



Kingsdale Foundation School

Achievement and Behaviour Policy

2019-20

Next Review – July 2020

Contents

1. Purpose
2. Key Principles
3. Intended Outcomes and Success Criteria
4. The Policy in Practice
5. Expected Standards of Behaviour
6. Taking into Account Individual Student Needs
7. Recognising Student Achievement & Positive Behaviour
8. Unsatisfactory Student Behaviour and Interventions
 - 8a. Unsatisfactory Classroom Behaviour
 - 8b. Unsatisfactory Behaviour Outside of the Classroom
 - 8c. Student Punctuality
 - 8d. Serious Breaches of the School's Behaviour Expectations
 - 8e. Student Behaviour in and Around the Community
 - 8f. Monitoring of Unsatisfactory Student Behaviour and Responses to Persistent Breaches of the School's Behaviour Expectations
9. Screening, Searching and Confiscating
10. Sixth Form Achievement & Behaviour
11. Additional Documentation
12. Appendices

1. PURPOSE

- To enable students to receive a high quality of education and to learn in a safe and disciplined school environment
- To recognise and reward student achievement within and across the school
- To provide a framework of consistency for the recognition of student achievement and the management of student behaviour
- To ensure the effective collection and provision of information relating to student achievement & behaviour to appropriate stakeholders
- To support all staff in the implementation of an effective reward and behaviour management culture at Kingsdale

2. KEY PRINCIPLES

- We aim to encourage positive behaviour by extending and enriching the experiences of all our students within and beyond the classroom
- At Kingsdale Foundation School, staff and students are expected to interact successfully based on the principles of mutual respect, freedom, equality, natural justice and peace
- Students and staff work together to create a safe and flourishing school environment which supports positive relationships between adults, students and all in the community
- We recognise the importance of parental understanding of and support for Achievement and Behaviour Policy
- At the heart of achieving a learning environment which nurtures all members of the community, is the quality of human interaction, care and concern which must underpin all of our actions and words
- That the individual needs of students are taken in to account when applying this policy in line with the expectations of the law and natural justice

We therefore seek to create a school which is:

- Calm
- Compassionate
- Student and people-centred

We want all members of the school community i.e. students, parents/carers, teachers, support staff, premises staff and governors, to have a real sense of belonging and purpose, and we want our community to feel;

- Safe

- Valued
- Respected

And experience high levels of:

- Personal growth and development
- Enjoyment
- Achievement
- Celebration
- Excellence

Everyone in the school community has the right:

- To feel and be physically safe
- To be treated with respect and courtesy;
- To succeed
- To express themselves
- To make choices

3. INTENDED OUTCOMES AND SUCCESS CRITERIA

- The majority of relationships between members of the school, and between the school and the community are harmonious and supportive
- There are high levels of care and concern at all levels
- The school environment is safe, calm and ordered
- Student successes and achievements are consistently and routinely celebrated
- Staff interventions are sensitive, timely, appropriate, fair and consistent
- Parents play a central and successful role in behaviour and relationship management in the school
- Unacceptable behaviour at school and in the wider community will be minimal
- Staff feel empowered to deal effectively with a wide range of behaviour and relationship management issues
- There are low levels of physical conflicts
- Inclusion, not exclusion is the norm

4. THE POLICY IN PRACTICE

We seek to create an inclusive, caring, disciplined and positive learning environment in the school by:

- Rewarding achievement and promoting a culture of praise & encouragement
- Promoting positive discipline (being positive, giving clear instructions & having clear expectations, systems, rules & consequences that are implemented by all staff in a consistent fashion)
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Expecting students to take responsibility for their own achievement & behaviour, by confirming to the student Code of Conduct, 4 Ls etc., having being made fully aware of school policy and expectations in this regard
- Ensuring equality and fair treatment for all & challenging any form of discrimination
- Avoiding blanket or whole-class sanctions for any issues relating to poor behaviour
- Promoting effective monitoring and early intervention
- Remaining calm and avoiding unnecessary shouting or confrontation
- Providing a safe environment free from disruption, violence, bullying and any form of harassment (See Anti-Bullying Policy for further specific information)
- Encouraging parents & carers to work in partnership with the school to assist it in maintaining high standards of behaviour both inside school and in the wider community

5. EXPECTED STANDARDS OF BEHAVIOUR

- Expected standards of student behaviour are outlined in the **Code of Conduct**, signed by students on enrolment as part of the Learning Agreement with the school. The student Code of Conduct is displayed around the school for ease of reference
- In recognition of the fact that as well as students, staff members also have responsibilities in their relationships with each other, a **Staff Code of Professional Conduct** is also in place at Kingsdale Foundation School
- The student **Code of Conduct** makes clear the general principles of good behaviour which will ensure a happy and successful working and social environment for all students. In addition, there are a number of specific expectations in place for students as follows:

The 4 Ls

*No **lateness***

*No **loudness***

*No **litter***

*No **bad or hurtful language***

Walkway Rules

No running on the walkways

Walk quickly & quietly between lessons

Keep to the left

Carry an Exit Slip if you are required to leave a classroom during lesson time

Remember the No Touching Policy

Class Expectations (TALKS)

Treat everyone with respect

Arrive on time with the correct equipment/resources

Listen to and follow all directions

Keep arms, feet and objects to yourself

Stay in your seat and work hard

Students are reminded of the 4 Ls and Walkway Rules each day on the school tannoy, as well as via the student planner and on posters displayed throughout the school. **TALKS** expectations are displayed in classrooms and are also published in the student planner

6. TAKING INTO ACCOUNT INDIVIDUAL STUDENT NEEDS

It is recognised that students with particular needs may require staff to take these needs in to account when implementing the school's Achievement & Behaviour Policy. This is in line with the school's legal obligations and the application of natural justice. Students to whom this may apply may include:

Minority ethnic & faith groups, travellers, asylum-seekers and refugees

Students who need support to learn English as an additional language (EAL)

Students with Special Educational Needs (SEND)

Looked After Children (LACE)

Young carers

Children from families experiencing difficult or challenging circumstances

Students at risk of disaffection, serious sanction or exclusion

7. RECOGNISING STUDENT ACHIEVEMENT & POSITIVE BEHAVIOUR

- It is expected that all staff will support the effective implementation of this policy by actively recognising and reinforcing excellent student behaviour and achievement. Excellent behaviour in line with school expectations should always be actively identified by staff and recorded as appropriate. **Staff are expected to consistently implement school policy in this regard**
- The ways in which we will recognise and celebrate excellent achievement and behaviour include:

Verbal praise

Issuing of Achievement Points

Weekly commendations in tutor groups & year assemblies, i.e. Stars of the Week

Displays of student work

Comments in student planners, exercise books

Letters, post cards, certificates, emails and phone calls to parents & carers from staff

Use of Effort & Organisation grades on half termly Short Reports

End of term certificates issued in celebration assemblies

Announcements on the school tannoy system during morning notices

Awards at the school's Annual Prize Giving

Mention in the weekly Parental News Bulletin or termly Newsletter

Reward trips for groups, year groups and whole school

Achievement Point School Leaderboard

- Student Achievement Points can be awarded by any member of staff and are recorded on the SIMS Achievement and Behaviour system. Points are usually awarded for the following categories of positive behaviour or achievement:

Excellent class behaviour

Excellent effort in class

Excellent attitude to learning in class

Excellent effort and attitude to learning

Excellent contribution to group or paired work in class

Excellent effort on a homework task

Excellent attitude to learning on a homework task

Excellent effort and attitude to learning on a homework task

Excellent effort and attitude to learning on a project task

Excellent personal organisation and preparedness for learning

Excellent adherence to school rules

Representing the school with distinction on a school trip

Excellent standard of uniform

Assisting another student in a time of need

Being helpful

Outstanding commitment to the school (community service)

Achievement in a class task

Achievement in a homework task

Achievement of a set goal

Excellent progress demonstrated in examination/test performance

Excellent presentation of work

Completion of additional voluntary research/subject work

Evidence of voluntary wider reading

Positive contribution to class discussion

Achievement or positive contribution to an extra-curricular activity

Representing the school (Sport)

Representing the school (Academic)

Representing the school (Performance)

Representing the school (Open Days/School Promotion)

Representing the school (Community)

Representing the school (Other)

Performance of prefect duties to a high standard

Instrumental/Band achievement

Outstanding commitment to House Activities

Charity fundraising or community work

Any other positive achievement

- Achievement Points are monitored by tutors and Heads of Learning and are recognised at stages throughout the academic year as described in the table below
- Parents are usually informed of the awarding of Achievement Points by an automated summary email sent to weekly via the SIMS Achievement and Behaviour system. It is however expected that staff will celebrate student achievement via phone calls home, postcards etc.
- **Staff are required to consistently record a short description of any award on the SIMS Achievement and Behaviour system to assist pastoral colleagues and parents to understand the reason for any award**
- In addition to the actions below, Achievement Points are recognised by tutors each week in the final registration period of the week through the award of the weekly tutor **Star of Week Certificate** for the top 5 students with the most Achievement Points awarded in that week (not total achievement points in the academic year). This is also an opportunity for the tutor to recognise any special or particular achievements of their tutees across the week, e.g. community service. Good practise would see Tutors maintaining a dedicated Stars of Week celebration board in the timetabled tutor base room where achievements can be celebrated
- Achievement Points are also recognised in the weekly Year Assembly where the top 10 students with the most Achievement Points awarded in the year group in that week (not total achievement

points) are awarded the **Stars of Week Certificates** alongside the students whose total Achievement Points merit award of a staged certificate (see table below). This is also an opportunity to identify other students whose individual actions that week merit specific celebration and reward, i.e. school performances, community service etc.

- A whole school **Leaderboard** of total Achievement Points by Year Group and Tutor Group is maintained in the Atrium and is updated weekly. At the end of each half term, the tutor group in each year group with the most total Achievement Points will be awarded the **Year Team Trophy** in their Year Assembly to recognise their achievement. In addition, reward trips/activities are usually organised at the end of each term by Heads of Learning for the tutor groups with the most Achievement Points accrued
- At the end of each Academic Year, the tutor group with the most Achievement Points awarded across the academic year will receive the trophy and be declared the **Year Team Champions**
- As well as recognising excellent behaviour and achievement within school and the local community, Kingsdale is proud of the achievements of all of students outside of school, e.g. in sporting achievements, musical productions etc. These are usually celebrated in weekly year assemblies and the weekly Parental News Bulletin and parents & carers are encouraged to contact their child's tutor or Head of Year to inform them of such achievements

Table of Actions by Heads of Learning to Recognise Total Achievement Points Across the Academic Year

Total Number of Achievement Points Awarded	Recognition Action Taken by Pastoral Managers
At 25 total points awarded	Emailed letter on behalf of Head of School congratulating the student on achieving 25 total Achievement Points. 25 Achievement Point certificate issued in Year Assembly.
At 50 total points awarded	Emailed letter on behalf of Head of School congratulating the student on achieving 50 total Achievement Points. 50 Achievement Point certificate issued in Year Assembly.
At 75 total points awarded	Emailed letter on behalf of Head of School congratulating the student on achieving 75 total Achievement Points. 75 Achievement Point certificate issued in Year Assembly.
At 100 total points awarded	Emailed letter on behalf of Head of School congratulating the student on achieving 100 total Achievement Points. 100 Achievement Point certificate issued in Year Assembly & £5 gift voucher.
At 125 total points awarded	Emailed letter on behalf of Head of School congratulating the student on achieving 125 total Achievement Points. 125 Achievement Point certificate issued in Year Assembly.
At 150 total points awarded	Emailed letter on behalf of Head of School congratulating the student on achieving 150 total Achievement Points. 150 Achievement Point certificate issued in Year Assembly.

At 200 total points awarded	Emailed letter on behalf of Head of School congratulating the student on achieving 200 total Achievement Points. 200 Achievement Point certificate issued in Year Assembly & £5 gift voucher.
At 250 total points awarded	Emailed letter on behalf of Head of School congratulating the student on achieving 250 total Achievement Points. 250 Achievement Point certificate issued in Year Assembly.
At 300 total points awarded	Emailed letter on behalf of Head of School congratulating the student on achieving 300 total Achievement Points. 300 Achievement Point certificate issued in Year Assembly & £10 gift voucher.
At 350 total points awarded	Emailed letter on behalf of Head of School congratulating the student on achieving 350 total Achievement Points. 350 Achievement Point certificate issued in Year Assembly.
At 400 total points awarded	Emailed letter on behalf of Head of School congratulating the student on achieving 400 total Achievement Points. 400 Achievement Point certificate issued in Year Assembly & £15 gift voucher.

- Student achievement and positive behaviour is also recognised at the end of each half term in published Short Academic Reports which include the following categories for the student in each subject:

***Effort** – This grade reflects the effort made by the student in the subject, including in their behaviour and is graded A, B, C, D or E, with A being the highest award and E being the lowest award*

***Organisation** – This grade reflects the preparedness for learning in the subject by the student and includes such things as punctuality to class, arriving to class with the correct resources and submission of homework on time. Organisation is graded as Excellent, Good, Satisfactory or Poor, with Excellent being the highest award and Poor the lowest award*

8. UNSATISFACTORY STUDENT BEHAVIOUR AND INTERVENTIONS

- Students are expected to manage their behaviour in school and on the way to and from school. Students who do not meet our expectations in this regards will be challenged and sanctioned as appropriate where they breach the Code of Conduct and/or expectations pertaining to the 4 Ls, Walkway Rules etc.
- Staff are expected to consistently implement school policy in this regard subject to the provisions of Section 6 above and to consistently notice, praise and reinforce positive student behaviours
- There will be an increased level of sanction for students who fail to take responsibility for managing their behaviour or who seek to escalate a situation with worsening, uncooperative or more extreme behaviour
- Likewise in cases where school procedures or policy have not been followed correctly by staff, there

may be an exercise of discretion in relation to a particular outcome or sanction applied following a potential breach of school behaviour policy

- Parents & carers have a key role to play in promoting a positive attitude to school and together with the school, in celebrating achievement at all levels. This partnership is embodied in the Home/School Agreement, incorporating the student Code of Conduct, which is signed by the school representative, parents and student at enrolment and is routinely reissued at the start of each academic year
- Students who may present difficulties in adhering to school behaviour expectations, including the Code of Conduct, are supported in various ways which may include but are not restricted to:

Restorative justice meetings with staff and/or students as appropriate

Detentions with class teachers, tutors, key pastoral staff

Behaviour monitoring reports to staff, e.g. tutor, teacher, Head of Learning etc.

Specific target setting relating to behaviour outcomes

Staff/parental meetings

Referral to school mentors

Counselling

Peer mentoring

Referral to the Curriculum Access Support Team (CAST) meeting

Referral to the Conflict Resolution Centre (CRC)

Referral to the Learning Support Unit (LSU)

Referral to SEN department for assessment/intervention

Anger management intervention

Referral to Educational Psychologist

Referral to the Kingsdale Annexe (split site provision)

Speech and Language Therapy

Social Communication referral and interventions

Off-site provision, e.g. SILS etc.

Referral to school Police Liaison Officer for early intervention

Referral to CAMHS

Sex & relationships education (SRE)

Referral to LA Early Help service for intervention

Referral to Educational Welfare service

- Unsatisfactory behaviour which occurs within the classroom remains the responsibility of the subject teacher, in conjunction with departmental and faculty managers. The tutor and the year team pastoral managers are however responsible for the overview of student behaviour across

subjects & the school and will intervene as outlined in Section 8ec below in response to behaviour points accrued by students in their year group

- Unsatisfactory behaviour which occurs outside of the classroom usually remains the responsibility of the tutor and the pastoral managers, i.e. the Heads of Learning supported by the Heads of School/Deputy Heads of School. This includes behaviour at lesson changeover, behaviour before school, at lunchtime, after school and to & from the school site
- It essential that staff understand the importance of recording instances of unsatisfactory behaviour on the school's SIMS Achievement and Behaviour system in a timely and efficient manner, as well as in the required level of detail. This will enable colleagues responsible to track and identify patterns in student behaviour and ensure that appropriate and effective intervention is enacted swiftly
- Student detentions are an available sanction which may be issued as part of the structure of responses to unsatisfactory student behaviour as outlined below. Staff are reminded that detentions are key opportunities for a restorative discussion to be held with the student to identify the reason for any unacceptable behaviour and to prevent any future repetition. Detentions may also be used to enable students to catch up on any missed work or complete any incomplete work from the lesson. Detentions should not be situations where students are not engaged in purposeful activity
- School policy enables students to serve a 20 minute detention on the same day without additional parental notice. Any detention longer than 20 minutes would normally require parental notification which should be by phone/email as soon as possible
- Parents are reminded that school policy allows the issuing of a range of sanctions in response to unsatisfactory student behaviour. While the school will always endeavour to listen to any concerns a parent may have about the application of a sanction, including detentions, the school must be allowed to apply its policy consistently in order to ensure an orderly and appropriate environment for learning. This principle is at the heart of the Home/School Agreement signed by the school representative, parents and students at enrolment. Published and established procedures exist for parents to raise concerns with any aspect of school provision.
- Staff are reminded that the school operates on the basis of natural justice and that in all cases, students involved in unsatisfactory incidences of behaviour must be allowed to present their view of any issue. This would normally be completed through use of the student Incident Report proforma which should be completed as soon as possible after an incident and signed & dated by the student. Copies of complete Incident Reports must be collated and filed in the student main file

8a. UNSATISFACTORY CLASSROOM BEHAVIOUR

- The following section outlines the steps which staff would normally follow when challenging unsatisfactory student behaviour in the classroom. It is important that staff understand this system to ensure that there is a consistent approach across the school. However, there may be occasions where staff will understandably wish to progress through the staged response more rapidly. This includes situations where a student challenges the authority of a member of staff or behaves in a way which unduly escalates the situation when initially challenged
- Staff are required to plan for Behaviour for Learning in the classroom, alongside their curriculum planning, to ensure that they have clear planned approaches in the event of any unsatisfactory behaviour. This would also normally include a seating plan and a clear sharing of the rules of the class with the students at regular stages. The school provides an online seating plan system for staff via www.go4schools.com
- Where a student breaches the Code of Conduct or classroom behaviour expectations, the teacher should speak to the student to advise them of the issue with their behaviour in an attempt to direct the student to change their behaviour. Should it be necessary to speak to the student again, either for the same breach or a new breach, then the teacher will issue the student with a verbal **1st Warning** and may also write the student's name on the board. This action is again designed to encourage the student to modify any unsatisfactory behaviours. At this stage there is no formal sanction required and in the vast majority of cases, students will modify their behaviour requiring no further warning or intervention on the part of the teacher. The teacher may wish to move the student's place within the classroom at this stage if it is felt this would be beneficial for the student in modifying their behaviour
- In situations where a student continues to behave in an unsatisfactory manner, either by continuing to breach an expectation they have previously received a 1st Warning for or by breaching a new expectation having already received a 1st Warning, then the teacher will proceed to issue the student with a **2nd Warning**. A 2nd Warning would usually require the teacher to move the student within the classroom as appropriate. The teacher writes down the student's name and issues them with an after-school/lunchtime 20 minute detention if appropriate, to be held with them and served on that day. The student should be told the location and time of the detention to be served. The issuing of the 2nd Warning by the teacher must be recorded on SIMS Achievement and Behaviour system as soon as possible along with the sanction and the outcome of the sanction, i.e. served or not
- 2nd Warnings should also be issued by class teachers for cases of incomplete or missing homework, failure to make an appropriate effort in class, producing work below the standard the student is capable of, student failure to bring their exercise books, incorrect uniform (where the student

does not have a note signed by their Head of Learning), moderate breaches of the school mobile phone policy, or unexplained lateness to the lesson. Please note that unexplained lateness is defined as students who are not present at the start of the lesson when the final pips (the long pips) have sounded and do not have a written note from a teacher explaining their lateness. This is particularly important where a student arrives late to a Period 1 lesson at the start of the school day. Lateness to Period 1 is defined as after 08.40am which is the official start of the school day for students

- Any student who does not attend a 2nd Warning teacher detention will be automatically issued with a 3rd Warning Head of Department detention lasting 30 minutes, to be served with the Head of Department. In this instance the detention should be served as soon as possible subsequent to the 3rd Warning being issued and the student's parents should be informed by email/phone as soon as possible. The issuing of the 3rd Warning and the detention must be recorded on the SIMS Achievement and Behaviour system as soon as possible
- Following the issuing of the 2nd Warning in class by the teacher, should the behaviour of the student continue to be unsatisfactory, then the teacher should issue a 3rd Warning. In this instance the student would be referred to the Faculty Shadow Timetable and the supervision of another member of the faculty where the student would remain for the remainder of the lesson. 3rd Warnings result in the issuing of a Head of Department detention lasting 30 minutes, to be served with the Head of Department. In this instance the detention should be served as soon as possible subsequent to the 3rd Warning being issued and the student's parents should be informed by email/phone as soon as possible. The issuing of the 3rd Warning and the detention must also be recorded on SIMS Achievement and Behaviour system as soon as possible
- Please note that in certain circumstances, e.g. where a student takes the school transportation service home, it may be acceptable for a student to serve a 2nd or 3rd Warning detention at lunchtime instead of after school, dependent on the approval of the member of staff responsible. Where this is agreed, the supervising member of staff must ensure that arrangements are made for the student to have access to lunch once their detention has been served
- Should a student fail to attend a 3rd Warning detention, then the Director would normally refer the student to the CRC for a ½ - 1 day period and a Whole School Detention. The relevant referral forms must be completed and filed in the student's main file. Parents should be informed of this and the outcome recorded on SIMS Achievement and Behaviour system. The Director referring the student to Whole School Detention remains responsible for ensuring that the issued Whole School Detention is served by the student. Failure to attend a Whole School Detention would normally result in a Saturday Detention being issued to the student and/or a referral to the CRC for a period of isolation ranging from 1-3 days depending on whether non-attendance has occurred

before

- Heads of Department and Faculty Managers are required to monitor the overall standards of behaviour in their curriculum areas and to ensure that appropriate preventative action alongside any intervention is expedited. Should a student continue to be referred to 3rd warning detentions, then the Head of Departments would be expected to place the student on Subject Report for a fixed period or and monitor their exercise book/homework records. In all such cases, parents must be informed to allow them to support the school in following up on any unsatisfactory behaviours

8b. UNSATISFACTORY BEHAVIOUR OUTSIDE OF THE CLASSROOM

- Students are expected to manage their own behaviour at all times in line with our clearly set out expectations. This includes in all areas of the school. Students who do fulfil this expectation will be issued with a **Yellow Card**. Yellow cards can be issued by any members of staff. Common breaches of the school's Code of Conduct that would require the issuing of a Yellow Card would include but are not limited to:

Incorrect uniform (where the student does not have a note signed by their Head of Learning).

Please note that unauthorised items of the uniform should be confiscated and returned to the student at the end of the day and only where the student completes a Return of Confiscated Item Form. This completed form should be placed on the student's file in the Main Office

Being out of class during lesson time without an exit slip

Any breach of the 4 Ls

Littering

Any breach of the Walkway rules

Minor playfighting

Minor or moderate swearing

Bullying (see section 8c below for responses to serious or sustained bullying)

Being seen in possession of a mobile phone in school and moderate breaches of the school's mobile phone policy (Please note that mobile phones should be confiscated and passed to the Head of Learning for collection by the parent. The parent must be informed as soon as possible by the confiscating teacher that the item has been confiscated)

- Where a Yellow Card is issued, the staff member should record the student's name and record the behaviour breach on the SIMS Achievement and Behaviour system as soon as possible
- A student who is issued with a Yellow Card is referred to their Head of Learning who would usually direct this to the tutor in the first instance. Sanctions available to the tutor/Head of Learning

include a 20 minute detention on the same day and/or the placing of the student on report. This may be a Tutor Report or a Head of Learning Report. Students who are issued with three or more Yellow Cards in one week would usually be issued with a 1 hour Head of Learning detention.

Parents should be informed of this sanction and the reasons for it and action agreed to minimise any potential repetition. A student who repeatedly generates Yellow Cards and subsequent Head of Learning detentions would normally be identified for intervention by the procedures laid out in Section 8f below

- Any student who is issued with a Yellow Card and who refuses to provide their name to the staff member will be considered to have committed a serious breach (Red Card) of the school's Behaviour Policy and should be referred according to the procedure outlined below
- Any student who does not attend a Yellow Card detention with their tutor/Head of Learning will be automatically referred to their Head of Learning/Head of School for a 1 hour detention, to be served as soon as possible with the Head of Learning/Head of School. The student's parents should be informed by email/phone as soon as possible. The issuing of the Head of Learning/School detention must be recorded on SIMS Achievement and Behaviour system as soon as possible
- Please note that in certain circumstances, e.g. where a student takes the school transportation service home, it may be acceptable for a student to serve a Head of Learning or Head of School detention at lunchtime instead of after school, dependent on the approval of the member of staff responsible. Where this is agreed, the supervising member of staff must ensure that arrangements are made for the student to have access to lunch once their detention has been served
- Should a student fail to attend a Head of School detention, then the Head of School would normally refer the student to the CRC for a ½ - 1 day period and a Whole School Detention. The relevant referral forms must be completed and filed in the student's main file. Parents should be informed of this and the outcome recorded on Go4Schools. The Head of School referring the student to Whole School Detention remains responsible for ensuring that the issued Whole School Detention is served by the student. Failure to attend a Whole School Detention would normally result in a Saturday Detention being issued to the student and/or a referral to the CRC for a period of isolation ranging from 1-3 days depending on whether non-attendance has occurred before

8c. STUDENT PUNCTUALITY

- Kingsdale Foundation School expects students to be punctual to school and to lessons.
- Students are deemed to be late to school if they arrive after the final lesson pips at 08.40am. Students who are late to school are required to sign in at the late desk/s and will be recorded as

late on the school system. This will be reflected in their official attendance record

- Students who are late to school during Period 1 twice or more in a week will be issued with a 1 hour Head of Learning detention and their parents contacted
- Students who fail to attend a Head of Learning late detention will be referred to the Head of School for follow up
- Students who are late more than 4 times in a two week period would usually be placed on Head of Learning late report for a 1-2 week cycle and their parents contacted. Persistent non conformance with school punctuality expectations may result in escalation by the Head of Learning to the Head of School as a Red Card serious breach
- Please refer to page 13 of this for procedures where a student is late to a subject/tutor lesson

8d. SERIOUS BREACHES OF THE SCHOOL'S BEHAVIOUR EXPECTATIONS

- In certain situations, student behaviour may be deemed to be a serious breach of the school's Behaviour Expectations and will be issued with a **Red Card**
- Where a serious breach resulting in the issuing of a Red Card occurs within a lesson, this remains the responsibility of the Faculty Director. Depending on the nature of the breach, the Faculty Director may wish to liaise with the relevant Head of School or Deputy Headteacher regarding next steps
- When a serious breach occurs outside of a lesson, this remains the responsibility of the relevant Head of Learning/Head of School. Depending on the nature of the breach, the Head of School/ Director may wish to liaise with the relevant Deputy Headteacher regarding next steps
- Potential behaviours which would result in the issuing of a Red Card include but are not limited to:
 - Repeated or severe non-compliance, which may include a refusal or failure to adhere to school issued sanctions
 - Persistent repetition of Yellow Card breaches with no evidence of improvement
 - Abusive behaviour, including threatening, insulting, sustained swearing or rude behaviour towards members of staff or students, or racist/homophobic abuse or behaviour towards any individual
 - Inappropriate physical behaviours, include fighting or potentially sexualised behaviours (please note that the latter cases would also normally be referred to the school's Safeguarding Team in line with the Safeguarding Policy)
 - Serious or sustained bullying (please see Anti-Bullying Policy for further details and potential alternative responses)
 - A serious breach of the school's Acceptable Use ICT policy, which may also include the inappropriate use of social media in relation to a school related issue, e.g. cyberbullying or

posting inappropriately on a social media platform

Wilful damage to school property/vandalism

Theft

Fighting

Bringing the name of the school in to disrepute

A breach of the school's Drugs Policy

A breach of the school's Offensive Weapons Policy

A breach of the school's Intruder Policy

A breach of internal/external examination regulations

- Where a Red Card is issued for a serious breach of the School's Behaviour Expectations, this would normally result in a period of isolation for the student, while the matter is investigated
- Depending on where such a breach has occurred, this isolation may be with the Faculty Director, Head of School/Learning or take place in the CRC. Periods of student isolation during an investigation would usually range from 1-5 days depending on the nature of the investigation
- Potential serious breaches must be investigated carefully and thoroughly with written statements taken as appropriate, but not where this may conflict with any potential investigation by an external agency, e.g. Police. Advice should be sought from the relevant manager, including a Deputy Headteacher as appropriate
- Each Red Card and serious breach of the School's Behaviour Expectations will be dealt with on a case by case basis. However potential sanctions for such breaches may include but not be limited to the following:

Issuing of a Whole School Detention by the Director/Head of School, followed by a Saturday Detention if not attended

Referral to the Conflict Resolution Centre (CRC) for a period of isolation (Isolation periods would usually range from 1 to 5 days depending on the severity of the breach)

Referral to external agencies, e.g. Police Liaison Officer, Local Authority Early Help, Local Authority Safeguarding Team

Referral to the School's Curriculum Access Support Team for consideration and potential intervention

Referral to the School Annexe (split site provision)

Referral to offsite provision, e.g. SILS6

Referral to the Learning Support Centre (LSC)

Recommendation for a fixed term/permanent exclusion (Please refer to the document – Behaviour Policy Appendix, Exclusion of Pupils – for further

information)

Application of the School's Group Association Policy

- In all cases of a serious breach and the issuing of a Red Card, it is a school expectation that parents would be contacted as soon as possible and usually invited to the school for an urgent meeting to discuss the case
- All serious breaches and follow up action must be fully recorded on the SIMS Achievement & Behaviour system as soon as possible. Copies of all documents, as appropriate, should be placed in the student's main file

8e. STUDENT BEHAVIOUR IN AND AROUND THE COMMUNITY

- In line with the relevant legislation, Kingsdale Foundation School expects all of its students to behave to our usual high standards when travelling to and from school, or when in school uniform off-site, or when taking part in an off-site school related activity or when not on school site but clearly identifiable as a member of the Kingsdale community
- As such, it is school policy that any unsatisfactory behaviour which takes place whilst a student is outside of school which potentially brings the name of the school in to disrepute, will be dealt with in line with this policy as if it occurred within the school grounds
- Depending on the nature of the behaviour, such incidents would normally be dealt with as a Yellow or Red Card breach with the appropriate responses available as outlined by this policy
- The school reserves the right to request that parents of students who may repeatedly present unsatisfactory behaviours on the way to and from school, make arrangements for their child to be dropped off/collected by them each day for a specified period

8f. MONITORING OF UNSATISFACTORY BEHAVIOUR AND RESPONSES TO PERSISTANT BREACHES OF THE SCHOOL'S BEHAVIOUR EXPECTATIONS

- It is essential that effective monitoring of student behaviour takes place to ensure that patterns of unsatisfactory behaviour are identified and appropriate intervention enacted
- In most cases, the tutor will be best placed to monitor such behaviours within the tutor group, with pastoral managers then able to monitor behaviours across the year group
- It is noted that Heads of Department and Faculty Directors remain responsible for the monitoring of behaviour within their curriculum areas and for the implementation of any local interventions, e.g. subject reports, contact home, etc., as appropriate, in liaison with pastoral managers as required
- The following table provides indicative responses in relation to the accrual of Behaviour Points. It is noted that this table should be used as a guide and that on occasion, the occurrence of

repeated Yellow Cards or a Red Card serious breach may result in stages being jumped as Behaviour Points accrued increase exponentially.

Total Number of Behaviour Points Accrued	Action Taken to be taken by Tutors & Pastoral Managers
On reaching 7 behaviour points	Tutor contacts parents to advise of points accrued. Meeting with tutor and student to discuss reasons for behaviours and to set short term targets. Option of issuing Tutor Report for 1-2 week monitoring cycle.
On reaching 15 behaviour points	Tutor contacts parents to advise 15 point threshold has been reached. Potential strategies for monitoring and improvement discussed with parents and agreed. Student issued Tutor Report for 1-2 week monitoring cycle. Head of Learning informed for information.
On reaching 25 points	Referral to Head of Learning. Contact made with parents by Head of Learning. Potential strategies for monitoring and improvement discussed with parents and agreed. Student issued Head of Learning Report for 1-2 week monitoring cycle. Option of behaviour contract. Consideration of referral to Curriculum Access Support Team for early intervention as required, e.g. Learning Support Centre, SEN review etc.
On reaching 42 points	Referral to Head of Learning. Contact again made with parents by Head of Learning. Potential strategies for monitoring and improvement discussed with parents and agreed. Student issued Head of Learning Report for repeated 1-2 week monitoring cycle. Consideration of referral to Curriculum Access Support Team for intervention as required, e.g. Learning Support Centre, SEN review etc. Head of School notified for information.
On reaching 55 points	Referral to Head of School. Potential strategies for monitoring and improvement discussed with parents and agreed. Student issued Head of School Report for repeated 1-2 week monitoring cycle. Consideration of referral to Curriculum Access Support Team for intervention as required, e.g. Learning Support Centre, SEN review etc.
On reaching 70 or more behaviour points	Head of School to notify parents. Referral to Curriculum Access Support Team for consideration/intervention which could include referral to Learning Support Centre, Annexe etc. Head of School continues to monitor any accrual of Behaviour Points and escalates school response as required.

9. SCREENING, SEARCHING AND CONFISCATING

In response to Government advice on screening, searching and confiscation, Kingsdale Foundation School has detailed procedures outlining when, where and how a student may be searched for a suspected prohibited item. Please refer to the Appendix of this document for further information.

10. SIXTH FORM ACHIEVEMENT AND BEHAVIOUR

- Sixth Form students are members of the school community and as such are expected to achieve and

behave in line with school expectations. Sixth Form students will be subject to the procedures outlined in this policy in line with the Sixth Form Code of Conduct agreed at enrolment and which forms part of the Sixth Form Learning Agreement

- Sixth Form achievements will be monitored and identified by Sixth Form tutors/Heads of Learning in line with the indicative actions outlined in the policy above
- Sixth Form students will be issued with 2nd Warnings or 3rd Warnings by subject teachers for incidences of poor behaviour, as well failure to complete homework, poor punctuality or working consistently below target where this is a result of poor or inconsistent effort or failure to access support provided
- Sixth Form students may be issued with Yellow Cards by colleagues for breaches of school behaviour expectations outside of lessons, including lateness
- Sixth Form achievement and behaviour, including punctuality will be monitored by the Sixth Form Heads of Learning and parents contacted and interventions agreed in line with the indicative table in Section 8. Potential interventions may include the issuing of a behaviour contract, placing the student on report and referral to tutor, Head of Learning Head of School or Whole School detention. Sixth Form students may also be issued with a Red Card for serious breaches of the school's behaviour expectations

10. ADDITIONAL DOCUMENTATION

- This policy should read in conjunction with the document 'Appendix to School Behaviour Policy – Exclusion of Pupils Policy and Appendix – Screening, Searching and Confiscating Policy



Kingsdale Foundation School

School Achievement & Behaviour Policy Flow Chart

Summary Procedure for Classroom Incidents

Informal Stage

Teacher speaks to the student to advise them of the issue in attempt to direct the student to change their unacceptable behaviour.



1st Warning Stage

Should it be necessary to speak to the student again either for the same issue or a new issue, the teacher issues a verbal 1st Warning. Option of writing name on the board and/or of moving the student. No formal recording required.



2nd Warning Stage

Where a 1st Warning does not result in a change of behaviour or where a student with a 1st Warning demonstrates other unacceptable behaviour/s, 2nd Warning is issued. The teacher writes down the student's name and issues a 20 minute lunchtime/after school detention to be served on the same day. Behaviour breach & detention recorded on SIMS by the teacher & whether detention served. The teacher may also move the student in the classroom to a different location.

2nd Warnings are also issued for incomplete/missing homework, failure to make an appropriate effort in class, producing work below the standard the student is capable of, failure to bring the correct equipment to class, moderate breaches of school mobile phone policy, incorrect uniform or unexplained lateness to class.



3rd Warning Stage

Where a 2nd Warning does not result in a change of behaviour or where a student with a 2nd Warning escalates their unacceptable behaviour/s, a 3rd Warning is issued. Student is referred to Faculty Shadow Timetable for remainder of the lesson. 30 minute detention with Head of Department issued. Incident, detention and outcome recorded on SIMS and parent contacted.

3rd Warnings are also issued for more serious breaches of the school's Behaviour Policy, e.g. use of a phone in class or refusal to cooperate.



Red Card (Severe Breach)

Issued following a 3rd Warning for escalation of student behaviour, repeated or severe non-compliance, abusive or threatening behaviour or other serious breaches of school expectations as outlined in the Achievement & Behaviour Policy.

Red Cards issued in class room situations are referred immediately to the Faculty Director if not already involved. Red Cards may result in a range of sanctions including Whole School Detention, a period of isolation & further internal & external referrals.



Kingsdale Foundation School

School Achievement & Behaviour Policy Flow Chart

Summary Procedure for Incidents outside the Classroom

Positive Reinforcement

Staff are required to recognise students who are behaving in line with expectations and to positively reinforce expectations as they move around the school or carry out their directed time duties



Yellow Card

Yellow Cards are issued to students for moderate breaches of school behaviour expectations outside of the classroom. Any member of staff may issue a student with a Yellow Card.

These may include:

Incorrect uniform, being out of class without an exit slip, a breach of the 4 Ls including minor or moderate swearing, littering, breach of walkway rules, minor play fighting, moderate breaches of the school's mobile phone policy.

The student's name is recorded by the staff member and logged on SIMS as soon as possible. Matter referred to student's Head of Learning for follow up by tutor and/or Head of Learning as required in line with policy.

Escalated to Red Card below where student does not provide their name to a member of staff or



Red Card (Severe Breach)

Issued following a Yellow Card Warning for escalation of student behaviour following issuing of a Yellow Card, e.g. refusal to cooperate, repeated or severe non-compliance, abusive or threatening language or behaviour, moderate or serious play fighting, fighting or other serious breaches of school expectations as outlined in the Achievement & Behaviour Policy.

Red Cards issued outside the class room situations are usually referred to the Head of School, most usually via the Head of Learning. Red Cards may result in a range of sanctions including Whole School Detention, a period isolation & further internal & external referrals as outlined in the Achievement & Behaviour Policy.