



Belmont House School is committed to implementing the recommendations of the Scottish Executive in its document 'Determined to Succeed' and the key objectives relating to these. Enterprise in Education also harmonises well with the key principles in Curriculum for Excellence, such as the focus on challenge and enjoyment, depth and richness of study, active learning strategies and real-world relevance. Many of the themes promoted by 'Determined to Succeed' are echoed by other major developments including Assessment is for Learning, cooperative learning, citizenship, Health Promoting Schools and Eco Schools. In all of these contexts learners have opportunities to act in enterprising ways.

A Whole School Policy is required to coordinate the work of the staff, pupils, parents and outside agencies in relation to the recommendations of 'Determined to Succeed' and to ensure a consistency of approach across all areas.

"Encouraging enterprising values – a 'can do, will do' attitude in our schoolchildren is not just about producing the business people and entrepreneurs of tomorrow."

"Our vision is for our programme of Enterprise in Education to give pupils the wide range of experiences needed to increase their self-confidence, to motivate and to provide them with an understanding of the world of work and the opportunities that are open to them."

Determined to Succeed, Enterprise in Education
Scottish Executive Response

RATIONALE

Belmont House School believes that all young people should have the opportunity to develop skills and knowledge to support enterprise in Scotland and to develop their own self-esteem and expertise in relation to this.

Enterprise activities should offer pupils opportunities to:

- develop enterprising attitudes and skills through learning and teaching across the whole curriculum
- experience and develop understanding of the world of work in all its diversity, including entrepreneurial activity and self-employment
- participate fully in enterprise activities, including those which are "hands-on"
- enjoy appropriately focused career education
- apply enterprising principles in the contexts of leadership, partnership working in vocational programmes with, for example, colleges and community workplaces

Benefits to young people:

- development of positive attitudes including confidence, self-esteem, respect, self-motivation, sense of responsibility and self-reliance
- acquisition of skills including communication, numeracy, problem solving, using ICT, working with others, decision making, creativity and skills for lifelong learning
- acquisition of knowledge and the understanding of self including interests, strengths, weaknesses and opportunities



- acquisition of knowledge and the understanding of the world of work including the types of careers/jobs available, business and wealth creation

Benefits to teachers:

- provision of opportunities related to enterprise for the personal and professional development of staff
- extending the scope of teaching methods and providing realistic and motivating contexts for learning
- providing staff with insights into the business world and the needs of employers
- applying enterprising principles in the contexts of leadership and encouraging innovation in improvement planning, at both school and department levels

Benefits to employers:

- developing closer links with education to help determine the future needs of all
- pupils have a greater understanding of the world of work and the expectations of employers

AIMS AND OBJECTIVES

The Aims and Objectives are to:

- develop enterprise activities across the curriculum and within a structured Social Education programme from Transitus to S6
- provide each child with at least one enterprise activity annually ensuring a clear progression from Nursery to S6
- ensure that pupils over the age of 14 have an opportunity for work based vocational learning
- raise awareness and understanding of enterprise activities with all pupils, staff and parents
- identify and extend existing Business and Local community opportunities
- provide enterprise training opportunities for staff through the CPD programme
- clearly identify the roles and responsibilities of key staff within the framework of Enterprise in Belmont House School

PARTNERSHIPS

“When key players work together young people can develop positive attitudes which will contribute to a more enterprising culture in Scotland and greater success in local and global markets.”

Determined to Succeed, Enterprise in Education
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In order for enterprise activities to be effective there should be a genuine partnership between Belmont House School and the following partners:

- **Businesses** – including local employers, public sector employers and the voluntary sector
 - Determined to Succeed Recommendation : Belmont House School should developed at least 5 partnership agreements with local businesses)
 - A database of existing business contacts will be produced in Session 0910 and updated as new contacts are established.



- **Careers Scotland** - to play a key role in developing materials and promoting and sharing good practice
- **Scottish Executive and Learning and Teaching Scotland** - to continue to provide guidance and support materials relating to enterprise
- **Parents and Carers** (including the Board of Governors and the Parent Teacher Association) – to appreciate the need for enterprise activities and to support the school where appropriate in the delivery and promotion of these
- **Community** – to be kept informed of enterprise developments leading to improvement in the local environment and the development of responsible citizens
- **Colleges and Universities** – to support the school re careers input, visits, etc.

It is important to acknowledge that there are already a number of effective partnership initiatives including:

- College and University Open Days
- Visiting Speakers- ISCO, Careers Scotland
- Visits to Colleges and Universities
- Business Awareness Day
- Work Experience
- School Magazine
- School Shows
- School Fashion Show

ROLES AND RESPONSIBILITIES

Principal, Senior Vice-Principal and Vice-Principal (Head of Junior School)

The Principal, Senior Vice-Principal and the Vice-Principal (Junior School) have the responsibility to:

- ensure that the recommendations within Determined to Succeed are implemented
- raise the profile of enterprise with pupils, parents, staff and the wider community via Parents' Bulletins, School Handbook, etc.
- promote partnerships with appropriate agencies to develop opportunities for enterprise within the school, e.g. Careers Service, ISCO, local college, local businesses, etc.
- ensure that the aims and objectives (section 3) are effectively delivered
- embed enterprise within the subject curriculum and within Social Education
- review Social Education programmes annually to ensure that there are opportunities for all pupils from S1 – 6 to be involved in an enterprise related activity and that there is progression
- ensure that there are opportunities within Social Education and via extra-curricular arrangements for pupils to develop appropriate enterprise skills
- encourage informal opportunities for pupils to develop skills and expertise relating to enterprise –
 - e.g. minute taking, chairing meetings, organising an activity, etc. (e.g. School Councils, school, disco/prom etc.)
- ensure that there are formal opportunities for pupils to develop skills and expertise associated with enterprise and the workplace – e.g. interview techniques, awareness of health and safety issues, etc.



- ensure that there are work-based vocational opportunities (Work Experience) to reflect interests and strengths in young people
- ensure a high quality of experience in all enterprise activities
- recognise all achievement related to enterprise activities both formally and informally and to link such achievements to special events such as Prizegiving
- promote the 'can do' attitude to develop pupils' self-esteem and confidence
- ensure that all staff have the opportunity to participate in training and development related to enterprise
- ensure that the Whole School Policy on Enterprise in Education is monitored and updated annually
- identify annually key issues relating to enterprise which are to be taken forward within the Whole School Improvement Plan
- formally evaluate all enterprise activities and developments using the HMIE quality indicators

Senior Management Team

The Senior Management team should help to:

- support the Principal, Senior Vice-Principal and Vice-Principal (Junior School) in delivering the key priorities to year groups and monitor the involvement of pupils within year groups in enterprise activities to ensure appropriate opportunities and progression
- monitor the development of enterprise within the subject curriculum of classes and link departments
- and within PSHE programmes of associated year groups
- monitor the profile of enterprise within classrooms and link departments via classroom observations, in-service training etc
- ensure that all achievement related to enterprise is recognised and commended
- ensure that enterprise is highlighted on a regular basis at assemblies
- ensure that enterprise features regularly at Pupil Council meetings

Principal Teachers

Principal Teachers should aim to:

- raise awareness of enterprise issues with their staff, where appropriate
- ensure that enterprise related activities are included, as far as possible, within the subject curriculum
- organise appropriate speakers, visits, etc. to support the development of enterprise within the subject curriculum
- monitor progression within the subject curriculum in relation to enterprise (e.g. core skills)
- monitor CPD issues relating to enterprise as part of the PRD process
- quality assure enterprise related activities within the curriculum to ensure a high standard of delivery

Head of Careers [School's Careers Officer]

The School's Careers Officer has responsibility to:



- promote partnerships with appropriate agencies to develop opportunities for careers advice, skills for work and enterprise within the school, e.g. Careers Service, ISCO, local college, local businesses, etc.
- ensure that there are formal opportunities for pupils to develop skills for work and expertise associated with enterprise and the workplace – e.g. interview techniques, awareness of health and safety issues, etc.
- oversee self found Work Experience placements for all pupils in S4

- ensure that all staff, parents and pupils are properly briefed and de-briefed in relation to Work Experience
- ensure the completion of a full report on completion of the placement
- ensure a quality experience for all pupils in relation to Work Experience
- organise speakers as appropriate to raise awareness of enterprise issues, e.g. health and safety issues, specific careers information, the development of key skills related to the workplace, etc.

Classroom Teachers

Classroom teachers have the responsibility to:

- take every opportunity to link teaching and learning to enterprise skills and activities where appropriate
- identify opportunities to develop key skills such as working with others, being a leader etc all of which link to enterprise
- motivate and encourage pupils to build up their self-esteem so that they develop a positive 'can do' attitude
- identify ad hoc opportunities for enterprise development – e.g. pupils organising a small event, adopting key roles, etc.
- identify opportunities to involve others in the delivery of the curriculum - e.g. visiting speakers, local business, trips etc

Support for Learning

Support for Learning staff have the responsibility to:

- monitor provision for pupils with additional support needs to ensure that they have equality of access re enterprise activities, workshops, visiting speakers, skills for work, careers advice etc
- liaise with appropriate careers staff to ensure that pupils have appropriate advice on skills for work, college placements. Careers advice e.g. Careers Interviews, Future Needs Assessment Meetings etc
- to support pupils with additional support needs both within and outwith the classroom in relation to enterprise activities

Enterprise in Education Working Group

The Enterprise in Education Group have responsibility to:

- meet regularly (at least once per term) to review whole school enterprise development and associated initiatives
- review the Whole School Policy annually and identify methods of evaluating enterprise activities in relation to the pupil experience(e.g. questionnaires, discussions with a sample of pupils, etc)
- discuss finance issues relating to enterprise to prioritise needs in relation to monies available



- organise and coordinate a database of existing and new business contacts (Chairperson)

Continuing Professional Development

All staff have a crucial role to play in the raising awareness and development of enterprise issues with pupils. In order to do this, it is vital that the staff in the school have the opportunity to access high quality CPD.

Every teacher has an entitlement to CPD opportunities in Enterprise

Staff development opportunities should include:

- Familiarisation with the recommendations in the document “Determined to Succeed” and “HMIE: Improving Enterprise in Education” report
- Awareness raising sessions in “Go for Enterprise”, “Up for Enterprise”, “Get into Enterprise” and the University of Strathclyde ‘Enterprising Ideas’ series
- Attendance at other awareness raising and/or training in Enterprise
- Discussion and development of cross-curricular activities for use in the classroom
- Contribution to the completion of any whole-school documentation related to enterprise
- Participation in the working group to take enterprise forward in the school
- Developing links with local businesses to support enterprise in the curriculum

Monitoring and Evaluation

- The Principal and Senior Vice-Principal will monitor all aspects of Enterprise in Education to ensure that recommendations in Determined to Succeed are being implemented
- The Enterprise in Education Working Group will review Whole School Policy annually in consultation with all stakeholders and will update it accordingly
- Principal Teachers will monitor the inclusion of enterprise in their subject curriculum in relation to content, suitability, quality of pupil experience etc.
- SMT members will monitor enterprise within the PSHE programme to check all pupils have access to an enterprise activity and that there is progression
- The Senior Management Team will monitor Enterprise in Education aims and objectives relative to year groups via monitoring of PSHE programme etc and in the curriculum via programmes of study, classroom observations etc
- The Principal and Senior Vice-Principal will ensure that all enterprise activities are formally evaluated using HMIE quality indicators.