



Curriculum Policy Senior School

This policy is designed to implement the aims of a Kirkstone House School education. At its heart lies our school's vision and values. Our Curriculum Policy and associated schemes of work take into account the ages, aptitudes and needs of all pupils including those with Special Educational Needs and those with an EHCP.

School Vision:

- To provide an educational environment which enables each pupil to reach their academic and personal potential. This is a school where 'the individual counts'. Our educational framework nurtures individual self-identity enabling each pupil to achieve to the highest possible standards in all areas.
- To provide a supportive pastoral environment which meets individual needs and promotes the development of happy, considerate pupils who have good self-esteem and care for others.
- To ensure that the school operates in the spirit of inclusivity at all times and to maintain equal opportunities for all.
- To adopt a 'whole child' approach to education at all times.
- To offer a rounded education, rich in extra-curricular opportunities which develop life skills, character and perspective.
- To value one another through a commitment to kindness, consideration, inclusion, equality and diversity.
- To help pupils to think independently and to engage with others constructively.

School Values:

- Endeavour: pupils are encouraged to try their best and to challenge themselves out of their comfort zone within a supportive environment.
- Breadth and Balance: pupils are involved and engaged in a wide range of learning experiences both within and beyond the classroom.
- Valuing each other: pupils understand that everyone has a part to play in the school community and that education is not a race. Individuals are different and will be valued as such. Everyone's school and educational journeys are different.
- Independence: pupils are encouraged to gain the skills needed for life-long learning and for personal success.
- Encourage mutual respect and tolerance of others with different faiths and beliefs in line with the fundamental British values of democracy, the role of law and individual liberty.

Our objective is to provide a curriculum which is consistent with this vision and these values.

Access, Equality and Anti-discrimination

The school's commitments and policies are outlined in:

- Admissions Policy and procedure
- Inclusion, Equality and Diversity policy.



Curricula: An Overview

Kirkstone House School is a non-selective school and the pupil population is very diverse in terms of ability and degrees of need. Currently over 70% of the school population has an identified need either academically or emotionally. The curriculum therefore is designed to be as flexible as possible in order to enable all pupils to make progress and to reach their full potential. Our aim is to ensure that every pupil, including those with SEN has access to relevant courses; educational experiences and inspirational teaching which takes into account their wide range of needs, interests and aspirations.

A curriculum is set for each Year Group but we also place great value on appropriate individual tailoring of pupil timetables to meet diverse needs. Pupils may also take lessons out of their age group in order to extend challenge or to consolidate learning. Kirkstone House is not a 'one size fits all' school and we pride ourselves on the bespoke curriculum packages that we are able to offer our pupils. The nature of the curriculum and subject provision may vary slightly year on year in order to meet the needs of different cohorts of pupils and the School will also make individual curriculum provision as required, for example arranging the teaching of unique courses such as Fishing for pupils. We are constantly reviewing courses in order that all of our pupils are best able to access the full curriculum and achieve success in education and employment; hence courses offered may change year on year.

Educational visits are highly valued and there are wide ranging opportunities for all pupils to learn beyond the confines of the classroom.

The School is committed to a high-quality educational provision for all its pupils in order to facilitate continual progress and learning whilst at the school. Pupils' needs are individually assessed and, in the instances where individual circumstances or needs are suspected of impeding or challenging pupils' progress and learning, support is provided by the learning Support Department. All SEN information is available to staff via Edukey.

Extended support planning and assistance are provided through the school's pastoral structures in the event of individual circumstances disrupting a pupil's educational provision. Examples might be where a pupil is hospitalised, is unable to participate / attend all lessons or has extenuating home circumstances.

Child protection and well-being together with the provision of a safe and ordered learning environment are central to all pupils' opportunity to learn and make progress. Related documentation includes:

- Behaviour and Discipline Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policy

General over view on pupil aptitude, needs and learning support provision

The School is non-selective and accepts pupils of all abilities including those with SEN. The School teaches pupils in ability groups enabling all to be stretched and challenged and to work at an appropriate pace. Pupils with an EHCP are further supported in class by Learning Support Assistants but it is often the case that wider Learning Support provision is made for any pupil who may need a break in their learning or some time out.

Specific learning needs are also addressed through interventions which take place early morning, for example, hearing children read.



Our curriculum is designed to meet the needs of all pupils so subjects such as English, Maths and Science are taught at various levels of entry. In Option choices, the School offers a range of subjects at GCSE, BTEC and Entry level. The School will run an Option subject even if only 1 pupil chooses it. Class sizes are small and all pupils receive individual support as required.

Revision workshops are held for Year 11 pupils beyond the School day and during lunchtimes.

School systems are in place to encourage close communication between the teachers of each pupil and corresponding pastoral and learning support staff. These systems include use of C-POMS, notifications of merits and de-merits and half termly updates on academic progress.

Careful setting and our wide curriculum ensures that our most able pupils are also stretched. This year, for example, we are offering our most able mathematicians the opportunity of taking GCSE statistics alongside their mathematics GCSE. IN Science we offer pupils the opportunity to study 3 separate Sciences.

Occasionally we have a pupil who wishes to take a specific subject which is not part of our usual curriculum. For example, we have provided 1-1 lessons in both Italian and Greek to previous pupils.

Pupils will vary in the number of subjects they take in KS4 and pupils have a choice as to whether to study a Modern Foreign Language or to receive additional support in English from Year 7.

Subjects Taught

All pupils study a broad and balanced curriculum

Linguistic	<p>English Y7-11 (In streamed classes)</p> <p>Communication, presentation and literacy skills are developed in all subjects.</p> <p>French and or Spanish Y7-9 (Optional in Year 7 and at KS4)</p>
Mathematical	<p>Mathematics Y7-11 (In streamed classes)</p> <p>Statistics GCSE in Higher Maths sets in KS4.</p> <p>Numeracy and mathematical skills are encouraged in all subjects and particularly developed in sciences.</p>
Scientific	<p>Science Y7-11 taught as separate sciences.</p>
Technological	<p>ICT taught 7-9 and (10 and 11 optional)</p> <p>ICT skills are encouraged across the curriculum.</p>



	<p>Touch Typing skills Y7-11 as required.</p> <p>Food Y7-9 (Optional in Years 10 and 11)</p> <p>Jamie Oliver Home Cookery Course (Optional in Years 10 and 11)</p> <p>Hospitality and Catering (Optional Years 10 -11)</p>
Human and Social	<p>Geography Y7-9 (Optional in Years 10-11)</p> <p>Land Based Studies (Optional in Years 10 and 11)</p> <p>Environmental Management (optional 10 and 11)</p> <p>Health and Social Care (Optional in years 10 and 11)</p> <p>Life Skills (Optional in Years 10 and 11)</p> <p>Pre-Vocational Study (optional years 10 and 11)</p>
Aesthetic and Creative	<p>Art Y7-9 (Optional in Years 10-11)</p> <p>Music Y7-9 (optional in Years 10 and 11)</p> <p>Drama Y7-9 (Optional in Years 10 and 11)</p> <p>Performing Arts Design (Optional Years 10 and 11)</p> <p>The National Arts Award (Optional years 10 and 11)</p>
Physical	<p>PE Y7-11 Core</p> <p>Sports Studies Cambridge National (Optional in Years 10 and 11)</p>
PSHE	<p>Y7-9 lessons and Multi-Agency Days</p> <p>Y10 and 11 form Time and Multi-Agency Days.</p>



Curriculum organisation, differentiation and progression

Departments review schemes of work annually to ensure progression and in order to meet the needs of the cohort who can change from year to year.

Setting Is used in some subjects but large groups are also split for practical lessons such as Food and Drama.

Teacher led differentiation is encouraged and expected within every classroom. This differentiation can often be flexibly and subtly administered within every lesson and teachers are encouraged to regularly reflect on the range of simple methods that are available to deploy this within their teaching.

Homework

Homework is set in core subjects in KS3 but pupils are also able to undertake more project based work across the curriculum, for example model making in History, home cooking, music composition.

In KS4 homework is set in all subjects.

The School recognises that many of our pupils rely on support in the classroom and whilst independence is encouraged, some pupils find working unsupported challenging. We therefore offer Homework Club at lunchtimes where pupils are encouraged to work independently but there is help on hand if required.

Department assessment, monitoring and review

Meetings are held at the start of the academic year in which department performance as indicated by both internal and external results are discussed. This also provides an opportunity for staff to discuss development al ideas such as introducing new levels of entry, courses, subjects.

Learning walks and lesson observations also feed into discussions.

Pupil assessment, monitoring and reporting procedures

The School maintains tracking data which is updated half termly. This enables pupil progress to be monitored and for patterns to be identified. This information is shared with parents who receive half termly information on progress and effort. Parents receive reports every term and 2 Parents' evenings are held for each Year Group each year. As our numbers are small, parents may also make an appointment to discuss achievement and progress at any time.

Progress is also discussed at length for pupils with an EHCP at their annual review meetings.

The School uses MIDYIS data to inform starting point assessment as well as testing carried out on reading ages by our SEN department. Pupil progress is discussed at Staff meetings and also at Staff Briefings where there is always a Pupil Focus.

Cross-curricular content and skills development

All departments are asked to look to contribute, where possible and beneficial to wider cross-curricular skill development. This includes practical clubs such as: cooking, hospitality, drama productions, choir, sports activities, lego, arts and crafts, homework, dungeons and dragons, Eco club etc. Clubs change throughout the year and an hour's lunchtime is preserved so that pupils can take part.



Skills development is also encouraged through opportunities such as the Hospitality Team, leadership, Duke of Edinburgh, Well-being buddies performance opportunities at charitable events such as supporting the Bourne Parkinson's Group, Fund raising, Bacon roll club. Our policy is that if a pupil wishes to set up a new club or to develop wider skills then they are supported in so doing.

Form Tutors comment on extra-curricular involvement on School reports and subject teachers also promote activities outside the classroom.

Our pupils gain a great deal of confidence from participating in clubs and wider activities. The School House System also increases pupil involvement for everyone.

Events such as the whole school talent Show gives all pupils a chance to show skills and talents and this event is organised entirely by Year 11 who are required to stage the entire event.

Emotional development

Alongside academic development, wider emotional development is of equal importance. Pupils come to us often lacking in confidence due to having been able to cope in a larger setting. The School values one another, not just by what we do, but by a fundamental belief of the value and worth of each individual. Emotional development and well-being is exceptionally important to us and to that end we have appointed and trained a Mental Health lead. She is available throughout the day and works with a third party to train our Well-Being ambassadors.

The school also has a link with the Bobby Copping Foundation through which pupils and staff can access counselling services.

Kirkstone House is a very nurturing school and parents often comment on our family like atmosphere.

Physical development

All pupils have 2 PE lessons per week of 80 minutes. The schemes of work are varied and there are plenty of opportunities for pupil choice and for pupils of all abilities to enjoy taking part and developing fitness.

Activities are differentiated and all lessons are supported by learning Support Assistants some of whom have Sport based qualifications. Alongside the obvious health benefits that come from participating in games we also emphasise core values of: teamwork, enjoyment, discipline, respect and sportsmanship.

Personal, social, health and economic education

The School's PSHE programme is designed to reflect the School's aims and ethos and to encourage respect for all people and promote respect and a culture of tolerance and diversity. In KS3 PSHE is a taught lesson of 80 minutes a week. This is further supported through a planned programme of Tutor Time and through Multi-Agency Days which focus on age appropriate sessions on such topics as Keeping Safe on Line and Social Media; Healthy Relationships; Health and Safety; Substance Abuse; Respect; Crime etc.



Spiritual, moral, social and cultural development

The School actively promotes pupil development in a range of SMSC matters by way of preparation for the opportunities, responsibilities and experiences of life in British society. We aim to provide full and age-adjusted coverage of the nationally identified content including:

- Fundamental British values
- Developing self-knowledge, self-esteem and self confidence
- Learning to distinguish right from wrong and to respect the criminal and civil law of England
- Encouraging pupils to take responsibility for their behaviour; show initiative and understand how they can contribute positively to locality and society more generally acquiring a broad general knowledge of and respect for public institutions and services in England
- Furthering tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- Encouraging respect for other people, paying particular regard to the protected characteristics.

The School requires teachers to be aware of these wider aims and to challenge discriminatory or extremist opinions or behaviours as a matter of routine whenever or wherever encountered and to report concerns.

Religious Education

The school recognises the importance of a rounded human, social and spiritual education including the promotion of spiritual, moral, social and cultural development within the broadly Christian heritage of the School.

Religious education covers spiritual reflection in many subjects across the curriculum. We hold an annual Carol Service and Remembrance service in the local village church and assemblies are usually concerned with opportunities to reflect on moral issues such as making right choices.

Progression and careers overview

The school is committed to the provision of high- quality progression and careers education and guidance for all pupils. This is delivered in formative steps through PSHE, Form Time and in KS4 through individual guidance and discussions with the Headteacher. The School has also appointed a member of staff to inform pupils and parents about progression and post 16 education and to guide and remind pupils about Open Days.

We aim to;

provide impartial and up to date and broad information by working closely with post 16 settings leading pupils towards informed choices which facilitate potential;

challenge stereotyping and encourage pupils to widen their career consideration, ideas and understanding;

review careers provision on an annual basis;

link effectively with the PSHE programme.



Review Date:

Responsibility:

Authorised by

Cosmine Hares.

Mrs C. Jones

Headteacher

On behalf of the Proprietors

Dated

November 2024

Date of next review

July 2025



Appendix A

The Wider Context of Assessment, Monitoring and Reporting Procedures:

CEM Midyis and YELLIS baseline data is collected through pupil testing at the start of the academic year in Years 7 and 10. This is collated internally and informs planning and tracking of the Year Group. Pupils across the school are also assessed at regular intervals by the School's SENCO in order that progress can be further monitored.

Subject staff are required to input assessment grades for attainment and effort 4 times in an academic year and this is shared with parents. It is the duty of Form Tutors to collate assessment information on their tutees for parents which enables them to have an overview of their pupils' performances across the curriculum. Progress is always discussed at Report Reading when pupils have opportunities to reflect on work and progress and to discuss any issues. However, it is also the case in a small school such as Kirkstone House that staff and Form Tutors will regularly discuss such matters with pupils daily on a more informal basis.

Learning Support Assistants who are responsible for working individually with a particular child produce a written report for the SENCO on progress, attainment and access every half term.

Parents therefore receive information about progress, attainment and effort approximately every 8 weeks in the form of an assessment card or formal report.

All Year Groups have 2 Parents' Evenings per year providing parents with opportunities to talk to all teaching staff and the SENCO. The School also has an Open Door Policy whereby parents are welcome to come into school at any time to discuss work, progress, courses; curriculum and many take advantage of this.

Setting & Differentiation and Provision for Pupils with Special Educational Needs.

Following assessments at the start of Year 7, pupils are streamed according to ability in English and Mathematics. This is usually in 2 or 3 classes but pupils with significant needs may be taught within a smaller group or on a one to one basis in line with recommendations in their EHCP. Further streaming may take place if numbers in the Year Group or the nature of the cohort demand this.

When a Year Group is taught together, staff differentiate appropriately and liaise closely with Learning Support Assistants and the SENCO in respect of responding effectively to individual needs. Pupils with more significant and complex needs are also able to access additional courses such as social skills groups; sensory education and on-going Life Skills. The PE curriculum is also well differentiated with emphasis being placed on access.

All setting is reviewed regularly at least every half term and it is not unusual for pupils to move quite frequently between groups. This is part of our approach to individually tailoring an education around the child.

The SENCO oversees the work of all LSAs and is responsible for their deployment and for their Continuing Professional Development. Several pupils have individual timetables and LSAs are responsible for ensuring that these are working effectively and that pupils are accessing courses.

In Key Stage 4 Option Groups are taught in mixed ability groups. However, English, Mathematics and Science are streamed according to ability.



In all mixed ability classes there is a wide range of ability and all pupils have preferred learning styles. To take account of these differences, all staff have a responsibility when planning work to meet the needs of all pupils. This will involve, at different times, adapting tasks; providing different resources; developing extension work; providing a variety of teaching methods and learning environments; setting individual goals; giving different levels of support and offering a variety of ways for pupils to demonstrate knowledge and understanding.

The role of the Special Educational Needs Department is to support the right which all pupils have to access the curriculum, regardless of ability. All pupils have an equal opportunity to participate in the full curriculum of the school and in all activities. Pupils who have Special Educational Needs are encouraged to become independent and they are encouraged to take on positions of responsibility. Details about pupils' special educational needs are provided by the SENCO together with recommendations in relation to teaching strategies. These are updated regularly and staff are kept informed of updates.

Pupils who have Special Educational Needs may receive one to one lessons from the Learning Support Department and/or in class learning support. However, our aim is to be as inclusive as possible and withdrawal is used rarely.

The work of the LSAs is monitored by the SENCO who holds weekly meetings. The SENCO is also responsible for the professional development of the LSAs.

Pupils who have Special Educational Needs are supported beyond the curriculum in a number of ways. Pupils may be invited to join a social skills group and there is a designated session of Life Skills which is in curriculum time.

For more detailed information about the SEN curriculum and wider provision for pupils with SEN and please refer to the SEN Policy.

Homework

See Homework Policy

Expectations of Staff

All staff are expected to promote and secure the curriculum aims. They are required to:

- have high expectations of all pupils;
- employ a variety of teaching and learning methods;
- ensure that pupils are supported in accessing the curriculum and given opportunities to succeed;
- deliver programmes of study that build upon pupils' previous experiences, providing progression and continuity;
- provide work which meets pupils' needs and aspirations, which offers depth and challenge and which motivates and inspires them;
- involve the learner in the process of learning by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements;
- develop pupils' skills and to encourage them to be independent learners;
- reward and value achievement and effort both formally and informally through praise in the learning environment;
- work in partnership with parents, other staff and other agencies to achieve shared goals;
- keep parents and carers regularly and fully informed about pupils' progress;
- provide extra- curricular provision in their subjects.



All departments maintain a Departmental Handbook which is updated on an annual basis.

For further information please refer to Teaching and Learning Policy.

The Learning Environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. However, we are also aware that many of our pupils have dyslexia or dyslexic traits and this is taken into account in terms of providing an appropriate learning environment which is not too 'information heavy.'

All departments are expected to have effective thought provoking displays in their areas and to contribute to displays in other areas of the school, for example the library and in corridors.

The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst it is left to individual departments, it is expected that classrooms are designed to meet the specific needs of pupils. This means that with small numbers, class rooms can be dynamic in their configuration being flexible according to need.

The library is available throughout the school day including at lunchtimes. This is supervised by teaching staff who are available to help and support pupils with their research and study. Pupils have access to computers and wider resources to support their learning. The library is also used during some study periods and for homework club.

Equality of Opportunity

All departments adhere to the school's Equal Opportunities Policy. Emphasis is placed on enabling all pupils the full access to the curriculum and wider aspects of school life. There is excellent liaison with external agencies as appropriate. (See separate Equal Opportunities Policy).

Examinations

It is expected that all pupils who embark on a course leading to a public examination are entered unless they fail to fulfil the examination board's requirements in relation to coursework, attendance or other criteria. Departments are expected to identify at an early stage pupils who are in danger of failing to meet the requirements so that they can be supported guided and encouraged. To this end a mentoring system exists for pupils in Years 10 and 11. The SENCO works with all staff to maintain a record of evidence for pupils who may be entitled to extra time/special considerations in examinations.

Special Provision is made for pupils with Special Educational Needs. This is outlined in the Examinations Policy.

Parents are required to pay for all public examinations.

Vocational Education

Vocational experience is met by a combination of curricular and extra-curricular experiences. This includes Life Skills in KS3; Work Skills in KS4; BTEC and Cambridge Technical courses in Key Stage 4; Careers Education; Work Experience and volunteering.



The school has many links with local businesses and pupils are encouraged to use these to gain wide experience of work.

Some pupils may continue to undertake work experience as part of their timetabled week.

ICT/Computer Science

The development of capability in the use of ICT is an essential requirement of pupils' education. ICT is delivered in discrete lessons in KS3 and through Options and through wider curriculum areas in KS4.

Education about the safe use of Internet and Social Media technologies is covered in ICT lessons in Key Stage 3 and through PSHE.

Religious Education

Kirkstone House is a non-denominational school although we have very effective links with the local parish church. Pupils follow a Religious Studies curriculum in KS3 which enables them to understand the religions of the world.

Morality and ethical questions are discussed in PSHE and raised in assemblies. Spirituality is also part of pupils' wider education. Pupils are encouraged to reflect on their own attitudes and values in Religious Education; PSHE and other lessons. In Lower School pupils follow a programme of SEAL related activities.

In some subjects, notably perhaps Art, Drama, Music and English, pupils explore their feelings and responses to wider issues and beliefs. Many lessons and extra-curricular experiences allow pupils to develop a sense of awe and wonder and to reflect upon inner feelings and to ask questions about meaning and purpose.

Moral development is very much part of the PSHE programme and this is also promoted in Form Time. It is also explored in a wide range of subjects. Moral development is encouraged through consistent application of the Code of Conduct and by positive reinforcement of good behaviour. The ethos and practices of the school promote good relationships throughout our community and there is tolerance and understanding of different needs. The importance of British values; democracy; the rule of Law; freedom of speech; individual liberty and mutual respect and tolerance of those with different faiths and beliefs is also covered in PSHE and in the wider curriculum.

Social development is promoted through specific activities such as the Social Skills Groups' and by providing a wealth of opportunities for pupils to take on positions of responsibility and to interact with each other and the wider community.

Cultural development is encouraged both within lessons and through a wide variety of extra-curricular activities such as residential visits abroad; trips to Art galleries and theatres.

Personal Learning & Thinking Skills

Whilst pupils develop knowledge, skills and values in discrete curriculum areas, we are keen to promote an awareness of how learning takes place across subject boundaries. We aim to make our pupils reflective learners and to support them in being able to take responsibility for their own learning. To this end we encourage them to track their own progress in essential skills of: managing self; managing their relationships with others and managing own learning,



performance and work. It is these skills that will enable young people to enter work and adult life as confident and capable individuals. The groups of skills that we aim to develop are:

Independent Enquiry; Creative Thinking; Reflective Learning; Team Working; Self Managing and Effective Participation. This is monitored by the Form Tutor within the wider context of Progress Review.

Monitoring, Review & Evaluation

The main responsibility for monitoring the curriculum and assessment lies with the Headteacher and Senior Staff and SENCO.

The curriculum and assessment are always reviewed within the school's development plan and new priorities are set for the next academic year. These are then reviewed on an on-going basis. Curriculum development and assessment are also discussed regularly at staff meetings. This involves sharing experiences and good practice; planning and reviewing and analysis of assessment data for each cohort.

Departments review their departmental development plan on an annual basis and curriculum development is also linked to the process of CPD. Teaching staff meet on an annual basis with either the Headteacher or SENCO in order to discuss the work of their department, pupils' progress, examination results and ideas for development.

The profile of pupils in each year is considered by the Headteacher, and SENCO in order that courses and programmes of study are appropriate to enable all pupils to achieve their potential and to be able to work to their strengths. This may then result in the introduction of new courses or providing flexibility within existing frameworks.

Curriculum Model 2022 -2023

A copy is available on request.



Appendix B

Kirkstone House School British Values Statement (See also Respect Policy)

British values are embedded in the curriculum at Kirkstone House School contributing to our spiritual, social, moral and cultural education. This approach supports the development of the whole child and ensures that our pupils leave school prepared for life in modern Britain. We recognise that such development is most successful when those values and attitudes are promoted by all staff who provide a model of behaviour for all pupils. By promoting these values, both pupils and staff feel empowered to challenge opinions or behaviours which are contrary to British values. This is part of the School's great emphasis on inclusion and individual worth.

Kirkstone House follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status or similar. We are dedicated to preparing pupils for their adult life beyond school and ensuring that we promote and reinforce British values with a culture that is both tolerant and respectful of difference.

British values have been identified as:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of different faiths and beliefs

Democracy

The principle of democracy is reinforced at Kirkstone House: democratic processes are respected and followed such as in the appointment of Form Captains and the School Pupils Leadership Team. Pupils in both Lower and Senior school also hold mini elections such as during the EU referendum and during general elections. The principle of democracy is explored in History, PSHE, RE and during Form Time and assemblies. The House System also provides pupils with opportunities to engage in a democratic process as pupils discuss and decide charitable fund raising and House events. Pupil Voice is encouraged through various committees such as Catering Committee.

The Rule of Law

We place great importance on ensuring that pupils are able to distinguish right from wrong. The importance of laws, whether they govern the individual, the class, the school or the country are reinforced at Kirkstone House.

Pupils are taught the rules and expectations of the school by their Form Tutors and these are reinforced by the wider staff.

Pupils are also helped to manage their behaviour and to take responsibility for their actions. Learning Support Assistants play a great role in this especially with pupils who have difficulties in managing emotions.

Staff are committed to providing a consistent and predictable environment within the school and rewards and sanctions are clear to all. We endeavour to help pupils to understand the



consequences of their behaviour and actions through the pupil Code of Conduct. This is also explored in PSHE, Life Skills and Social Skills groups. In PSHE pupils are taught the value of and rationale for the laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

The Community Police Officers have excellent relationships with the school and often contribute to PSHE lessons.

Staff follow an Assertive Behaviour Policy in order to ensure consistency in expectations and behaviour.

Individual Liberty

At Kirkstone House, all pupils are treated as individuals. This ethos is deeply embedded in all that the School does. Pupils are actively encouraged to make independent choices and the curriculum is designed to facilitate this. Pupils are also encouraged to understand that individual liberty brings levels of responsibility. The staff support individual pupils and enable pupils to make informed choices within a safe environment. Pupils are encouraged to know and exercise their rights and personal freedoms whilst respecting those of others, and are advised on how to exercise these safely, for example through e-safety and tutorial sessions.

We place great value of helping pupils to develop resilience and to cope with difficult choices and decisions. All pupils are well known as individuals and some pupils, particularly those who experience difficulties in social and personal situations are individually supported. Recommendations from ILPs and EHCPs are carefully followed. Our aim is to support all pupils in their development of positive self-esteem, self-confidence and self-awareness.

Mutual Respect

Respect is an integral part of the School's ethos: pupils are expected to respect others within and beyond the school community. As a totally inclusive school, pupils understand that everyone has different strengths and they actively enjoy and take pride in the achievements of others. Pupils learn how their behaviour impacts on others and how to ensure how that impact is positive and respectful.

Adults in school model respectful behaviour both in their interactions with pupils and each other. Discriminatory behaviour is challenged as a matter of routine. Classroom behaviour is such that pupils are encouraged to listen carefully when others are contributing and to discuss and debate ideas in a positive manner. PSHE rules and Form Rules are explicit in their expectations of mutual respect.

Tolerance of those of different faiths and beliefs

Cultural appreciation and understanding forms part of our curriculum. Pupils are taught about tolerance in many subjects including specifically: PSHE, English, History, Geography, the Arts and RE.

Different faiths are studied in RE and cultural awareness days encourage greater understanding of both religious beliefs and culture. We use curricular opportunities to encourage critical thinking and deeper understanding of difference and beliefs.

School assemblies are also a forum for enabling pupils to gain a greater appreciation of faiths and world events; friendship and tolerance.



Teaching & Learning Charter

Every member of our community is **known, valued, and supported** to achieve in all areas to become **successful, confident and responsible**, in the pursuit of **lifelong learning**.

KIRKSTONE HOUSE SCHOOL



"Where the individual counts"



Expectation

- Take pride in all that we do.
- Aspire to be the best we can.
- Have the courage to accept new challenges.
- Embrace opportunities to discover new possibilities.

Resilience

- Support each other to instil confidence and self-belief.
- Show commitment and determination with all learning opportunities.
- Strive for excellence in everything we do.
- Set personal goals that ensure we become the best we can be.



Belonging

- Be proud of our school and its community.
- Feel secure to learn in a trusting environment.
- Are respectful of each other and embrace our differences.
- Celebrate the achievements of all and encourage the inclusion of everyone.

Independence

- Ensure ownership of our own learning and teaching to maximise achievements.
- Foster a lifelong desire to learn and challenge which extends beyond the classroom.
- Display confidence to make mistakes and reflection to ensure progress.
- Are prepared to learn and consolidate for our own progress.



Communication

- Ensure that feedback is timely, clear, and constructive.
- Seek to improve performance of both teachers and pupils through regular dialogue.
- Work together as a community to effectively talk and listen.
- Embrace knowledge and experience which are valued and shared.