



CURDWORTH PRIMARY SCHOOL

Curdworth Primary School

Pupil Expectation Policy

Written - February 2022

Reviewed - January 2024 (previously titled 'Behaviour Policy')

This policy also runs alongside:
Emotional, Well-Being and Inclusion Policy
ATLP's Behaviour Policy

Our School Vision

Curdworth Primary is privileged to **serve** a thriving local **community**; where what we do is **led by the children, for the children**. As a result of our **innovative, ambitious** educational offer, children leave our school equipped with the tools to continue to **thrive and grow**, when taking their next steps into the wider world. *We are a small school, with big opportunities.*

Purpose of our policy

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school pupil expectation policy is therefore designed to support the way in which all members of the school can live, learn and work together in a supportive way. It aims to promote an environment where everyone feels **respected, safe** and secure, so that people can work together with the common purpose of helping everyone to be and feel **ready** to learn.

At Curdworth, we promote six core values: Respect, Resilience, Creativity, Curiosity, Teamwork and Taking Risks. These are promoted by all staff and communicated with children as our **Curdworth Champion Learner** attributes. These guide our thinking and are central to our learning every day.

Aims and Expectations

- Encourage children to have high expectations.
- To emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their actions.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own decisions and actions.

- Foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Have a consistent approach to pupil expectations throughout the school.
- Make boundaries of acceptable decisions and actions clear and ensure safety.
- Raise awareness of pupil expectations and promote it through positive reinforcement.

It is important that all adults working in school accept responsibility for supporting high pupil expectations throughout the school and act appropriately when such high expectations are not seen.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Our School Charter

- **Ready** - always listen and try your best, be **hardworking**, always apply yourself to your learning, be entrusted with **responsibility**.
- **Respectful** - treat each other with **care** and respect, listen to other opinions and feel confident in sharing your own, always speak calmly and in a respectful way, be **honest** in your learning and in social scenarios, show empathy by acknowledging your own and other's **emotions** and feelings.
- **Safe** - do not intently hurt others, physically or with words.

These pupil expectations are encouraged in every area of school activity and pupils are helped to recognise good examples at all times. Each class also has its own class charter.

Children's responsibilities (linked to individual class charters)

- To work to the best of their abilities, and allow others to do the same
- To treat everyone with respect
- To follow the instructions of all the school staff
- To take care of property and the environment in and out of school
- To co-operate with their peers and adults

Staff responsibilities

- To make clear our high expectations of pupils
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To physically and emotionally create a safe, pleasant and stimulating environment
- To use rewards, rules and sanctions clearly and consistently following the steps set out in the school's Emotional, Well-Being and Inclusion Policy.
- To be a good role model at all times
- To develop a class charter with children so that children are clear about how they are expected to learn and interact with one another
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To deal with any incidents promptly and inform parents, when necessary
- To recognise that each child is an individual and to be aware of their needs
- To offer a framework for social education
- To use My Concern to log and track any reoccurring/extreme behaviour incidents that impacts the well-being and safety of the child and other children around them

Parents'/carers' responsibilities

- To make children aware of expectations in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To know the school rules and expectations and to support the school in the implementation of this policy
- To alert the school as soon as there are any concerns

What we do to encourage positive behaviour

- We make clear our expectations of good behaviour and discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions, to make the right choices and consider the consequences of any action, positive or negative.
- All forms of pupil expectations are recorded on Class DoJo and can be viewed by parents.
- Year 6 have specific responsibilities to promote, demonstrate and praise high expectations, such as Family Leaders, Playground Leaders and ATLP Leadership Council.
- We refer to our Class Charter regularly.
- Through incidental opportunities that arise in weekly PHSE lessons and other areas of our curriculum.
- Some children may benefit from individual targets and report cards will be used to aid making good choices. These would be drawn up in conjunction with pupils, parents, teachers/leaders.

What we do to celebrate high expectations

- Recognition in weekly newsletter and Class Dojo
- Weekly Curdworth Champion award
- Stickers for work/children, class dojo points
- Family Group tokens
- Feedback to parents/carers
- Verbal praise and feedback by class teachers and other school staff

Where high pupil expectations are not followed or seen, our whole school approach will be followed consistently by all staff in line with our Emotional, Well-Being and Inclusion Policy.

What are our Zero Tolerances?

- Rudeness/swearing towards staff
- Refusal to follow instructions/Defiance to rules and expectations
- **Striking a member of staff**
- **Physical aggression**
- Fighting
- Bullying
- Racism
- Vandalism/Damage to property
- Theft
- Truancy

Where one of the above occur, one of the following consequences will apply (depending on the behaviour displayed and **investigation of the incident**):

- Involvement of headteacher/deputy head
- Phone call with parents followed by letter
- Personal support programme
- Involvement of any appropriate outside agencies
- Internal Exclusions
- Fixed Term Exclusion
- Permanent Exclusion

Behaviour displayed in bold may result in an exclusion of some form. However, repeated displays of all other behaviours may also result in an exclusion.

Supporting Children with additional needs

Each incident will be reviewed on an individual basis to ensure that Curdworth Primary remains fully inclusive, making decisions based on the specific needs of all pupils.

Pupil's conduct outside the school gates - Head of School powers

Head teachers have at statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the partnership's behaviour policy and the school's pupil expectation policy, the headteacher or head of school may discipline a pupil for:

- Any misbehaviour when the child is:
 - Taking part in any school-organised or school related activity or
 - Travelling to or from school or
 - Wearing school uniform or
 - In some other way identifiable as a pupil at Curdworth Primary.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school or
 - Poses a threat to another pupil or member of the public or
 - Could adversely affect the reputation of the school.

Screening and searching and the power to use reasonable force:

Searching

School staff can search a pupil for any item if the pupil agrees.

(The ability to give consent may be influenced by the child's age or other factors)

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Definitions

- **Reasonable Force** -actions involving a degree of physical contact with pupils

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

Written statement of high expectation principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The pupil expectation policy is understood by pupils, staff and parents/carers.
- Pupils are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life