



KINGSBRIDGE
COMMUNITY COLLEGE

Behaviour For Learning Policy

*'An outstanding learning community
where individuals thrive'*

BEHAVIOUR FOR LEARNING STATEMENT

GENERAL PRINCIPLES

Our aims and values make clear the importance the College places on good behaviour which allows every individual the right to learn in a safe and secure environment. We achieve this by:

- Promoting good behaviour and discipline;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensuring fairness of treatment for all;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting early intervention;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.

Good behaviour is most likely to result when the College and parents present a consistent and united response to young people. We always seek to involve parents in promoting good discipline and behaviour.

The College cannot take responsibility for the behaviour of students on the way to and from the site. However, it has been established in law that students must follow the College's Code of Conduct (see Appendix 1) and live up to its expectations for a reasonable time at the beginning and end of the day. We therefore expect good behaviour and punish poor behaviour at such times, including the journey between home and College and during lunchtimes.

The expectations of this Policy will be implemented on all College trips and visits.

POLICIES AND PROCEDURES

A. RESPONSIBILITIES AND REFERRAL ROUTES

CLASSROOM TEACHER

1.1. The Classroom Teacher has responsibility for his/her own classroom management. There are a range of rewards and consequences that are used. The classroom teacher uses professional judgement to decide when to refer a student to Subject Leader for:

- Poor work or homework
- Poor attitude
- Poor behaviour

However, if the student fails to respond to the action of the classroom teacher, there is an immediate referral to Subject Leader.

1.2. The Subject Leader speaks to the student about the problem. If the problem continues the Subject Leader interviews the student again and places him/her on subject report sending a standard letter home. A copy is circulated to Tutor, Year Leader and file. If there is still no improvement the Subject Leader will contact the student's parent(s)/carer(s) to discuss the situation.

1.3. If the Year Leader receives expressions of concern from three or more different Heads of Departments, parents are contacted to discuss the student's progress with the Year Leader. This leads to the student being placed on full report.

1.4. If the Subject Leader or Year Leader does not see a satisfactory improvement then the matter is referred to the Assistant Principal. Parents are invited in to discuss the situation with the student and other relevant staff if appropriate, and a College support plan is negotiated.

2. TUTOR

2.1 The Tutor has responsibility for the overall monitoring of the tutor group, including:

- Overview of academic progress
- Celebrating success
- Uniform
- Attendance
- Punctuality
- General conduct around College

The tutor uses professional judgement to decide when to refer a student to the Year Leader. However, if the student fails to respond to the action of the tutor, there is an immediate referral to the Year Leader.

2.2 The Year Leader interviews the student, discusses the issue and records this in the planner. If there is no satisfactory improvement, the Year Leader contacts parents by phone or letter or organises a meeting with them. This might lead to the student being placed on full report or attendance report.

- 2.3 If the Year Leader does not see satisfactory improvement, the matter is referred to the Assistant Principal. Parents are invited in to discuss this situation with the student and other relevant staff if appropriate, and a college support plan is negotiated.

B. RECOGNITION/AWARDS

1. Principles

- 1.1. We recognise students' work, behaviour and contribution to the life of the College and community as a way of showing our approval and reinforcing our expectations. This plays an important part in creating an atmosphere in which students feel valued as a result of positive feedback and recognition of their success

2. Procedures

- 2.1. In many cases, our recognition is informal. For example, words of praise and non-verbal communication such as smiles provide a reinforcement, as does the interest we show in students' work and ideas. Similarly, the comments we make when marking written work or in home-learning diaries to provide encouragement and reward.

2.2 Commendations

- 2.2.1 All departments have systems to recognise particularly good work or effort in their subject. Departments have a progressive system working towards a commendation, eg stamps, stickers, grades. Commendations are given for:
- a) consistently high standard of work or effort over a period of time
eg 5 department stickers/stamps = 1 commendation
 - b) a single outstanding project, assignment or piece of work showing significant work or effort.
 - c) a notable contribution to the life of the College or community by participation in a special event or situation
 - d) reliably carrying out a responsibility over a period of time.
- 2.2.2 Students record commendations in the student planner to inform parents of the award and keep a running total.
- 2.2.3 Staff also complete a commendation certificate and give it directly to the student.
- 2.2.4 Commendations are recorded centrally by the staff who issue the award. Tutors take an overview of the awards received by each student in their group.

2.3 Key Stage Three Awards

2.3.1 Tutor Awards - 3 Commendations

Given to a student on receipt of three Commendations. When a student has received three commendations the tutor issues a Tutor award. The student also records the award in the student planner. The award is notified to the Year Leader.

Further commendations work towards the Year Leader award (see below).

2.3.2 Year Leader Awards – 6 Commendations

Given to a student on receipt of six Commendations. When a student has received six Commendations the tutor informs the Year Leader and the student records the achievement in the student planner.

Further commendations work towards the Principal's award (see below).

2.3.3 Principal's Awards - 12 Commendations

Given to a student on receipt of twelve Commendations. When a student has received twelve Commendation Awards the tutor informs the Year Leader and the student records the achievement in the student planner

Principal's Awards are signed and presented by Principal who also writes a letter home to the parents of the student concerned. The Award is announced in the bulletin and newsletter.

Further commendations work towards the Chair of Governors' Award (see below).

2.3.4 The Chair of Governors' Award – 25 Commendations

Given to a student on receipt of twenty five Commendations. When a student has received twenty five Commendation Awards the tutor informs the Year Leader and the student records the achievement in the student planner. The award is notified to the Assistant Principal.

Chair of Governors' Awards are signed and presented by the Chair of Governors who also writes a letter home to the parents of the student concerned. The Award is announced in the bulletin and newsletter.

2.3.5 Tutor Group Commendation Award

At the end of each term a prize will be awarded to the tutor group in each year with the most commendations that term.

2.4 Key Stage 4 Rewards

2.4.1 Receipt of commendations in Key Stage 4 is celebrated and recognised by postcards sent home.

For 3 commendations it is sent by the Tutor.

For 6 commendations it is sent by the Year Leader.

For 12 commendations a Principal's Postcard is sent.

- 2.4.2 Each commendation received also earns a raffle ticket given by the tutor to be entered into a half termly year group draw. At the end of each half term a celebration of success assembly is held and 3 prizes awarded in Year 10 and 11.

2.5 Other College Acknowledgements of Achievement

2.5.1 Celebration of Achievement

Subject Leaders are encouraged to write to parents to celebrate success of students for outstanding effort or achievement in their subject area and/or to record this in student's planner.

Each subject area has a celebration of success board in their department area. Each half term 2 students from each key stage are nominated to be celebrated on this board and a letter is sent home to parents.

Year Leaders will write to parents to celebrate outstanding effort recognised on the SuccessTracker Reports.

2.5.2 Attendance

Excellent attendance of 100% in a term will be recognised and celebrated termly with an excellent attendance certificate. At the end of each term a prize will be awarded to the tutor group in each year with best attendance.

2.5.3 KCC Award

'I caught you doing something good'.

Every member of staff has 15 awards to issue during a school year. This is for a student 'caught doing something good' e.g. helping someone, showing kindness, regularly looking smart. A sticker is put in the planner which can be exchanged for a cookie in the Canteen or stationery at Student Support.

C. CONSEQUENCES

1. Principles

- 1.1. Consequences are used to discourage unacceptable work or poor behaviour. They ensure high level of expectations in the classroom and reinforce the right of all students to learn in a safe and supportive community.

2. Procedures

- 2.1. In many cases our consequences are informal. For example, the use of disapproving looks or of a reprimand (which focuses on the problem or act rather than the individual student) often corrects the behaviour. In most cases, teachers are expected to try informal consequences before giving a sanction. Students may be sent to the department 'parking' room or the 'Time Out' room to enable learning to continue within the classroom. If the problem persists or recurs, then the classroom teacher refers the problem to the Subject Leader or, for a tutor, to the Year Leader.

2.2 Attendance

Students are expected to arrive at College on time. 5 lates in a term will result in a meeting for the student with the Year Leader, parents contacted and an after-college detention. If lateness continues the issue will be referred to the Educational Welfare Officer.

If a student truants from a lesson or from the College site he/she will be detained in lunchtimes and after college. Persistent truancy may lead to internal exclusion. Parents will be informed of truancy.

2.3 Time Out Room

- The Time Out Room is used as a last resort consequence when other strategies have been tried and failed
- The Time Out Room is supervised at all times by a member of staff.
- If a student misbehaves in a lesson and other sanctions fail the teacher can send a student to the Time Out Room. This enables the teacher to re-establish calm in the classroom as soon as possible and prevents the individual from disrupting the learning of the majority.
- The member of staff in the Time Out Room is there in a supervisory capacity and has the responsibility for the room. A record is made of the student's name, the name of the teacher who sent the student out, the lesson and the time of arrival.
- The student is expected to fill in a reflection sheet, then to work in silence for the rest of the lesson. A bank of suitable work is to be available in the Time Out Room. No other counselling is required at this stage.
- Generally a student will be allowed to leave the room at the end of the lesson unless
 - 1) the member of staff on duty in consultation with a member of the Leadership Team feel that this would be unwise; or
 - 2) the student is internally excluded for part or all of the day.
- The member of staff who sent the student out must log the incident and pass it on to their Subject Leader to follow up the event ensuring students are clear about the expectations for future behaviour.
- Sending the student to the Time Out Room is not the consequence.
- A letter is sent home whenever a student is referred to the Time Out Room.

2.4 **Lunchtime Detentions**

Lunchtime detentions are used if students do not respond to previous warnings, e.g. for on-going failure to complete home learning, poor, disruptive, unacceptable behaviour or language, e.g. swearing, homophobic language.

Lunchtime detentions take place daily.

If a student gains 5 lunchtime detentions a term he/she will be seen by the Year Leader, parents will be contacted and an after-college detention issued.

When a lunchtime detention is given, it is recorded in the Student's Planner on the day on which it is to be served, thereby informing the tutor and parent. It is also logged on Progresso. If a student does not attend a lunchtime detention this is followed up by the Year Leader who will then speak to the student. If no reasonable reason for failure to attend is given then the Year Leader gives an after-college detention.

2.5 **After-College Detentions**

After-College detentions are used for more serious incidents of poor behaviour or repeated failure to observe College expectations. After-college detentions take place on Wednesday from 3.30 to 4.30. Parents are informed via a letter in advance of the detention, and a record of detentions given is maintained. Heads of Department should, wherever possible, set work for students in detention.

If an after college detention is missed the student is seen by their Year Leader. The student will be expected to attend an extended after college detention from 3.30 – 5.00 on Fridays. Parents will be contacted.

If a student has 5 after-college detentions the Year Leader will invite parents in to discuss the situation.

2.6 **Subject Report**

If a student fails to respond and is not achieving their potential or is disrupting the learning of others the Subject Leader will place the student on Subject Report. A letter will be sent home by the Subject Leader. The student will then be monitored closely within that subject. Parents sign the report which is shown to the Subject Leader at the designated times.

2.7 **Full Report**

If a student fails to respond to consequences imposed in a number of subject areas or if the Year Leader thinks it necessary, the Year Leader places the student on Full Report and parents will be contacted. A letter will be sent home by the Year Leader. The student is monitored closely in all subjects for a minimum of 3 weeks. Parents sign the report daily which is shown to the Year Leader at the designated times. The aim of the report is to encourage the student to achieve their potential.

2.8 **College Support Plan**

If a student fails to respond to being on full report, a meeting is organised to discuss the student's future at the College. Invited to this meeting are:

- The student
- The parents/carers of the student
- Year Leader
- Member of College Leadership Team
- Colleagues from other outside agencies as appropriate

A college support plan is agreed detailing future actions and expected responsibilities. A review meeting is planned to take place after 6 to 8 weeks.

2.9 Pastoral Support Plan

If a student is in danger of permanent exclusion, a meeting is organised to discuss the student's future. Invited to this meeting are:

- The student
- The parents/carers of the student
- A representative of the Local Authority
- Educational Welfare Officer
- Representatives of other agencies involved with the student, eg social worker, Careers South West
- Year Leader
- Member of the College Leadership Team

The Pastoral Support Plan is agreed detailing future actions and expected responsibilities. A review meeting is planned to take place after 6 to 8 weeks.

2.10 Internal Exclusion

When a student is internally excluded, he/she works in the Time Out room under the close supervision of a senior member of staff. Students will have alternative break and lunch times whilst internally excluded. It is used in the following situations:

- Rudeness to staff
- Failure to follow staff instructions
- Repeated and serious failure to observe College expectations
- Aggression towards another student

A standard letter will be sent home.

2.11 Late School

- Late school is an alternative to a fixed term exclusion when a serious incident occurs.
- During Late school students have an opportunity to discuss and create solutions for the causes of being put into late school and complete college work with help.
- When a serious incident occurs a referral to Late school makes a clear statement that the actions of the student are not acceptable and conflict with the ethos of the college.
- Late school is an additional stage in the consequences available as part of our behaviour for learning system.

Practice

1. Parents will be contacted the day before late school and informed about the incident and that their child has been placed in late school for the following day.

2. Students will be absent from college on the day of Late school from 8.50-2.30. During this period students must complete any work set under parent direction.
3. At 2.30 students will return to college and have a re-entry interview with parents, late school supervisor and a member of the College Leadership Team. When parents cannot attend at 2:30 the re-entry interview will take place at the end of late school.
4. After this meeting or when the student arrives they will go the loft where they will be supervised to study until 6.30.

If students do not attend late school, a 1 day fixed term exclusion for the following day will be issued and a reintegration interview held on their return to college.

2.12 **Fixed Term Exclusion**

A Fixed Term Exclusion is used in the following circumstances:

- Abuse of drugs, including alcohol, as shown in the College's Drug Policy.
- Gross rudeness to a member of the College staff.
- Violence or unacceptable conduct to another member of the College community, including behaviour likely to endanger another's health or safety.
- Persistent failure to comply with the College's Code of Conduct.

The Principal contacts the parents and sends a letter home. After a fixed term exclusion, the student and his/her parents/carers are invited to a re-admittance meeting with a senior member of staff.

2.13 **Permanent Exclusion**

2.13.1 The decision to exclude a student permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following the range of strategies as laid down in the College's Behaviour Management Policy. It is an acknowledgement by the College that it has exhausted all available strategies for dealing with the student and will normally be used as a last resort.

2.13.2 There may be exceptional circumstances where in the Principal's judgement it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

- Serious, actual or threatened violence against another student or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug; or
- Carrying an offensive weapon.

2.13.3 The Principal contacts the parents and sends a letter home. The College then follows Devon Local Authority Guidelines.

2.14 Sixth Form Behaviour Management

Rewards

- Academic achievement is rewarded both individually (teachers give GOLD forms for excellence) and in Tutor groups (inter-tutor competition). Individually, students receive:
 - 5 Gold stickers will be rewarded with a £2.50 Café 6 Voucher
 - 15 Gold forms will be rewarded with two cinema tickets for the Reel Cinema
 - 'Magic Stars' are awarded in assemblies to acknowledge positive contributions to our community
 - Students who are on or above target grade in each subject at each ST point will be invited to a 'Big Breakfast' to celebrate their success
- Subject Leaders are encouraged to write to parents to celebrate success of students for outstanding effort or achievement in their subject area and/or to record this in student's planner.

Each subject area has a celebration of success board in their department area. Each half term 2 students from each key stage are nominated to be celebrated on this board and a letter is sent home to parents.

Year Leaders will write to parents to celebrate outstanding effort recognised on the SuccessTracker Reports.

Referrals

The main tool which is used to refer KS5 students is the Sixth Form Support 'Green Form'. These are used to ensure a high level of expectations in the classroom in terms of attitude, meeting deadlines and commitment to the course of study.

A teacher completes the Green Form, wherever possible, in negotiation with the student, in order to refer an issue to the Subject Leader, Tutor and Sixth Form Team.

The Form sets agreed actions for the student.

If a student fails to respond to these actions, or if there are concerns in more than one subject area, the Tutor, Sixth Form Learning Co-ordinator or Year Leader intervenes, contacting parents if appropriate.

If a student fails to respond to this level of intervention, the Head of Sixth Form calls a formal meeting with the student and parents to consider the way forward. In extreme cases, a student may be asked to leave the Sixth Form if they are persistently making little attempt to meet our expectations.

Permanent Exclusion

We refrain where possible from using Fixed Term Exclusions as students who are at risk of underperforming in the Sixth Form need to attend all lessons. Therefore it is possible that a decision may be taken permanently to exclude a Sixth Form student without any fixed term exclusions being issued.

The decision to exclude a student permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following the range of strategies as laid down in the College's Behaviour Management Policy. It is an acknowledgement by the College that it has exhausted all available strategies for dealing with the student and will normally be used as a last resort.

There may be exceptional circumstances where in the Principal's judgement it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

- Serious, actual or threatened violence against another student or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug; or
- Carrying an offensive weapon.

D. BULLYING

1. Principles

- 1.1 Bullying in any form is a direct contravention of the Aims and Values of the College and is always treated seriously. It is the responsibility of all staff to ensure KCC is a safe learning environment. Bullying is not tolerated at KCC.
- 1.2 Bullying is any deliberate and/or persistent act to cause harm. It can involve teasing, interfering with belongings, sexually or racially offensive conduct, ridicule, invasion of privacy, vandalism and intimidation. It may also show itself in more subtle ways such as name calling and children excluding others from games or activities. Each of these activities has the intention by one child or a group of children to inflict a damaging effect upon another person. The acts listed above can occur electronically through mobile phones or computers.

2. Procedures

- 2.1 Bullying is not tolerated in any form at KCC and students, staff and parents are made aware of this:
- In the Behaviour for Learning Policy issued to all annually
 - In transition activities for all Year 6 students
 - Module in KCC Learner sessions in Year 7
 - PSHE, tutorial sessions throughout the College
 - Year Assemblies
 - Student Planner information pages
 - Posters in all tutor rooms
- 2.2 The College has a two-pronged approach to bullying, firstly, attempting to prevent it through the tutorial programme (KCC Learner) and PSHE lessons. Secondly the organisational and pastoral structure of the College ensures students have someone to talk to.
- 2.3 The organisational and pastoral structure of the College ensures students are known and have an adult they can talk to. All students have personal coaching sessions with their tutor.
- 2.4 The College has an anti-bullying student group trained by Kidscape. They operate a drop-in and text reporting service and lead an anti-bullying assembly for each year group.

2.5 Reported incidents of bullying are always treated seriously and those involved are interviewed and where necessary dealt with through the Behaviour Management system of the College, in accordance with College guidelines. Parents are informed and details of the incident are recorded.

2.6 All incidents which may be described as bullying should be reported to the Year Leader, the Tutor or Assistant Principal and will be followed up in accordance with the Policy. Incidents of bullying are recorded on our College Bullying log kept by the Assistant Principal.

E. RACIST INCIDENTS

1. Principles

1.1. The Stephen Lawrence Enquiry Report defines a racist incident to be “any incident which is perceived to be racist by the victim or any other person”.

Examples of racist incidents include:

- refusal to co-operate with others
- racist remarks or jokes
- assault
- promotion of racist materials
- racist graffiti
- name calling

2. Procedures

2.1. If such an incident should occur it should be dealt with by the Year Leader in the appropriate manner. Racist incidents are logged by the Assistant Principal.

F. DRUGS POLICY

1. Principles

1.1 The College ensures that all members are informed about the nature and effects of drugs through the PSHE programme.

1.2 All members of the College have the right to be educated in a community where neither the use nor passing of drugs is tolerated. Every situation is thoroughly investigated and any subsequent action takes into account the need to balance the seriousness of the incident, the needs and circumstances of the individual and the need to ensure that the College remains a drug free community. This includes College trips and visits.

2. Definitions

2.1 In terms of this policy, DRUGS include the following:

- Controlled substances (e.g. Amphetamines, Cannabis, Cocaine, Ecstasy, Heroin, LSD, magic mushrooms).
- Prescribed or medicinal drugs that are improperly used.
- Drugs which interfere with a student’s ability to learn (e.g. alcohol, , solvents, legal highs)
- Drugs which have a harmful effect on health (e.g tobacco)

- Drugs which are misused to enhance performance (e.g. steroids)

3. Procedures

3.1 As a result of misusing drugs, a medical emergency may come about when a person is:

- Unconscious
- Having trouble breathing
- Is seriously confused or disorientated
- Thought to have taken a harmful toxic substance
- Is at immediate risk of harm

In any incident involving drugs, the need for medical help overrides all other considerations, and the normal College First Aid Procedures are followed.

3.2 Suspicion that an incident has arisen involving drugs may come about for a number of reasons, including:

- Illness, inappropriate or uncharacteristic behaviour
- Information alleging possession or supply of drugs
- Drugs found

Upon receipt of such information the person is questioned by a Member of the Leadership Team with another member of staff present.

3.3 Students who smoke tobacco on College premises, on a College trip or on the way to and from College, including at lunch-times, are punished through the College system of consequences. A detention is usually given for the first offence, and more serious action follows for persistent offenders. Cigarettes or tobacco found on a student are confiscated and returned to their parents on request.

3.4 A student may be asked to co-operate in a search of his or her possessions by emptying his/her own pockets and bags. A witness is present.

3.5 It is recognised that on some occasions suspicions are quickly shown by investigation to be unfounded, and that on other occasions it is important to question a number of students, keeping them separate to avoid later allegations of collusion. Parents are informed as soon as possible of the outcomes of investigations. The College reports to the Police any relevant information gained in the course of investigations.

3.6 Any illegal drugs found during investigations are passed to the Police or other authority for disposal. Tobacco, alcohol and medications are usually returned to the student's parents on request.

3.7 As with any other breach of College rules, care is taken to ensure that the consequence matches the seriousness of the offence. In determining such sanctions, the College takes into account a number of factors including motive, reliability of evidence, the nature of the drug, and the attitude of the student.

The decision about the consequences takes into account the needs of all concerned. It seeks to balance the needs of the individual student concerned with the key principle that all members of the College have the right to be educated in a community that is free from the misuse of drugs and free from any pressure or influence to become involved with them.

3.8 The following are the sanctions to be expected:

- A student in possession of drugs or associated equipment or who has used drugs during the College day is usually excluded for a fixed term of up to three days.
- A student who repeats a similar offence is usually recommended for permanent exclusion.
- A student who is found to be in serious breach of this policy, for example by possessing large quantities of drugs, or by supplying drugs to others for sale or otherwise, is recommended for permanent exclusion from the College even if it is a first offence.

3.9 Consequences are balanced with support, and meetings with parents and students following incidents always explore ways of offering support from within the College and/or referral to other agencies.

This Policy applies to incidents which take place during the College day which include the journey time before and after College and lunchtimes. It also applies to all College trips and visits.

G. CHILD PROTECTION

1. Principles

- 1.1 It is the professional responsibility of all staff in College to be alert to the threat of child abuse, and to refer any suspicion of abuse to the Senior Designated Officer Safeguarding/Child Protection (Wendy Ohlson). The SDO has a similar duty to pass on such information to the relevant Local Authority Department.
- 1.2 Staff should be aware of their vulnerability when dealing with children and be aware at all times of their professional duties and responsibilities.
- 1.3 Child Protection procedures apply to all students in our Community.

2. Procedures

- 2.1 Staff who suspect child abuse refer the matter to the SDO immediately. This is backed up by a written report. Staff who have concerns about the behaviour of a colleague make a similar referral.
- 2.2 Staff follow College guidelines when talking to students on such issues and also have regard to the College Policy on Confidentiality.
- 2.3 Staff need to be aware of their vulnerability when undertaking one to one interviews with students. When such interviews take place, they should if possible be conducted in a room with visual access or with the door open, or in a room or area which is likely to be frequented by others.
- 2.4 Following an incident where a member of staff feels that their actions have been misinterpreted, he/she speaks with a senior member of staff and/or their professional association. If a member of staff is subject to an allegation of abuse, he/she contacts the relevant professional association.
- 2.5 Staff are vigilant about the possibility of misinterpretation when using sensitive teaching materials, for discussion, and if in doubt consult with a Senior Member of Staff.

H. UNIFORM

1. Principles

1.1 We have a uniform which:

- ensures that students are appropriately and sensibly dressed for College
- encourages pride in self and in membership of the College
- eases parents' lives by reducing debates on what to wear for College
- prepares students for adult life where there are codes of dress

2 Procedures

- 2.1 It is the responsibility of all staff to ensure that students are wearing the correct College uniform. It will be checked by tutors during morning registration and by teaching staff throughout the day.
- 2.2 A failure to wear uniform in accordance with the uniform policy is treated in the same way as any other breach of College discipline. Pupils with incorrect uniform will be loaned a correct item from student support to wear for that day.
- 2.3 Tutor/Year Leader to contact parent/carer if student persists in wearing incorrect uniform.

I. MOBILE PHONES AND MOBILE DEVICES –

- Mobile phones may not be used anywhere in the College unless directed by a member of staff.
- If brought into College they should remain turned off and in a student's bag.
- Lunchtime detentions will be issued to students using a mobile phone in College. Consequences will increase for persistent offenders.

Items of value and money can be left for safe-keeping at student support during the day.

REVIEW OF POLICY

This policy is reviewed by the Governing Body every two years.

**Ratified by the Kingsbridge Governing Body
6th July 2015**

Appendix I

Code of Conduct

At Kingsbridge Community College we expect all students to:

- Treat all members of the College Community with respect.
- Arrive at lessons on time and be correctly dressed.
- Have the appropriate equipment and be ready to work.
- Follow the teacher's instructions and be co-operative.
- Work to the best of their ability and allow others to do the same.
- Meet all deadlines.
- Look after the College buildings and its contents.
- Respect other people's property and take care of their own possessions.
- Be polite, show good manners and use appropriate, acceptable language.

Appendix 2

UNIFORM IN YEARS 7 TO 11

Boys

Red/white pin-striped shirt
College Black jumper
Black trousers
Black shoes
Plain black ankle socks

Girls

Red/white pin-striped blouse
College Black jumper or cardigan
Black trousers or skirt
Black shoes
Plain black ankle socks or plain
black/neutral tights

PLEASE NOTE:

Shoes

Plain black with no logos or markings
No trainers or canvas shoes

Trousers

Boys Black Formal style (boys)
 No denim, cord or jeans
Girls Bootleg style ie. Black – No denim, cord or jeans

Skirts - Black stitched down pleat only minimum length just above the knee (no frills) and of tailored material and NOT stretchy.

There must not be any additional detailing or logos on the trousers or skirts: all must be plain black.

A plain black belt may be worn if it fits through belt loops

Outdoor Coat

Students need an outdoor coat for College. It must be removed in lessons. A KCC sport hoodie may be worn as an outdoor coat and removed in lessons

Jewellery

If worn this must be discrete (i.e. 1 ring, 1 bracelet, 1 necklace, 1 pair non-dangly earrings, no visible body piercings including eyebrow, tongue or nose).

The following are NOT acceptable

- Denim, cord, jeans
- Coloured t-shirts as vests
- Hoodies, jumpers, cardigan, fleecetops at any time
- Polo shirts
- Trainers, canvas shoes
- Fashion belts
- Extremes of fashion including hair colour and style

Unacceptable, non-uniform items will be confiscated and a parent asked to collect. If a student repeatedly fails to wear the correct uniform they will be sent home.

Students may only wear KCC tops, no other jumpers, hoodies or body warmers are to be worn in college.

P.E. KIT

All students must have:-

Red college polo shirt

Football boots (boys only)

Navy shorts

Long sleeved rugby top (compulsory for boys, optional for girls)

Trainers

Navy/red games socks

Navy tracksuit trousers are advisable

A gum shield is compulsory for hockey and strongly recommended for rugby (if possible this should be designed and fitted by a dentist).

In outdoor lessons students are encouraged to wear extra warm clothing such as a Navy 'hoodie' during times of cold weather.

ALL KIT MUST BE CLEARLY LABELLED