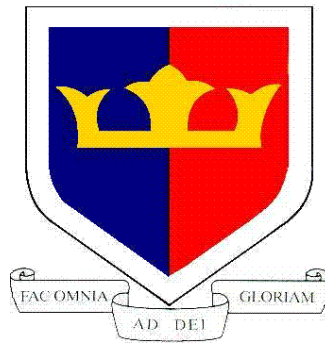




Kingsdale Foundation School

Achievement and Behaviour Policy

2025-26

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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, including sexism, racism, homo/transphobia, ageism etc.
- 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 Home/School Agreement, 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 widercommunity

5. EXPECTED STANDARDS OF BEHAVIOUR

- Expected standards of student behaviour are outlined in the **Home School Agreement/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, hurtful or inappropriate **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 Practice

No food to be brought on to the walkways during lunchtimes

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 and Disabilities (SEND)

Looked After Children (LACE)

Young carers

Children from families experiencing difficult or challenging circumstances

Students at risk of disaffection, serious sanction or exclusion

School staff are encouraged to exercise their professional judgment when making reasonable adjustments to the application of the school's behaviour systems for students who may be identified in one or more of the above groups. It is noted that being recognised as a member of one or more of the above groups does

not exempt a student from the application of this policy.

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

Routine and consistent issuing of Achievement Points

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

Displays of high-quality 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

Celebration in Year and/or House assemblies

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>100% Attendance (recognised half-termly by pastoral leads)</i>	3
<i>Representing the school positively</i>	2
<i>Outstanding commitment to House activities</i>	2
<i>Outstanding achievement outside of school</i>	2
<i>Charity or community work</i>	2

<i>Excellent homework</i>	1
<i>Excellent standard of uniform</i>	1
<i>Excellent organisation or preparedness to learning</i>	1
<i>Excellent effort</i>	1
<i>Excellent behaviour</i>	1
<i>Excellent adherence to school values</i>	1
<i>Being helpful</i>	1
<i>Any other school achievement/positive behaviour</i>	1

- Student 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
- The awarding of Achievement Points by teaching staff in lessons or other curriculum activity is monitored by Heads of Department and or Directors. The school employs robust systems of quality assurance to ensure that Achievement Points are awarded consistently, fairly and in line with the published tariffs. This helps to ensure that student achievement is recognised consistently across the organisation
- 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. Year teams also hold special Rewards Breakfasts or Afternoon Teas for the highest achievers each week, usually attended by a member of the Headship Team

- A whole school **Leaderboard** of total Achievement Points by Year Group and Tutor Group is maintained, displayed and is updated weekly. At the end of each 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
- The end of term celebration assemblies are also opportunities for students to be issued with a range of certificates of awards from their lessons and for the Heads of Learning to recognise students with 100% running attendance
- 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 50 total points awarded	Emailed letter on behalf of Head of Learning congratulating the student on achieving 50 total Achievement Points. Bronze
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 & prize awarded
At 300 total points awarded	Emailed letter on behalf of Deputy Head congratulating the student on achieving 300 total Achievement Points. 300 Achievement Point certificate issued in Year Assembly & prize awarded
At 400 total points awarded	Emailed letter on behalf of Headteacher congratulating the student on achieving 400 total Achievement Points. 400 Achievement Point certificate issued in Year Assembly & prize awarded

- 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, whilst a student is attending a school trip and on the way to and from school. Students who do not meet our expectations in this regard 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. 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 Centre (LSC)

Referral to SEND department for assessment/intervention Anger management intervention

Referral to the Educational Psychologist

Referral to our split-site holistic centres being the Norma Gibbes' Academy of Excellence (GAE) or the Norma Gibbes' Supplementary School (split site provisions) Speech and Language Therapy

Social Communication referral and interventions

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 or whilst on curriculum based school trips, 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 8 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
- School investigations into incidences of unsatisfactory behaviour operate on the balance of probabilities burden of proof

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 **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 Yellow Card. This 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 or detention if appropriate, to be held with them and served on that day. The behaviour is 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. Students who continually fail to meet expectations are issued with a Yellow Card detention, which is issued centrally and supervised by a school manager on a specified day. Parents are notified of yellow detentions in advance of the day they are set.
- Yellow Cards & detentions can 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 (Years 7, 11, 12 & 13) or 9.05am (Years 8, 9 & 10)
- In all cases where a Yellow Card and detention are issued by a class teacher, it is a school expectation that the parent of the student will be contacted, usually by phone by the issuing teacher, on that day to provide details of the unsatisfactory behaviour and the detention. **Staff should not rely on the automatic notification system for the sharing of this information or save up concerns for a**

specified date or event, e.g. a parents' evening.

- Any student who does not attend a Yellow detention will be automatically issued with a Red detention lasting 60 minutes. In this instance the detention should be served as soon as possible subsequent to the Yellow detention being issued and the student's parents should be informed via information received on Go4Schools and communication from the teacher.
- Following the issuing of the Yellow Card in class by the teacher, should the behaviour of the student continue to be unsatisfactory, then the teacher should issue a Red Card to the student and refer them 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. Such an action would also usually result in the issuing of a Red detention lasting 60 minutes. In this instance the detention should be served as soon as possible subsequent to the event and again the student's parents should be informed by the class teacher or the Head of Department as soon as possible. The issuing of the Red Card and the Red 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 Yellow or Red 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 Red detention, then the student would normally be referred via a Director for a 1 hour school detention on Saturday. The relevant referral forms must be completed and filed in the Go4Schools Achievement and Behaviour System and parents will be informed. The Director referring the student to Saturday School Detention remains responsible for ensuring that the detention is served by the student. Failure to attend a School Detention would result in a referral to alternative provision until the matter has been resolved
- 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. It is good practice to have achievement and behaviour matters as a standing item on the weekly departmental/faculty meeting agenda to ensure that this remains a key focus area
- Should a student continue to be referred to Red detentions within a particular subject, 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
- Tutors will issue behaviour reports to students who get a high number of behaviour points overall each week. These will be monitored by and communicated with home for parents/carers to

monitor.

- Please be advised that the school considers student aggression and/or fighting in class, egregious 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 period of isolation in the CRC and/or referral to the school's split-site provision. In such cases, the Faculty Director is responsible for ensuring that school expectations in regards to appropriate sanctions are met

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. In most cases, it is appropriate for a member of staff to speak to a student who is not meeting expectations or engaging in a minor transgression, encouraging them to change their behaviour. No further action will usually be required where this proportionate response results in the modification of a child's behaviour.
- Students who do not fulfil this expectation will usually 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:

A failure to comply with a previous issued instruction or modify a previously identified inappropriate behaviour

Being out of a classroom during lesson time without an exit slip or note of authorisation (truancy)

A moderate breach of the school's uniform policy

A moderate breach of the school's mobile phone policy

A moderate breach of the school's Health and Safety Policy, e.g. playfighting/boisterous behaviour or persistent running

Running or rushing to see something

A moderate breach of one of the school's 4 Ls (no loudness, no litter, no lateness and no bad, hurtful or inappropriate language – note that use of offensive or discriminatory language, e.g. racism, homophobia, sexism etc. can never be considered as a moderate breach of the school's policy and should result in the issuing of a Red Card)

- 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 Yellow detention organised by the pastoral team 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 Red Detention by the Head of Phase and appropriate arrangements made for parents to visit the school for a review meeting with the Head of Learning and/or tutor

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 Red 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. In such cases, the member of staff should liaise urgently with the Premises Office to obtain CCTV images of the incident so that the student can be identified and sanctioned appropriately. In such cases, staff are reminded of the need to ensure that the matter is properly followed up to ensure the student understands the seriousness of their actions
- Any student who does not attend a Yellow detention with their Head of Learning will be automatically referred to their Head of School for a 1 hour Red detention, to be served as soon as possible. The student's parents should be informed by email/phone as soon as possible. The issuing of the Red detention must be recorded on Go4Schools Achievement and Behaviour system as soon as possible. The Head of School referring the student to Red Detention remains responsible for ensuring that the issued Red Detention is served by the student. Failure to attend a Red 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 Yellow or Red 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 Red 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 Red Detention remains responsible for ensuring that the issued Red Detention is served by the student. Failure to attend a Red 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 08.40/9.05am. 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 tutor Yellow detention to be served on the same day. It is the responsibility of the tutor to ensure that they are checking the late register and make the appropriate arrangements. All detentions must be logged by the tutor on the Go4Schools system
- Students who fail to attend a tutor yellow detention will be issued with a 1 hour Red detention for the following day. Failure to attend this detention will escalate to CRC isolation and a 1 hour Red detention on that day.
- Students who are late more than 3 times in a week would usually be placed on 1 hour Red School Detention in addition to the previous 20-minute detentions attended in that week. The student would also be placed on punctuality report by their tutor
- 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 result in the immediate issuing of 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:

A serious breach of the school's Health and Safety policy

Truancy

A serious breach of the school's mobile phone policy

Fighting/aggressive conduct

Bullying

Discriminatory behaviours, e.g. racism, homophobia, sexism, transphobia etc.

Vaping/smoking on school site or being found in possession of related paraphernalia

Rudeness to staff including failure to cooperate

Repeated and sustained swearing

A breach of the school's key policies, e.g. drugs, prohibited items etc

- **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
- Please note that in the case of any breach which may be deemed to be a potential criminal offence, the CCTV record must be checked and any footage retained
- 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 Red 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 split-site provision, e.g. SILS6

Referral to the Learning Support Centre (LSC)

Recommendation for a suspension (fixed term exclusion) or 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
- Students who demonstrate unacceptable standards of behaviour whilst on a school trip, may be banned from attendance at subsequent events depending on the severity of the initial incident

8f. Examples of Go4Schools Behaviour Incidents

Teacher Intervention		
TALKS	ing <i>TALKS expectations</i> (Treating others with respect, Arriving on time, Listening to ing instructions, Keeping arms feet and objects to yourself, Staying in your seat and working hard	1

Yellow Card Behaviour	Not Meeting Expectations	Negative Points Accrued
Incorrect Uniform	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. 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	2
Social Time	Inappropriate behaviour outside of classroom. Teacher to specify on Go4Schools. Can include but is not limited to: running inside, being in the wrong area of the school, breaking the no touching policy.	2
Littering	Not putting your rubbish in the bin, leaving rubbish around the school site.	2
Late	Not arriving to lesson, form, line-up or assembly on time.	2
Repeated Homework	Repeated failure to submit homework	2
Electrical Device	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)	2
Escalation	Escalation or continuation of a teacher incident (-1)	2
Missed/failed teacher detention	Not meeting the expectations set during detention or not attending	2
Red Card Behaviour	Not Meeting Expectations	Points
Truancy	Truancy or leaving a lesson	3
Social Time Serious	Serious misbehaviour outside of classroom. Teacher to specify on go4schools.	3

Repeated Yellow	<i>Repeated yellow card incidents</i>	3
Frequent Lateness	<i>Repeated or frequent lateness to lessons, form or assembly</i>	3
PE	<i>Wearing PE kit on the wrong day deliberately</i>	3
Missed Yellow	<i>Missing a Yellow Detention</i>	3
Language	<i>Inappropriate language (serious)</i>	3
Online	<i>Inappropriate behaviour online</i>	3
Device+	<i>Flagrant breach of the mobile phone / electrical device policy</i>	3
Physical	<i>Inappropriate physical behaviour</i>	3
Defiance	<i>Refusing to follow instructions or requests from teacher, including refusing to stop when asked or failing to give the correct name.</i>	3
Saturday Detention		
Missed Red	<i>Failing to attend or failure to complete to a satisfactory level a Red detention</i>	5
Immediate Referrals	<i>Behaviour in this category can result in immediate referral to alternative provision</i>	
Vandalism	<i>Vandalism, damage or graffiti to/of school property</i>	10
Discrimination	<i>Any serious discriminatory behaviour</i>	10
Social Media	<i>Behaviour online likely to cause harm or distress to a member of the school community</i>	10
Non-compliance	<i>Repeated and determined defiance of expectations or teacher instructions</i>	10
ICT	<i>Misuse of technology, school based or external</i>	10

Fighting	<i>Fighting</i>	10
Drugs	<i>Use or possession of drugs or drug paraphernalia</i>	10
Cheating	<i>Cheating or attempting to cheat in a standardised assessment</i>	10
Bullying	<i>Repeated or concerted behaviour that causes harm either emotionally or physically to another student</i>	10
Disrepute	<i>Bringing the school into disrepute.</i>	10
Banned Items	<i>Bringing banned items into school. This could include but is not limited to illegal items or items that could be considered a weapon.</i>	10
Staff Abuse	<i>Abuse in any context of a member of staff.</i>	10

8g. 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
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On reaching 10 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 20 behaviour points	Tutor contacts parents to advise 20 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 40 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 60 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 80 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 our published policy available on our website for further information.

9a. OFFENSIVE WEAPONS POLICY

Any student found to have brought onto the premises or to have in his or her possession any offensive weapon, such as a knife, will be immediately recommended for expulsion (permanent exclusion) from Kingsdale Foundation School and reported to the Police.

9b. INTRUDERS POLICY

Any student who invites, welcomes, assists or encourages intruders to enter the school site who are intent on committing acts of intimidation or violence against any member of the school community, will be immediately recommended for expulsion (permanent exclusion) from Kingsdale and reported to the Police.

10. SIXTH FORM ACHIEVEMENT AND BEHAVIOUR

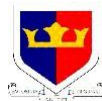
- Sixth Form students are members of the school community and as such are expected to achieve and behave in line with school expectations. Sixth Form students will be subject to the procedures outlined in this policy in line with the Sixth Form Code of Conduct agreed at enrolment and which forms part 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 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

	Permanent Off-Site External Placement/Recommendation for Permanent Exclusion 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 school policies. Please note that the option of a permanent split-site placement to one of the school's holistic centres, e.g. NGSS/NGAE may also be applicable at this stage.	
	Fixed Term Exclusion 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. These exclusions could include a referral to a split-site provision run by the school or one of our partner organisations. • 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, use of prohibited items, or abuse of a member of staff	
	Internal Exclusion (CRC) This is used for students for serious breach of the Achievement and Behaviour Policy. Examples include students failing to give his/her name to a teacher, abuse of staff (5-days minimum), fighting (3-days minimum), student aggression, or use of a mobile phone, including filming, recording or other unauthorised usage • Immediate contact home to inform parents • Students will be supervised in seclusion room completing classwork	
	Saturday Detention This is used for students who fail to attend Red detentions or serious incidents that do not require exclusion from lessons. These are run on a Saturday for an hour by the Senior Management Team. Students attend in full uniform and are expected to complete productive work in the detention.	

	To move up to the sanctions above the student must have shown no improvement after interventions listed below. These sanctions are managed by the Senior Management Team, including Heads of Phase, Deputy Heads and the Curriculum Access Support Team.		
	Curriculum-in lesson incidents	Pastoral incidents	
	Head of Department/Head of Faculty This is used for persistent disruptive behaviour or serious incidents and for students who failed to attend Head of Department detention • Red Detention (1 hour) • Home contact/ parent meeting and/or meeting with student • Faculty report (2 week cycle) • CRC referral Examples of behaviours warranting escalation to this level include Red Card infringements such as a repeated Yellow cards, refusal to cooperate, 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	Head of Learning This is used for persistent disruptive behaviour or serious incidents out of lessons or for students who failed to attend Head of Learning detention • Red Detention (1 hour) • Home contact/ parent meeting • Head of Learning Report (2 week cycle) • Meet with student to review behaviour half termly • Withdrawn for break and/or lunch for agreed period • CRC/Annexe referral Examples include Red Card infringements warranting escalation to this level include repeated Yellow cards, 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	
	To move up the ladder to Head of Department/Faculty there must have been at least two actions/sanctions by classroom teacher and 2 home contacts unless one individual breach of school policy warrants immediate escalation	To move up the ladder to Head of Learning, there must have been at least two actions/sanctions by Form Tutor and 2 home contacts unless one individual breach of school policy warrants immediate escalation	
	Classroom teacher • Yellow Detention • Home contact • Meet with student • Department report (1 week) These may include repeated TALKS expectations infringements and Code of Conduct infringements	Form Tutor • Yellow Detention • Complete round robin to obtain information from teachers and share with home • Meet with student to review behaviour • Set targets to improve behaviour • Arrange meeting with parents Infringements that result in tutor intervention 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.	
	To move up the ladder there must have been at least a 3rd Warning and 1 Home contact.	To move up the ladder there must have been at least a 3rd Warning and 1 Home contact.	
	Subject teacher Teacher uses strategies to deal with in-class behaviour incidents. These may include: • Verbal warning during lesson / keep behind after lesson • 2nd Warning-write name on board means short detention with subject teacher • 3rd warning – Yellow detention and moved within lesson if appropriate • Further incidents will result in removal to Shadow Support Timetable- means automatic escalation to Red detention. Low level behaviour incidents will usually include not following the TALKS expectations	Form tutor 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: For issues arising in tutor period or assembly: • Verbal warning during lesson / keep behind after lesson • 2nd Warning- write name down- means short detention with form tutor • 3rd warning – Yellow detention and moved within lesson if appropriate • Further remove to Head of Learning - means escalation to Red detention For issues arising across subjects or more generally around the school. These may include all pastoral matters related to punctuality, uniform and conduct • 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	
All incidents to be recorded in Go4Schools by the member of staff who witnessed the incident, follow up added to initial entry			

Behaviour Flow-Chart

