



Kingsdale Foundation School

Achievement and Behaviour Policy

2020-21 Version 2 (March 2021)

This policy has been revised to accommodate the school's response to the Covid-19 pandemic. Please refer to Appendix 4 for further information.

Next Review – July 2021

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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 is a shared intolerance of bullying and prejudice in all its forms
- 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 (unless not possible due to COVID-19 one-way systems being in operation)

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 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 Go4Schools Behaviour system. Points are usually awarded for the following categories of Positive behaviour or Achievement (Green Cards):

Meeting Expectations	Positives
<i>Excellent Behaviour</i>	1
<i>Excellent effort in class</i>	1
<i>Excellent attitude to learning in class</i>	1
<i>Excellent effort and attitude to learning</i>	1
<i>Excellent contribution to group or paired work in class</i>	1
<i>Excellent effort on a homework task</i>	1
<i>Excellent attitude to learning on a homework task</i>	1
<i>Excellent effort and attitude to learning on a homework task</i>	1
<i>Excellent effort and attitude to learning on a project task</i>	1

<i>Excellent personal organisation and preparedness for learning</i>	1
<i>Excellent adherence to school rules, including revised Health & Safety regulations and routines relating to COVID-19</i>	1
<i>Representing the school with distinction on a school trip</i>	1
<i>Excellent standard of uniform</i>	1
<i>Assisting another student in a time of need</i>	1
<i>Being helpful</i>	1
<i>Outstanding commitment to the school (community service)</i>	1
<i>Achievement in a class task</i>	1
<i>Achievement in a homework task</i>	1
<i>Achievement of a set goal</i>	1
<i>Excellent progress demonstrated in examination/test performance</i>	1
<i>Excellent presentation of work</i>	1
<i>Completion of additional voluntary research/subject work</i>	1
<i>Evidence of voluntary wider reading</i>	1
<i>Positive contribution to class discussion</i>	1
<i>Achievement or positive contribution to an extra-curricular activity</i>	1
<i>Representing the school (Sport)</i>	2
<i>Representing the school (Academic)</i>	2
<i>Representing the school (Performance)</i>	2
<i>Representing the school (Open Days/School Promotion)</i>	2
<i>Representing the school (Community)</i>	2
<i>Representing the school (Other)</i>	2
<i>Performance of prefect duties to a high standard</i>	1
<i>Instrumental/Band achievement</i>	1

<i>Outstanding commitment to House Activities</i>	1
<i>Charity fundraising or community work</i>	1
Attending school 100% of the time that week.	3
Resilience- Attitude towards a task or situation even after a setback	2
Any other positive achievement	1

- 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 daily via the Go4Schools 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 Go4Schools 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 awarding 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.
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- 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.
- Appendix 4 outlines the specific expectations of students in relation to their adherence to social distancing and associated Health & Safety regulations in place at the school during the Covid-19 national emergency and the subsequent return to school from September 2020 & March 2021. This section also outlines the ladder of consequence for student breaches of these expectations
- 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. This is set out in the Sanctions Ladder outlined below
- 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 Go4Schools 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. The Home/School Agreement, signed by parents at their child's enrolment to the school, does not require parental permission to be required for detentions, without satisfactory explanation (which may be accepted or rejected at the school's discretion)
- 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 Go4Schools 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 08.30am (Years 7, 11, 12 & 13) or 9.05am (Years 8, 9 & 11) which are the current amended start times of the school day for students in line with our COVID-19 protocols

- 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 Go4Schools 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 student would normally be referred to the Faculty Director for a 1 hour school detention or a referral to the CRC/isolation for a repeated breach. The relevant referral forms must be completed and filed in the Go4Schools Achievement and Behaviour System and parents should be informed. The Director referring the student to School Detention remains responsible for ensuring that the issued School Detention is served by the student. Failure to attend a School Detention would normally result in 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

- **Please be advised that the school considers student aggression and/or fighting in class, or use of a mobile phone, including filming, recording or other unauthorised usage, as a serious breach of the school’s Achievement and Behaviour Policy. Such incidents should automatically be escalated by the class teacher as a 3rd stage warning and would normally result in at least a 3-day period of isolation in the CRC.**

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:

Yellow Card Behaviour	Not Meeting Expectations	Points
Incorrect Uniform	<i>Not wearing the correct items of school uniform/ PE kit; not removing all non-uniform items before entering school; not maintaining a smart standard of uniform at school.</i> <i>Incorrect items removed and placed in Student Services. 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</i>	1
Incorrect Equipment	<i>Not having all the required stationery; not having all the required PE kit; not having all the required books/folders/worksheet</i> <i>Replacement equipment purchased at School Shop.</i>	1
Chewing/ Eating outside	<i>Not eating the appropriate food in the canteen or eating outside.</i>	1
Littering	<i>Not putting your rubbish in the bin, leaving rubbish around the school site.</i>	1
Lack of Participation	<i>Not answering questions; not participating in-group work; not having a positive attitude towards learning.</i>	1
Late	<i>Not arriving to lesson, form, line-up or assembly on time.</i>	1

Late to School	<i>Not arriving to school on time (8:30am).</i>	1 + 20-min detention
Walk-way	<i>Any breach of the Walkway rules Minor playfighting</i>	1
Low Level Disruption	<i>Disruption to learning and other learning.</i>	1
Inappropriate Language	<i>Not using appropriate language – For example: swearing, saying ‘shut up’ making funny noises, kissing teeth at staff.</i>	2
No Homework / Incomplete	<i>Not submitting H/W or incomplete work.</i>	1 + 20-min Faculty detention
Truancy/ Leaving Lesson	<i>Being out of class during lesson time without an exit slip. Any breach of the 4 Ls</i>	2 +20-min Faculty Detention
Electrical Device	<i>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)</i>	2
Defiance	<i>Questioning staff/arguing. Not following instructions first time; not responding respectfully to staff instructions.</i>	2
No PE kit	<i>No PE kit at all brought to lesson.</i>	2
Social Time Behaviour	<i>Break/ lunch/ corridor. Inappropriate physical contact, running, screaming.</i>	2
Failed Detention	<i>Not meeting the expectations set during detention.</i>	2
Covid-19 Rules	<i>Not wearing a mask in corridors Not staying in the bubble – mixing with different year groups. Not maintaining distance when it was clearly easy to do so Not sticking to the hygiene routine requirements</i>	2
Swearing	<i>Swearing on all levels (students should not swear in school).</i>	2

- Where a Yellow Card is issued, the staff member should record the student’s name and record the behaviour breach on the Go4Schools Achievement and Behaviour system as soon as possible
- A student who is issued with a Yellow Card is referred to their Head of Learning. Sanctions

available to the Head of Learning include a 30 minute detention 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 Whole-School detention by the Head of Phase

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 Head of Learning will be automatically referred to their Head of School for a 1 hour School detention, to be served as soon as possible with the Head of School. The student's parents should be informed by email/phone as soon as possible. The issuing of the Head of School detention must be recorded on Go4Schools Achievement and Behaviour system as soon as possible. The Head of School referring the student to Whole School Detention remains responsible for ensuring that the issued School Detention is served by the student. Failure to attend a School Detention would normally result a referral to the CRC for a period of isolation ranging from 1-3 days depending on whether non-attendance has occurred before
- 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 period of up to 3 days depending on whether the student has repeatedly failed to attend. This information must be recorded on the Go4Schools Achievement and Behaviour System and parents should be informed. The Head of School referring the student to School Detention remains responsible for ensuring that the issued School Detention is served by the student. Failure to attend a 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 08.30/9.05am. 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 will be issued with a 20 minute School Detention to be served on the same day
- Students who fail to attend a School late detention will be issued with a 1 hour School detention for the following day. Failure to attend this detention will escalate to CRC isolation and a 1 hour school detention on that day.
- Students who are late more than 3 times in a week would usually be placed on 1 hour Whole School Detention in addition to the previous 20-minute detentions attended in that week.
- 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:

Red Card Behaviour	Not Meeting Expectations	Points
Non-compliance	<i>Repeated or severe non-compliance, which may include a refusal or failure to adhere to school issued sanctions</i>	10
Repeated Yellow Card	<i>Persistent repetition of Yellow Card breaches with no evidence of improvement</i>	10

Abusive behaviour	<i>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</i>	10
Covid-19 breach 1	<i>Repeated breaking of the school's Health & Safety rules relating to COVID-19</i>	10
Covid-19 breach 2	<i>Being unkind to or making fun of someone who has been or is ill, has had illness in their family, is wearing Personal Protective Equipment (PPE) or who has a recognised need, i.e. a face covering exemption or needs to wear a face shield</i>	10
Covid-19 breach 3	<i>Deliberately making someone feel uncomfortable in relation to illness or COVID-19, or attempting to make them worried about becoming ill</i>	10
Covid-19 breach 4	<i>Deliberately coughing, sneezing or similar on, at or in the direction of another person in an attempt to make them feel uncomfortable or concerned</i>	10
Covid-19 breach 5	<i>Deliberately or repeatedly not maintaining social distancing, or other requirements such as one-way systems etc. when required to do so</i>	10
ICT Breach	<i>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</i>	10
Bullying	<i>Serious or sustained bullying (please see Anti-Bullying Policy for further details and potential alternative responses)</i>	10

Physical behaviour	<i>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)</i>	10
Vandalism	<i>Wilful damage to school property/vandalism</i>	10
Banned Item	<i>Theft. Taking another person's possessions without their permission.</i>	10
Drugs	<i>A breach of the school's Drugs Policy</i>	10
Banned Item	<i>A breach of the School's Offensive Weapons Policy</i>	10
Security	<i>A breach of the school's Intruder Policy</i>	10
Cheating	<i>A breach of internal/external examinations</i>	10
Swearing	<i>Swearing on all levels (students should not swear in school).</i>	3
Bullying	<i>Repeatedly harassing peers.</i>	10
Vandalism	<i>Causing damage to school property.</i>	6
Verbally Threatening Student	<i>Making verbal threats or being verbally abusive towards another student.</i>	6
Social Media	<i>Unacceptable social media behaviour.</i>	6
Discrimination	<i>Discriminating or antagonising someone based on their race, religion, sexual orientation.</i>	10
Physical Staff	<i>Physical behaviour and/or intimidating behaviour towards a member of staff.</i>	10
Verbally Staff	<i>Making verbal threats or being verbally abusive towards staff.</i>	10
Physical Student	<i>Physical behaviour and intimidating behaviour towards another student.</i>	10

Bringing the School into Disrepute	<i>Not representing the values of Kingsdale Foundation School in the wider community.</i>	10
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- **Please be advised that the school considers student aggression and/or fighting in class, or use of a mobile phone, including filming, recording or other unauthorised usage, as a serious breach of the school’s Achievement and Behaviour Policy. Such incidents should automatically be escalated by the class teacher as a Red Card and would normally result in a 3-day period of isolation in the CRC.**
- 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,
- 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 Go4Schools 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

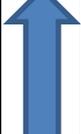
ADJUSTMENTS

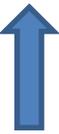
This Policy above sets the framework by which the standards with respect to behaviour will be implemented. The school's Equalities Policy requires that reasonable adjustments will be made for students on the school's SEN register. This will ensure that there is no unlawful discrimination of the students and their needs.



Kingsdale Foundation School Sanctions Ladder for incidents Inside and Outside the classroom

	<p>Permanent Off-Site Placement/Recommendation for Permanent Exclusion</p> <p>To be considered for serious and repeated disruptive behaviour where interventions have been applied with no remedial effect, assaulting a member of staff, extreme violence towards another student, theft, damage to property, possession of offensive weapons, dealing an illegal substance, extreme racial or sexual harassment or similar serious breach of the school's policies.</p>	
	<p>Fixed Term Exclusion</p> <p>Incidents leading to fixed term exclusion include repeated infringements of the school's Achievement and Behaviour Policy, a serious incidence of fighting, abusive behaviour towards a member of staff etc.</p> <ul style="list-style-type: none"> • The school will consider alternative provision/outside agencies or managed move/transfer in lieu of exclusion recommendation • Personal Support Plan referral considered after 3 days fixed-term exclusion • Return from exclusion meeting with Head of Phase & Head of Learning held – student usually placed on reintegration report for 2 weeks • TAC meeting to be arranged if appropriate • Incidents leading to fixed term exclusion include repeated infringements of Achievement and Behaviour Policy, fighting, swearing at a member of staff 	
	<p>Internal Exclusion (CRC)</p> <p>This is used for students who fail to attend SMT detention or fail targets on report to SLT and for serious breach of the Achievement and Behaviour Policy. Examples include students failing to give his/her name to a teacher, swearing at a member of staff (5-days minimum), fighting (3-days minimum), student aggression, or use of a mobile phone, including filming, recording or other unauthorised usage</p> <ul style="list-style-type: none"> • Email letter sent home to inform parents • Students will be supervised in seclusion room completing classwork 	
	<p>School Detention</p> <p>This is used for students who failed to attend Head of Department, Head of Learning and 20-minute late detention or failed targets on report to SMT or have Red Card infringements</p> <ul style="list-style-type: none"> • SMT detention every day 3.45-4.45pm • Home contact • Meet with student 	

	Curriculum-in lesson incidents	Pastoral incidents	
	<p>Senior Management Team – Head of Faculty</p> <p style="text-align: center;">RED CARDS START HERE</p> <p>This is used for persistent disruptive behaviour or serious incidents and for students who failed to attend Head of Department detention</p> <ul style="list-style-type: none"> ● School Detention (1 hour) ● Home contact/ parent meeting and/or meeting with student ● Faculty report (2 week cycle) ● CRC referral <p>Examples of behaviours warranting escalation to this level include Red Card infringements such as a 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</p>	<p>Senior Management Team – Head of School</p> <p style="text-align: center;">RED CARDS START HERE</p> <p>This is used for persistent disruptive behaviour or serious incidents out of lessons or for students who failed to attend Head of Learning detention</p> <ul style="list-style-type: none"> ● School Detention (1 hour) ● Home contact/ parent meeting ● Head of Phase Report (2 week cycle) ● Meet with student to review behaviour half termly ● Withdrawn for break and/or lunch for agreed period ● CRC/Annexe referral <p>Examples include Red Card infringements warranting escalation to this level include a 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</p>	
	<p>To move up the ladder to SMT, i.e. Faculty Directors, there must have been at least two actions/sanctions by Head of Department and 2 home contacts unless one individual breach of school policy warrants immediate escalation</p>	<p>To move up the ladder to SMT, i.e. Head of Phase, there must have been at least two actions/sanctions by Head of Learning and 2 home contacts unless one individual breach of school policy warrants immediate escalation</p>	
	<p>Head of Department</p> <ul style="list-style-type: none"> ● Head of Department detention (30 minutes) ● Home contact ● Meet with student ● Department report (1 week) <p>These may include repeated TALKS expectations infringements and Code of Conduct infringements</p>	<p>Head of Learning</p> <ul style="list-style-type: none"> ● Head of Learning detention (30 minutes) ● Complete round robin to obtain information from teachers and collate ● Meet with student to review behaviour ● Set targets to improve behaviour ● Arrange meeting with parents ● Set up next level of report <p>Infringements that result in Head of Learning referral may include:</p> <p>Incorrect uniform, being out of class without an exit slip, a breach of the 4</p>	

		<p>Ls including minor or moderate swearing, littering, breach of walkway rules, minor play fighting, moderate breaches of the school's mobile phone policy.</p>	
	<p>To move up the ladder to Head of Department, there must have been at least a 3rd Warning and 1 Home contact.</p>	<p>To move up the ladder to Head of Learning, there must have been at least a 3rd Warning and 1 Home contact.</p>	
	<p>Subject teacher</p> <p>Teacher uses strategies to deal with in-class behaviour incidents. These may include:</p> <ul style="list-style-type: none"> • Verbal warning during lesson / keep behind after lesson • 2nd Warning-write name on board means detention with subject teacher (20 minutes) • Home contact / parent meeting • 3rd warning- remove to Shadow Support Timetable-means 30 minutes HOD detention <p>Low level behaviour incidents will usually include not following the TALKS expectations</p>	<p>Form tutor</p> <p>Form tutor uses strategies to deal with identified behavioural issues either occurring within the tutor period or across other subjects and flagging up on Go4Schools. Responses may include:</p> <p>For issues arising in tutor period:</p> <ul style="list-style-type: none"> • Verbal warning during lesson / keep behind after lesson • 2nd Warning- write name on board-means detention with form tutor (20 minutes) • 3rd warning- remove to Head of Learning - means 30 minute HOL detention <p>For issues arising across subjects or more generally around the school. These may include all pastoral matters related to punctuality, uniform and conduct</p> <ul style="list-style-type: none"> • Meet with student to review behaviour • Contact home and inform parent / carer of concerns • Issuing of tutor report to monitor behaviour in tutor period and across subjects 	
<p>All incidents to be recorded in Go4Schools by the member of staff who witnessed the incident, follow up added to initial entry</p>			



Kingsdale Foundation School

Behaviour Expectations Relating to COVID-19

It is recognised that the Covid-19 pandemic presents the school and its wider community with numerous and significant challenges. This Appendix seeks to provide further clarification as to the expectations of the school in regards to student conduct and behaviour, specially relating to the situation engendered by Covid-19. This Appendix will be reviewed half-termly, or earlier as required, until further notice.

Expectations for Remote Online Study

The principle of actively recognising student achievement in relation to online independent work or online taught sessions remains during the provision of any remote or blended learning (where provision is offered in both the classroom and remotely via online means). Accordingly, staff are expected to continue to reward students with Achievement Points for their effort and achievement in online work, or that arising from on-site school-based provision, as outlined in Section 7 above.

Students are expected to abide by the terms of the Student Remote Learning Expectations & Code of Conduct document (Appendix 5) when engaging with and completing any online learning provided by the school. Failure to abide by expectations set out in the Code of Conduct will be responded to under the terms of this Achievement and Behaviour Policy within Section 8 as outlined above. The nature of the sanction applied under this policy will be commensurate with the breach that occurs, i.e. either 1st, 2nd or 3rd Warning for breaches that occur in the 'virtual classroom' or Yellow/Red card for online breaches that occur outside of a formally taught online session.

Expectations for On-Site Attendance Within a Time of a Covid-19 Pandemic from September 2020

The school will be open for all students from September 2020 in line with government direction.

During any on-site provision, students are required to adhere to all requirements for social distancing that are in place. These requirements will be shared with students and publicised through regular verbal and visual messaging. The key tenets of the social distancing requirements in force at the school are but are not limited to:

- Where possible everyone must remain 2 metres apart as advised by the Government
- Students must only enter & leave the school site via their designated entrance/exit
- Students must arrive at school within their designated arrival time window
- Upon leaving the school site, student must progress directly and not congregate outside the school or in the local area
- Students should wash their hands on arrival to or when leaving the school and/or use the hand sanitiser provided
- Students will be expected to have their temperature taken on arrival via a non-contact infrared thermometer
- Students must remain in their allocated base area and/or year group bubble whilst on school site and follow instructions from staff in regards to movement around the school. Social distancing must be observed during any movement time and students must follow any one-way system in place as required. Students are permitted to wear a face-covering in class and must wear a covering (unless exempt) when moving outside of the classroom within or outside of their year group bubble and in situations where a two metre social distance cannot be maintained
- Students are required to sit in their specified seats
- Students must not share equipment or other personal effects
- Students must not use the water fountains in school

Where students are identified as not following social distancing expectations, a warning shall be issued by the

observing member of staff. This should be noted and reported to the Lead member of SMT on duty. Please note that staff retain discretion to decide if a breach is accidental or deliberate and to act accordingly.

The following ladder of consequence may be used by staff when determining the appropriate response to a student breach of social distancing regulations:

- Upon a first minor breach, a Verbal Warning should be given to the student. This should be recorded on SIMS with a clear instruction on how a student can avoid a repeat situation accompanied by an explanation as to the importance of social distancing regulations.
- A subsequent minor breach by the same student would result in a Second Warning/Yellow card being given to the student. This would also be used where a significant first breach is noted. This is recorded on Go4Schools and the parent/guardian contacted to advise.
- On a third breach, or a more serious early breach of the social distancing regulations, the student would be isolated, usually in the school Annexe and their parents contacted. The student would be required to sign a Behaviour Contract which reaffirms their agreement to follow social distancing rules. Failure to sign this contract would result in the student remaining in isolation. In certain circumstances, a decision may also be taken that the student may not attend the on-site provision until further notice and instead would revert to full online home learning provision. In such circumstances, the parents of the student would be contacted and the student only allowed to return to school once school feels confident such behaviour will not be repeated and/or following additional intervention.
- Please note that We expect that the vast majority of students will respect the rules that we have in place to keep us all safe during this time. Achievement points will be awarded for students who consistently 'do the right thing'
- Students who do not adhere to these rules (unless they are exempt in some special circumstances) will be sanctioned according to our behaviour system
- **Students who repeatedly break the rules or who do not cooperate, may be referred to alternative provision at the School Annexe or similar, or may be required to attend full-time blended learning provision**
- This will also be the case where there are behaviours which are considered to be serious breaches of COVID-19 behaviour rules. This might include but is not limited to:
 - Being unkind to or making fun of someone who has been or is ill, has had illness in their family, is wearing Personal Protective Equipment (PPE) or who has a recognised need, i.e. a face covering exemption or needs to wear a face shield
 - Deliberately making someone feel uncomfortable in relation to illness or COVID-19, or attempting to make them worried about becoming ill
 - Deliberately coughing, sneezing or similar on, at or in the direction of another person in an attempt to make them feel uncomfortable or concerned
 - Deliberately or repeatedly not maintaining social distancing, or other requirements such as one-way systems etc. when required to do so
- **In such cases, these students may be referred to alternative provision at the School Annexe or similar, or may be required to attend full-time blended learning provision**

Kingsdale Foundation School - Remote Learning Agreement for Students

The use of digital technologies for remote learning outside school is intended to provide new opportunities for students.

As a member of Kingsdale Foundation School, students agree to use safe practices when accessing the Internet at all times and to behave in line with the expectations set out by the school.

Please note that students who participate in online school lesson/sessions will be assumed to have agreed to meet the expectations set out in this document.

Safe Practice Pledge:

I will be a responsible user and stay safe online while using the internet for educational, personal and recreational use.

I will be aware of “stranger danger”, when I am communicating on-line.

I will not disclose or share personal information about myself or others when on-line (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc.)

I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable if I see this on-line. I understand I can report this to the school via safeguarding@kingsdale.southwark.sch.uk

I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I will respect the opinions of others.

I will not take or distribute images of anyone without their permission and will not access or try to access any materials which are illegal or inappropriate, or may cause harm or distress to others, nor will I try to make or publicly upload recordings of any lessons or sessions.

I will follow the school’s core **behaviour expectations** for online lessons/learning which are:

- Arrive to any school lesson on MS Teams 5 minutes before it starts if possible
- If you move away from the lesson, please alert your teacher via ‘meeting chat’
- Ask any questions using the ‘meeting chat’ function - your teacher will reply when they have the opportunity. The teacher’s reply maybe in writing or verbally.
- Private chat is not allowed during lessons (this feature will normally be turned off).
- Only unmute your microphone when directed by your teacher to answer a question or take part in a discussion. Do not interrupt others or the lesson/assembly/session.
- All conversations, contributions and questions should be appropriate to the lesson and be centred around the learning.
- Most lessons will be audio only for students (teachers may have their own cameras on). Please follow the direction of your teachers regarding the use of any camera should this function be switched on.
- Please ensure you behave to the normal standards expected during any lesson or session. Teachers will award Achievement and Behaviour points as if it were a normal lesson.

- You should only share files that are allowed by the teacher and your screen when this is allowed. You must not attempt to take control of anyone else's screen or presentation without their permission.
- No recordings of the lesson are to be taken by students - this includes both audio and visual on any device (see below).
- If you have any concerns about the lesson, please speak to your teacher if you feel able to. You can also contact Mr Sear via remoteteaching@kingsdale.southwark.sch.uk

I understand that staff will monitor my online lessons.

I understand that the school has the right to take action against me if I am involved in incidents of inappropriate behaviour in online lessons/sessions, or any issues to do with cyber-bullying, use of images, personal information or bringing the name of the school in to disrepute.

I understand that if I fail to comply with this Agreement, I will be subject to disciplinary action. This may include loss of access to online sessions organised by the school, detentions, exclusions, contact with my parents/guardians and in the event of illegal activities, involvement of the police.

Agreement by student

Student Name:

Signature:

Date:

Behaviour Flow-Chart

