that young people may have specific needs as a result of this trauma. To ensure we support these young people, our delivery is informed by the following five principles:

1. RECOGNISE AND RESPOND TO TRAUMA
2. PROVIDE SAFE ENVIRONMENTS
3. TAKE AN ASSET-BASED APPROACH
4. BUILD EMPOWERING RELATIONSHIPS
5. PROMOTE EQUALITY OF ACCESS

These principles are applied across our organisation.

WE PROVIDE STAFF TRAINING THAT GIVES THEM AN UNDERSTANDING OF:

- How to adapt their interactions with young people through trauma-informed practice
- How trauma impacts on behaviors and life choices
- Trauma, attachment, behaviour and triggers
- Developmental trauma, toxic stress and adverse childhood experiences
- Simple practical tools to support children, young people and adults to develop resilience
- Principles and practices of trauma-informed approaches
- Neuroscience research in relation to trauma
- The impact of vicarious trauma

SAFEGUARDING

We believe that all children and young people have the right to enjoy a high quality education and community engagement experience, including sport and physical activity, without any form of harassment or abuse.

All those involved with Dallaglio RugbyWorks have a moral and legal responsibility to protect all children and young people, regardless of age, disability, gender, racial origin and sexual orientation or identity from abuse. All RugbyWorks staff are aware, through induction training, of all forms of abuse, good practice and also what to do if abuse is suspected to ensure that the welfare of children and young people in their care is safeguarded.

[Please visit our website for our latest safeguarding policies and procedures.](#)
[Dallaglio RugbyWorks - Safeguarding](#)





03. CURRICULUM FRAMEWORK

THE FRAMEWORK OF THE RUGBYWORKS CURRICULUM IS BASED AROUND OUR FOUR CORNERSTONES OF DELIVERY WHICH ARE EXPLORED IN MORE DETAIL BELOW:

DEVELOPING LIFE SKILLS

Our young people appear to struggle in a traditional classroom setting and tend to emerge from school with substantially lower levels of education attainment. We help them to develop key life skills that will stay with them for the rest of their lives. The framework of skills is based on research carried out by Youth Employment UK 2017 highlighting five key life skills employers identified as the most important:

1. Communication
2. Teamwork
3. Problem Solving
4. Self-Belief
5. Self-Management

Young people involved with our interventions tend to have their best experience with us outside the classroom and learning these skills through rugby based active learning. Once learnt and developed these skills can be transferred into the world of work and employment, enabling our young people to live positive productive lives.

IMPROVING PHYSICAL WELLBEING

Our young people are less active than the average young person and are more likely to develop long-term health issues as a result. It is essential that we offer those we support the opportunity to increase their physical activity levels and develop life-long healthy habits that will improve and maintain their physical health.

We also build links into, and create potential pathways into community sport.

RAISING ASPIRATIONS

Our young people are not exposed to enough high-quality career guidance that promotes social mobility. Without this, they can often be left with little knowledge or guidance on how to make the next step following school.

We want to raise their aspirations and provide as many opportunities for growth to our young people as possible.

The raising aspirations cornerstone is based around Gatsby good career guidance - 2014

FOCUS ON MENTAL WELLBEING

Our young people experience risk factors that mean they are more likely to suffer from poor mental health.

We want to ensure that the young people we support are equipped to deal with the challenges of the modern world. We help our young people to develop resilience, personal responsibility and an understanding of their own subjective wellbeing.



04. ETHOS OF DELIVERY

TRUSTED AUTHENTIC ADULT RELATIONSHIPS

Good youth work is delivered by developing a voluntary and trusting relationship between the young person and the youth worker. We know that in order for our young people to make changes in their lives they need to have authentic, trusted, credible adult relationships.

Dallaglio Rugby Works employs skilled professionals who coach and mentor young people to help them re-assess their lives. Our staff work hard to build these relationships with young people and understand that to facilitate change it takes time to build a strong stable mentor relationship.

This relationship and the creation of a safe environment is key to enabling any of the outcomes in our theory of change to be realised.



NONLINEAR PEDAGOGY/CONSTRAINT LED APPROACH

When using rugby and other sports to develop young people, we operate a constraints led approach based on the principles of non-linear pedagogy. In essence, this is a hands-off approach to teaching and learning. Through the manipulation of certain constraints, different information is presented to participants. In turn, participants are then challenged and channeled to find their own solutions to the problems faced or the goals needed to be achieved in sessions. The constraints we look at can be broken down into two categories:

1. PERFORMER CONSTRAINTS

These are individual to each participant and can be physical differences such as weight, height and fitness levels. They can also be factors that affect behavior, motivations and emotions within a session. We have limited control over a lot of these constraints but awareness of them enables our staff to deliver sessions with maximum impact for each young person.

2. TASK CONSTRAINTS

Task constraints are rules, equipment, playing areas, goals, players and therefore the information that is presented to them. By manipulating task constraints, we can direct participants to specific solutions and learnings. This ethos speaks directly to our approach of being a young person centered organisation. One size fits all drills and activities do not fit our culture, we recognise and encourage learners to find their own solutions at their own pace.

BLENDED APPROACH

We operate a model of delivery that combines face-to-face delivery with virtual delivery and the power of a digital platform, so young people can:

- Engage with RugbyWorks mentors outside of session time in a safe and secure area
- Take ownership of their development where they can set goals and challenges in line with our cornerstones of delivery, as well as updating their digital learning
- Earn points and kudos for completion or progress or when they compete with their peers
- Link with our other partner agencies so they can be signposted to relevant opportunities
- Stay engaged with RugbyWorks once they complete interventions with us and become RugbyWorks alumni

OPPORTUNITY DRIVEN

We provide participants with as many opportunities as possible, to enable learning and growth. We strive to provide opportunities outside of standardised delivery within schools to ensure exposure to experiences beyond education. We want young people to feel like they are part of something bigger than themselves and to feel part of the wider RugbyWorks family. We do this in a variety of ways across the organisation:

1. COLLABORATIVE WORKING

Where appropriate we deliver alongside other partner organisations which gives young people access to other positive role models who may challenge their thinking or connect with them in a different way. By doing this, we enable our cornerstones to be delivered in a more effectual way or be explored at a deeper level.

2. WRAP AROUND SUPPORT

RugbyWorks are following a strategy of a place-based focus in local communities, offering the teams skillset and expertise as part of a wraparound provision approach. Where appropriate and at a point where participants will be able to maximize the benefits we signpost to relevant partners, agencies, and organisations. We understand the networks and relationships between groups of young people, their communities, families, and cultures are important, so we actively respond to these networks helping young people form stronger relationships.

3. EVENTS/EXPERIENCES

We utilise our network of partners, supporters and funders to involve young people in as many of these activities as possible through incentives, rewards and other occasions to mark progress and success. We understand the power that shared experiences can have for peer-peer and peer-staff relationships. We do this in person or virtually depending on the situation and what the needs of the young people are. Involving young people in as many extra-curricular events and experiences as possible can prepare them for transitioning into new environments in the future. RugbyWorks has the capacity to deliver these activities both in-person and virtually dependant on the young person's needs.

OUR APPROACH

DEVELOPING LIFE SKILLS



ASSUMPTION WE DO THIS BECAUSE

Our Young People appear to struggle in a traditional classroom setting and tend to emerge from school with substantially lower levels of education attainment - Ref 1,2,3

ASSETS STRENGTHS OF OUR YOUNG PEOPLE

However, our Young People engage enthusiastically when they have authentic, trusted credible adult relationships.

VEHICLE OF CHANGE ACTIVITIES WE USE TO FACILITATE CHANGE

- Rugby Based Learning - Constraints led approach focused on developing key life skills
- Theory Based Learning/ Online Content Sessions designed around the completion of Sports Leaders Award
- Virtual Games Club

INTERMEDIATE OUTCOMES WHAT IT MEANS FOR OUR YOUNG PEOPLE

- Development of key skills: Communication, Teamwork, Problem Solving, Self-Belief, Self-Management
- Accredited Level 1-3 Award
- RugbyWorks Virtual Games Club Award

RAISING ASPIRATIONS



Our Young People are not exposed to enough high-quality career guidance that promotes social mobility - Ref 4

However, our Young People have a wide varied untapped skillset and are keen to learn and explore new activities.

- In Person/Virtual - Career Taster Days
- In Person/Virtual - Work Experience
- In Person/Virtual - Employability Sessions
- Social Media Campaigns

- Increased work readiness
- Meaningful encounters with employers and employees
- Experience of workplaces

IMPROVING PHYSICAL WELLBEING



Our Young People are much less active than the average young person and are more likely to develop long term health issues as a result - Ref 5,6,7

However, our Young People love to play games.

- Weekly Rugby Sessions
- Rugby Tournaments
- Referrals to Community Sports Clubs
- School Holiday Activity Programmes
- Virtual Physical Sessions/Challenges

- Positive impact on Physical Health
- Pathways into Community Sport

FOCUS ON MENTAL WELLBEING



Our Young People experience risk factors that mean they are more likely to suffer from poor mental health - Ref 8,9

However, our Young People are determined to overcome any barriers to success

- In Person/Virtual - Group /1-1/ Mentor Sessions with trusted credible RugbyWorks Mentors
- In Person/Virtual - Workshop Based Learning – Workshops designed to promote positive health and wellbeing

- Increased Resilience
- Improved Subjective Wellbeing

END GOAL OUTCOMES FOR YOUNG PEOPLE

ONCE OUR YOUNG PEOPLE HAVE COMPLETED THEIR JOURNEY WITH US THEY ARE MORE LIKELY TO BE IN SUSTAINED EDUCATION, EMPLOYMENT AND TRAINING THROUGHOUT THEIR LIFE.

OUR YOUNG PEOPLE ARE ALSO EQUIPPED WITH THE SKILLS, EXPERIENCE AND ATTITUDES TO LIVE A POSITIVE PRODUCTIVE LIFE.

ETHOS HOW WE ENGAGE OUR YOUNG PEOPLE OF DELIVERY

We know that for Young People to make changes in their lives they need to have authentic, trusted credible adult relationships, we also understand that these relationships take time to build. Once built these relationships lay the foundation for our Theory of Change to be facilitated and for our Young People to enact change in their own lives.

REFERENCES

1. Joseph Rowntree Foundation - Poorer children's educational attainment: how important are attitudes and behaviour?
2. Education in England - Annual Report 2018 - Key drivers of the disadvantage gap
3. Timpson Review of School Exclusion - May 2019
4. Gatsby good career guidance report 2014

5. Sport England, December 2019. 'Active Lives children and young people survey: Academic year 2018/19
6. NHS, May 2020. 'Statistics on Obesity, Physical Activity and Diet, England, 2020: Part 4
7. Centre for Social Justice, December 2017. 'Off the scales: Tackling England's childhood obesity crisis'
8. DfE guidance - Mental Health and Behaviour in Schools - December 2018
9. World Economic Forum A Global Framework for Youth Mental Health: Investing in Future Mental Capital for Individuals, Communities and Economies

06. OUTCOME MAP



Cornerstone of delivery	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Self-Belief Building confidence in own ability	Communication The ability to listen & share verbal, written & electronically	Team Work Enabling an individual to work with others	Problem Solving Understanding a problem & using logic to find solutions	Self-Management Taking responsibility for actions & doing things to the best of their abilities	End of Year Review This term will be used to review the outcomes of the year, plan for the future and to complete progression through the intervention
Developing Life Skills Level 1 Year 1 (depending on level of cohort)	Participants will/ display or show... Increased levels of confidence Positive attitude toward tasks Increased levels of self-awareness Enthusiasm to take part in sessions	Participants will/ display or show... Appropriate listening skills Appropriate body language	Participants will/ display or show... Increased levels of reliability within sessions Increased levels of respect for peers and staff More honesty when challenged More flexibility with their peers	Participants will/ display or show... Formulation of their own ideas Awareness that a solution is needed	Participants will/ display or show... Increased commitment levels to tasks Increased levels of self-control	By the end of the academic year participants will have shown: Positive progress in the five key skills of Self-Belief, Communication, Team Work, Problem Solving and Self-Management

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OUTCOME MAP CONTINUED

Developing Life Skills Level 2 Year 2 (depending on level of cohort)	Participants will/ display or show... Increased levels of courage	Participants will/ display or show... Active listening skills Begin to understand the process of questioning	Participants will/ display or show... The use of more encouraging language with their peers More adaptability within sessions	Participants will/ display or show... Regular contributions within group sessions Decisiveness in their decision making More creativity in their problem solving	Participants will/ display or show... Higher levels of organisation relating to the RugbyWorks intervention Begin to take more responsibility for their actions in sessions Able to be reflect on what has and has not gone well in sessions	By the end of the academic year participants will have shown: Positive progress in the five key skills of Self-Belief, Communication, Team Work, Problem Solving and Self-Management
Developing Life Skills Level 3 Year 3 (depending on level of cohort)	Participants will/ display or show... Increased levels of self-motivation	Participants will/ display or show... Be more articulate, when communicating with peers and staff Begin to use more professional language Begin to use more passionate language Become more succinct with their vocabulary	Participants will/ display or show... Higher levels of empathy with their peers Be more inclusive with their peers in sessions	Participants will/ display or show... Become more analytical when presented with a problem Be more innovative when presented with a problem Intuitive problem-solving skills Be able to think rational-ly when presented with a problem.	Participants will/ display or show... Higher levels of independent thought. Begin to use their own initiative and become self-starters	By the end of the academic year participants will have shown: Positive progress in the five key skills of Self-Belief, Communication, Team Work, Problem Solving and Self-Management

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OUTCOME MAP CONTINUED

Raising Aspirations	Participants will/ display or show... Confidence and understanding of the labour market within their community.	Participants will/ display or show... The ability to communicate effectively with employers.	Participants will/ display or show... An understanding of how to work together to present ideas and pitch to relevant employers and employees in the local community	Participants will/ display or show... Be able to identify barriers to their own progression and identify solutions to these.	Participants will/ display or show... Be able to take responsibility for their own learning when meeting local employers and employees.	By the end of the academic year participants will have shown: Positive progress through Gatsby benchmarks for good career guidance
Physical Wellbeing	Participants will/ display or show... An appreciation of physical wellbeing Increased levels of confidence from the learning of new skills	Participants will/ display or show... See an improvement in their hand-eye coordination and spatial awareness	Participants will/ display or show... See improvements in their own fitness levels Will be comfortable to explore physical activity outside of RugbyWorks sessions	Participants will/ display or show... Be able to use their newly acquired skills and fitness to problem solve more effectively within sessions	Participants will/ display or show... Understand their own physical wellbeing and the positive effects this can have on their life	By the end of the academic year participants will have shown: Understand their own physical wellbeing and the positive effects this can have on their life
Mental Wellbeing	Participants will/ display or show... Increased levels of resilience Increased levels of self-esteem	Participants will/ display or show... Be more comfortable in sharing information about their lives with RugbyWorks mentors	Participants will/ display or show... Develop the ability to enjoy the role they play within a team	Participants will/ display or show... The ability to talk through any issues they face and devise their own solutions.	Participants will/ display or show... Begin to develop tools that manage their own anxiety	By the end of the academic year participants will have shown: More satisfied with their life Will see the worthwhile nature of more activities in their life Will display increased levels of happiness Will show decreased levels of anxiety

07. VALUE ADDED

NATIONAL CURRICULUM IN ENGLAND – PHYSICAL EDUCATION PROGRAMMES OF STUDY RUGBYWORKS INTERVENTIONS HELP SCHOOLS TO SATISFY THE BELOW AIMS OF THE NATIONAL PE CURRICULUM WHICH STATE THAT PUPILS:

- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lifestyles

RUGBYWORKS INTERVENTIONS CAN ALSO HELP TO SUPPLEMENT THE BELOW SPECIFIC SUBJECT CONTENT WHICH STATES THAT PUPILS:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and to be encouraged to work in a team, building on trust and developing skills to solve problems either individually or as a group
- Take part in competitive sport and activities outside school through community links or sports clubs
- National Curriculum in England - Physical Education Programmes of Study: Key Stage 3 & 4

OFSTED FRAMEWORK

RUGBYWORKS INTERVENTIONS CAN HELP TO SATISFY OFSTED INSPECTIONS AROUND THE FOURKEY JUDGEMENTS AREAS OF:

1. QUALITY OF EDUCATION
2. BEHAVIOUR AND ATTITUDES
3. PERSONAL DEVELOPMENT
4. LEADERSHIP & MANAGEMENT

Highlighted below are the specific points within these areas where the provision of RugbyWorks within a school setting would help to satisfy the Ofsted framework.

THE QUALITY OF EDUCATION

198. The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.

198. The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills. Curriculum planning accounts for delays and gaps in learning that arise as a result of the pandemic.

198. There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

219. Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.

219. All learning builds towards an end point. Pupils are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether pupils are ready for the next stage by the point they leave the school or provision that they attend.

BEHAVIOUR AND ATTITUDES

228. The judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to pupils' positive behaviour and attitudes (see HMCI's commentary on curriculum and the education inspection framework), thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:

- Pupils' motivation and positive attitudes to learning as important predictors of attainment. The development of positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education.
- A positive and respectful school culture in which staff know and care about pupils

234. Inspectors will consider whether the school is developing the use of alternative strategies to exclusion and taking account of any safeguarding risks to pupils who may be excluded. Inspectors will recognise when schools are doing all that they can to support pupils at risk of exclusion, including through tenacious attempts to engage local support services.

PERSONAL DEVELOPMENT

244. This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant. These are:

- Developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.
- Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.
- Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

• Providing an effective careers programme in line with the government's statutory guidance on careers advice that offers pupils:

- *unbiased careers advice*
- *experience of work, and*
- *contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire*

• Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.

LEADERSHIP AND MANAGEMENT

259. The leadership and management judgement is about how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils. It focuses on the areas where inspection and research indicate that leaders and managers can have the strongest effect on the quality of the education provided by the school. Important factors include:

The extent to which leaders' and managers' high ambitions are for all pupils, including those who are harder to reach. This includes ensuring that practices such as 'off-rolling' do not take place and that the way the school uses the pupil premium is founded on good evidence.

274. Inspectors will gather evidence about the use of the pupil premium and catch-up funding, particularly regarding:

- The learning and progress of disadvantaged pupils, as shown by published outcomes data

286. Schools should have an inclusive culture that supports arrangements to:

- Meet the needs of those pupils, drawing on more specialist support when necessary, and help those pupils to engage positively with the curriculum.
- Ensure that pupils have a positive experience of learning and achieve positive outcomes.



08. EDUCATION SETTINGS

RUGBYWORKS EXISTS TO HELP CHANGE THE LIVES OF DISADVANTAGED YOUNG PEOPLE WHO ARE DISENGAGED FROM LEARNING ACROSS ENGLAND & WALES.

RUGBYWORKS INTERVENTIONS ARE DELIVERED IN A VARIETY OF SETTINGS TO ENSURE THAT WE CAN SUPPORT AS MANY YOUNG PEOPLE AS POSSIBLE.

RUGBYWORKS DELIVER INTERVENTIONS TO AT RISK YOUNG PEOPLE IN THE FOLLOWING EDUCATIONAL SETTINGS:

ALTERNATIVE PROVISION / PUPIL REFERRAL UNIT

Historically a Pupil Referral Unit is a type of school established and run by the local authority that caters for young people who aren't able to attend a mainstream school. Pupils are often referred there if they need greater care and support than their school can provide. Additionally, there is a broad range of other Alternative Provision on offer provided by independent schools, further education colleges, charities and businesses:

YOUNG PEOPLE WHO ATTEND PRU/AP COULD DISPLAY THE FOLLOWING RISK FACTORS:

- Be at risk of permanent exclusion from school
- Have been withdrawn from school to avoid permanent exclusion
- Have been permanently excluded from school
- Have been out of education for a substantial period of time and therefore need intensive work to ensure they can access learning
- Be pregnant schoolgirls and school-age mothers
- Be unable to attend school for medical reasons identified by a medical professional
- Be anxious and vulnerable including those with emerging personality disorders, severe anxiety and depression as well as other mental health needs
- Be school refusers, school phobics, and young carers
- Have moved into the area (mid-year admissions) who are unable to find a school place due to a lack of places in local schools
- Be children who, because of entering public care or moving placement, require a change of school place and are unable to gain access to a school place
- Be asylum seekers and refugees who have no school place

SPECIAL SCHOOLS

Special schools are those that provide an education for children with a special educational need or disability. There are different types of special schools, but essentially, they all educate children whose needs cannot be met within a mainstream setting, and whose parents or carers have agreed to or requested a special school placement. The majority of these young people will have an education, health and care plan (EHCP).

There are four broad categories of special schools and some are generic catering for a wide range of needs:

1. COMMUNICATION AND INTERACTION
2. COGNITION AND LEARNING
3. SOCIAL, EMOTIONAL AND MENTAL HEALTH
4. SENSORY AND PHYSICAL NEEDS

MAINSTREAM SCHOOL

We deliver targeted interventions within mainstream schools where we work with young people that display the following risk factors that increase the chance of them facing temporary or permanent exclusion

- Multiple fixed term exclusions
- Poor attendance rate
- Persistent disruptive behavior within class
- Are in need of extra support to engage with education

When working in mainstream settings with young people at risk of facing exclusion, we deliver a preventative intervention designed to re-engage young people with their current school.

SECURE CENTRES

We deliver targeted interventions within secure centres to young people that have been given a custodial sentence for one of the below reasons:

- The crime is so serious there is no other suitable option
- The young person has committed crimes before
- The judge or magistrate thinks the young person is a risk to the public

THERE ARE THREE TYPES OF CUSTODY CENTRES FOR YOUNG PEOPLE

Youth Offender Institute

Run by prison service and private companies for people aged 15-21

Secure Training Centre

Run by private companies for young people up to the age of 17

Secure Children's Home

Run by local council for young people aged 10-14



09.

RUGBYWORKS INTERVENTIONS

RUGBYWORKS DELIVERS A RANGE OF INTERVENTIONS USING THE VALUES OF RUGBY AND SPORT IN GENERAL TO ENSURE THAT DISADVANTAGED YOUNG PEOPLE WHO ARE DISENGAGED FROM LEARNING GET THE BEST OPPORTUNITIES TO BUILD A POSITIVE, PRODUCTIVE LIFE. ALL RUGBYWORKS INTERVENTIONS DELIVERED EITHER FACE-TO-FACE OR VIRTUALLY ARE DONE SO WITHIN THE FRAMEWORK OF OUR COMPREHENSIVE SAFEGUARDING POLICIES AND PROCEDURES.

ALL RUGBYWORKS INTERVENTIONS INCORPORATE ELEMENTS OF OUR FOUR CORNERSTONES OF CHANGE. TIMEFRAMES OF INTERVENTIONS AND THE NEEDS OF LEARNERS DETERMINE THE VEHICLE OF CHANGE FOR EACH CORNERSTONE AND WHICH ACTIVITIES WILL BE DELIVERED TO ENACT POSITIVE CHANGE. WE CURRENTLY HAVE FIVE CORE INTERVENTIONS; HOWEVER WE WORK WITH COMMISSIONERS AND YOUNG PEOPLE TO DEVELOP BESPOKE INTERVENTIONS BASED AROUND OUR FOUR CORNERSTONES TO MEET SPECIFIC NEEDS WHERE APPROPRIATE. BELOW IS A NON-EXHAUSTIVE LIST OF ACTIVITIES AND OUTPUTS THAT ARE PROVIDED DEPENDING ON WHAT INDIVIDUAL SITUATIONS DEMAND:

- Rugby Based Learning - Constraints led approach focused on developing key life skills
- Theory Based Learning/Online Content – Sessions designed around the completion of Sports Leaders Award
- Virtual Games Club
- In Person/Virtual - Career Taster Days
- In Person/Virtual - Work Experience
- In Person/Virtual - Employability Sessions
- Social Media Campaigns
- Weekly Rugby Sessions
- Rugby Tournaments
- Referrals to Community Sports Clubs
- School Holiday Activity Programmes
- Virtual Physical Sessions/Challenges
- In Person/Virtual - Group /1-1/ Mentor Sessions with trusted credible RugbyWorks Mentors
- In Person/Virtual - Workshop Based Learning – Workshops designed to promote positive health and wellbeing

RUGBYWORKS FULL

An academic year long intervention designed to let RugbyWorks mentors build long-term impactful relationships with young people which in turn allows us to explore each cornerstone of change in detail. This intervention is suitable for stable cohorts that we know will be at their educational setting for the full academic year. We can deliver this intervention as a preventative model in mainstream schools or with stable cohorts in PRU/AP and special schools.

RUGBYWORKS YOUTH OFFENDER

This intervention is delivered across the three 3 different types of secure centres. We follow the same theory of change using our four cornerstones of delivery although certain activities and outputs are amended due to the different restrictions these young people face.

RUGBYWORKS GIRLS

Research shows that young girls are roughly half as active as young boys but that 74% want to be more active. Over half of secondary girls say that girls are put off sport and physical activity because of their experiences of school sport and PE Womens Sport & Fitness Foundation – Changing the game for girl. We want to change this narrative and understand that to do so we need to be proactive and deliver interventions that are solely focused on the needs and wants of girls. We create a safe environment for them to firstly experience the game of Rugby and in turn take them on their own journey through our theory of change.

RUGBYWORKS LITE

This intervention is designed to be delivered in an educational settings for a shorter more intensive period, usually over the course of a single academic term. We have had huge amounts of success delivering this within PRU/AP when young people are on managed moves or have recently arrived at the setting so need that extra support.

RUGBYWORKS HOLIDAY ENGAGEMENT

RugbyWorks deliver holiday engagement interventions in local communities as part of our place-based focus offering wraparound support to the young people that need it the most when not in school. We have seen great success so far working with partners on this approach and work closely with local authorities on government funded initiatives such as the Holiday & Food Programme and Opening School Facilities.

10. NEXT STEPS

INTRODUCTORY MEETING

Meeting to discuss specific school challenges so we can choose the right solution from our range of interventions

PRICING

Discussion on pricing and discounts for multiple cohorts

YOUNG PERSON SELECTION

RugbyWorks will work with you to select the young people who will benefit the most from taking part

PLANNING

RugbyWorks will share schemes of works and session plans for the upcoming academic year

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