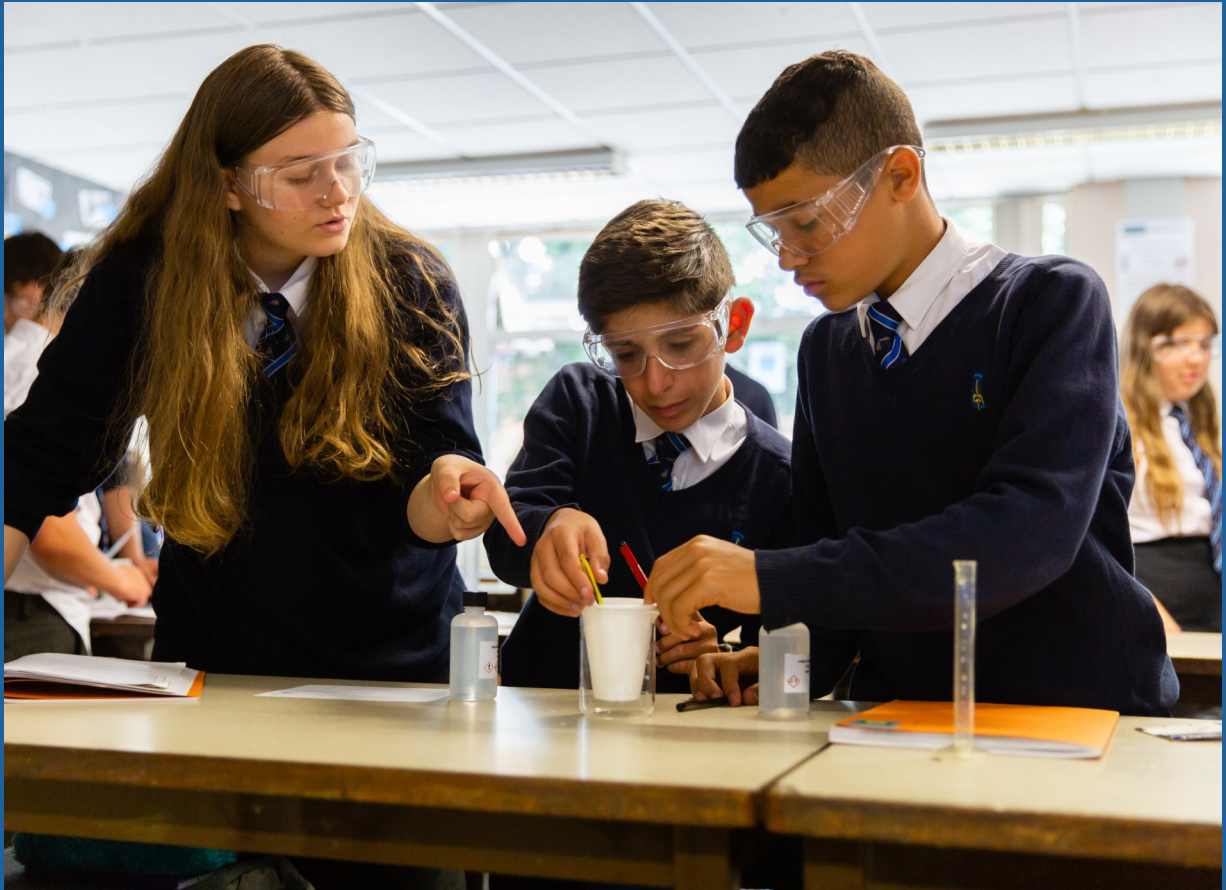


Kettlethorpe HIGH SCHOOL



Guide for parents & carers

2023-24

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KEY INFORMATION



ADDRESS

Kettlethorpe High School
Standbridge Lane
Sandal, Wakefield
WF2 7EL

VISITING US

Visitors can use the car park by the 3G pitch across the road. There is no parking on school site. Parking on Local Authority property is at the owner's risk.

Please report to School Reception on arrival.

SCHOOL DAY

(8.35: Movement bell)

8.40 - 9.00am: Tutor time

9.00 - 9.20am: Reading/PSHE

9.20 - 10.20am: Period 1

10.20 - 11.20am: Period 2

11.20 - 11.35am: Morning break

11.35-12.35pm: Period 3

12.35 - 13.10: Lunch break

(13.05: Movement bell)

13.10 - 14.10pm: Period 4

14.10 - 15.05pm: Period 5

KINDNESS CHARTER

KETTLETHORPE HIGH SCHOOL'S
Kindness Charter

1.



We are kind, supportive and compassionate. We treat everyone in our school community as we would like to be treated in return.

2.



We respect everyone, regardless of their gender, race, religion, sexuality, physical appearance or ability. We value everyone, even if their beliefs and ideas are different to our own.

3.



We do not use derogatory language, harass or name call, or do things that hurt others – in person or online. We are kind in our words and in our actions.

4.



We challenge those who use unkind words and actions that discriminate, show disrespect or make fun of others. We are not bystanders. We support each other.

5.



We respect personal space, privacy and boundaries. We listen, when people ask us to do this, and stop and change our words and actions.

We promise that members of staff at Kettlethorpe High School will never ignore or dismiss concerns or reports of unkind behaviour.

*We are kind.
We are Kettlethorpe.*

**Kettlethorpe
HIGH SCHOOL**

4Rs

We are kind. We are Kettlethorpe

We are **respectful**. We...

- > follow staff instructions first time, every time
- > use respectful language towards others
- > look after school property and the environment
- > respect everyone, regardless of their gender, race, religion, sexuality, physical appearance or ability
- > include everyone, even if their beliefs and ideas are different to our own
- > respect personal space, privacy and boundaries

We are **responsible**. We...

- > take full responsibility for our own actions
- > are ready to learn and prepared with equipment
- > follow the school uniform policy
- > are kind, supportive and compassionate
- > do not use derogatory language, harass or name call, or do things that hurt others
- > challenge those who discriminate, show disrespect and make fun of others

We are **resilient**. We...

- > never give up trying and take risks
- > are able to recover quickly from a setback
- > develop a positive attitude to learning
- > use staff feedback in order to improve
- > always strive to use kind words and actions and be the best version of ourselves

We are **reflective**. We...

- > are able to describe our progress
- > learn from feedback, experiences, feelings and responses and can analyse them
- > think about next steps and set targets in our learning
- > think about when we have used unkind words and actions and seek to improve where this has happened



Kettlethorpe
HIGH SCHOOL

HOME SCHOOL AGREEMENT

At Kettlethorpe High School, we recognise the importance of the partnership between school and parents/carers in having a transformational effect on the secondary school experience of children in our school and their eventual outcomes and life chances. As a parent/carer I will:

- promote kindness, responsibility, resilience, reflectiveness, and respect; I will understand the Kindness Charter.
- always make sure my/our child attends school, unless for approved circumstances.
- make sure my/our child attends school on time, in correct uniform and with the correct equipment.
- make sure I check my/our child's attendance, behaviour, homework, and sign the planner each week.
- attend consultation evenings and discussions about my/our child's progress.
- download and create accounts to Edulink and Class Charts, which are key communication tools for behaviour and communication; I will check these regularly.
- ensure I understand the behaviour policy and support school with teaching my/our child the importance of high standards.
- work with school when I am asked to support with my/our child's behaviour or learning.
- ensure I understand the Kettlethorpe High School's values and expectations surrounding the 4 Rs and the Kindness Charter, and work with my/our child at home on these.
- encourage my/our child to participate in the extra-curricular opportunities offered by the school.
- support all other of Kettlethorpe High School's policies and guidelines as outlined in the Parent/Carer Guide and website.

Approved by Governing Body (May 2023)

By choosing to work at this school, send my child to this school, or attend this school, I commit to meeting these expectations.



For full school policies check our website: www.kettlethorpehigh.co.uk or scan QR code above

ATTENDANCE/PUNCTUALITY/ABSENCE

ATTENDANCE & PUNCTUALITY

At Kettlethorpe High School we insist on the highest level of attendance from all our pupils so they may develop their full potential during their time at school. It is our aim to maintain a culture of strong academic progress, excellent attendance and punctuality. Missing out on education has a significant effect on pupils' life opportunities. There is a clear link shown in research between attendance and attainment in GCSEs. Irregular attendance can have a significant impact on pupil achievement.

All pupils are expected to arrive on time and be ready and punctual to lessons. This is a minimum expectation. The school bell will sound at 8:35am to indicate pupil movement, another bell will sound at 8.40am. Any pupil arriving after this will receive a concern via Class Charts. Minutes late will be recorded by the tutor. The bell for afternoon registration sounds at 13:05. Any pupil arriving after 13:10 will be marked late. Any pupil arriving after 9.00am must sign in at the Attendance office before going to their lesson. If they have no valid reason for being late, they will receive a 30-minute detention after school the next day. Any pupil arriving after 9.20am will receive a U code on their registration record. Registers are closed by this point. This is an unauthorised absence.

REPORTING ABSENCE

If your child is too ill to attend school, parents/carers should contact the school as soon as possible.

- Telephone on **01924 251605 before 9am**
- Report an absence via the Edulink app or Edulink website

Please give your child's name, year group and the reason for the absence. We ask that you contact us **each day** that your child is absent unless you have given an indication of how long the absence will last. The school can ask for medical evidence for any absence of more than a week. Without this evidence, in some circumstances, the absence will not be authorised. If attendance concerns continue, it may result in a fixed penalty fine or prosecution. Term time holidays will not be authorised.

APPOINTMENTS

Appointments (e.g. medical, interviews) should be arranged outside school hours wherever possible. If an appointment is unavoidable during the school day, pupils should attend school before their appointment, sign out and then return to school. A note in the planner is needed and pupils should show the note to the Attendance Officer when it is time for them to sign out and sign back in on their return.

HOLIDAYS

The Government strongly urges parents/carers to avoid taking their children out of school for family holidays as this will disrupt their education. Whilst we understand the difficulties parents/carers may have in organising holidays during the school holidays and the benefits to be had from cheaper term-time holidays, this type of absence is detrimental to a child's education.

There is a common misconception that any child is allowed to take 10 days holiday per year.

This is not true.

Parents/carers are entitled to request leave of absence from the school. The headteacher has the discretion to allow up to 10 days in any academic year for the purpose of a family holiday only where there are **special circumstances**. Other factors will be taken into account, such as:

- The time of year the child will be absent (no requests will be granted at the start of a new academic year, during exam time or for any pupil in Y10 or Y11);
- The attendance record of the pupil;
- The number of previous requests for family holidays.

Any request should be made well in advance by completing a holiday request form which can be obtained from the attendance office or electronically via the school website.

<https://kettlethorpehigh.co.uk/attendance/>

We will consider all requests individually, **although family holidays will only be authorised in the most exceptional circumstances.**

Safeguarding pupils

All matters regarding child protection in school are to be reported to:



Designated Lead

Mrs M Mumby
Assistant Headteacher



Designated Deputy

Mr A Bennett
Assistant Headteacher



Designated Deputy

Mr R Douglas
Key Stage 3 Leader



Designated Deputy

Miss E Lee
Key Stage 4 Leader



Safeguarding Officer

Mrs H Marsden
Safeguarding Officer

Further Designated Deputies - Mrs J Wray, Deputy Headteacher and Mrs J Babbage, Head's PA
Designated Governor - Mrs Helen Perkins

SAFEGUARDING & PUPIL SUPPORT

SAFEGUARDING

At Kettlethorpe High School we follow the statutory expectations set out in ***Keeping Children Safe in Education 2023***.

Mrs Mumby, Assistant Headteacher, is our Designated Safeguarding Lead (DSL) and takes all responsibility for safeguarding pupils. Any staff aware of any risks report the details to the DSL and, where appropriate, this may involve consultation with external agencies to safeguard a pupil. Our primary responsibility is to gather information and act with advice to secure the best outcomes for the child.

On occasions, this will involve referral to Social Care Direct and possible involvement of the Safeguarding Team. School may contact parents/carers or, if the concern is linked to a member of the family, it may be social services who make this contact.

All information coming in to the DSL is recorded and stored on our secure platform. Should the referral reach a level where services are involved, a file is set up for each child where there are concerns and only trained staff can access this information.

Safeguarding concerns may be linked to any number of issues, details of which can be found in our Safeguarding Policy on the website and in the *Keeping Children Safe in Education* document on the DfE website.

If you have any queries or concerns about your child's welfare and wellbeing please contact school by phone 01924 251 605 or by email:

Mrs Mumby: mmumby@kettlethorpe.wakefield.sch.uk

Mrs Marsden: hmarsden@kettlethorpe.wakefield.sch.uk

Mr Bennett: abennett@kettlethorpe.wakefield.sch.uk

Mr Douglas: rdouglas@kettlethorpe.wakefield.sch.uk

Miss Lee: elee@kettlethorpe.wakefield.sch.uk



PUPIL PREMIUM

If you have a low income, you can find out more about Free School Meals, including how to claim, on the Wakefield council pages.

Kettlethorpe High School receives additional funding every year for pupils who are entitled to free school meals. This money is called the Pupil Premium. We use this funding to help eligible pupils to overcome barriers to learning. Some pupils do not require additional support in order to be successful, others may require significant support to help them engage with school. We identify needs on an individual basis and do everything we can to support the children that need our help.

We encourage all eligible parents/carers to apply for Free School Meals so that we can offer the best possible support for your child.

SUPPORT NETWORKS & WHO TO CONTACT

Year Managers: a Year Manager is assigned to each year group. They will communicate with parents/carers and support individual pupils at school.

Key Stage Leaders: They support the Year Managers and form tutors.

SEND Learning Support Assistants: a key worker will be named for all children who have an Educational Health Care Plan.

Diamonds: a discrete group of pupils with a range of needs are taught in small groups and reintegrated into mainstream lessons at appropriate times. This support is linked primarily to emotional health and wellbeing.

Safeguarding Officer: they are trained to support the DSL (designated safeguarding lead) to keep **all** children safe within the school.



Mr Douglas
Key Stage 3
Leader



Mrs
Bennett
SENCO



Mrs
Marsden
Safeguarding
Officer

RE-ENGAGEMENT ZONE (REZ)

This is a central area where identified pupils are able to work with planned support for certain subjects. It enhances the learning outcomes for vulnerable learners. You will be notified if your child needs to use REZ.

HELPLINE NETWORKS FOR YOUNG PEOPLE

If you have any concerns about your child's wellbeing, mental health or need some extra support, please talk to their tutor or Year Manager who can advise further.

Here are some external organisations providing essential support and information on the range of topics:

YOUND MINDS CRISIS MESSENGER

Provides free, 24/7 crisis support across the UK if you are experiencing a mental health crisis . If you need urgent help text **YM** to **85258**

All texts are answered by trained volunteers, with support from experienced clinical supervisors . Texts are free from EE, O2, Vodafone, 3, Virgin Mobile, BT Mobile, giffgaff, Tesco Mobile and Telecom Plus.

THE MIX

24-hour support and listening for people under 25. Phone **0808 808 4994**.

SAMARITANS

24-hour confidential listening and support for anyone who needs it. Phone **116 123**.

Domestic Abuse helpline

Ring **0800 2000247**.

THE WAKEFIELD CHILD AND ADOLESCENT MENTAL HEALTH SERVICE (CAMHS)

Provides assessment, interventions and support to children, young people and their families who are suffering from significant mental health or behavioural problems.

For their Single Point of Access Team phone **01977 735865**.

To view our support page which has information for both parents/carers and pupils, please visit our website www.kettlethorpehigh.co.uk or scan this QR Code



BULLYING

WHAT IS BULLYING?

It is behaviour by an individual or group, **repeated over time**, that intentionally hurts another individual or group.

It is not a one-off incident.

HOW TO REPORT BULLYING?

If a pupils feels they are being bullied, they can report it to any member of staff or to an ***Anti-Bullying Ambassador***. Contact your child's form tutor in the first instance.

Pupils and parents/carers can also send a message via the Anti-Bullying Form on our school website or the no bullying email address on **nobullying@kettlethorpe.wakefield.sch.uk**

ANTI BULLYING POLICY

As a school our policy is clear:

- All bullying will be acted upon; therefore every person who is a part of our school has a responsibility to take action.
- We will explicitly address the issues of bullying regularly and thoroughly through the PSHCE programme and our anti-bullying week.
- Practices within the school will reflect the commitment to the prevention of bullying.
- We will actively encourage and develop an environment which allows pupils to talk confidently about fears and problems. This allows teachers to reassure and counsel pupils and to deal with the issue of bullying as it arises in the daily life of the school.

CYBER BULLYING

This type of bullying appears when young people use mobile phones and social media. This is happening outside of school.

In school we take secure measures to ensure online safety. Whilst we will act to help deal with these issues, it is vital that parents/carers are aware of the way this technology can create real issues.

Please report any concerns you have to the police or internet provider.

EQUALITY AMBASSADORS

We have a number of staff and pupils who are 'Equality Ambassadors'. These have been trained specifically to assist in the support of other pupils in school. The ambassadors wear a distinct badge so that pupils know who to approach for help.



MEDICATION POLICY

If your child becomes unwell or has an accident during school hours, our First Aider will contact you to arrange for your child to come home. It is the parent/carer's responsibility to:

- ensure their child is well enough to attend school;
- inform the school First Aider of the child's medication and complete pupil's medical form (on pupil's entry to Kettlethorpe).

Students with short-term, long-term and/or complex medical conditions may require ongoing support, medicines or care whilst attending Kettlethorpe High School to help them manage their condition and keep them well. Others may require monitoring and interventions in emergency circumstances. It is also the case that children's health needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences. It is therefore important that parents/carers communicate with school so that effective support can be put in place.

SELF-PRESCRIBED REMEDIES

Self-prescribed remedies for minor problems and viral illnesses will **not** be given in school. This includes medication like Lemsip, Day Nurse, cough medicine or paracetamol. In cases where paracetamol is advised by a medical practitioner but not prescribed, a letter must be obtained from a medical practitioner by the parent/carer confirming it is safe to administer the paracetamol, detailing the dosage and period of time this should be taken for the school to consider the administration.

PRESCRIPTION MEDICATION CONSENT & BRINGING MEDICATION

There is a form on our website for parents/carers to fill in. The medication must be taken straight to the First Aid Room when the pupil arrives at school.

Prescribed medication should be in its original package as received from the chemist. The printed label intact with child's name, drug's name, strength and dose to be given should be visible. No part strips or loose medication will be accepted. Medication with a dose frequency of 4 times a day (usually antibiotics) will be given at lunchtime.

PLEASE NOTE: The First Aider is not a trained nurse & cannot diagnose conditions (a GP visit is required).

PARENT/CARER APPS

School uses **EduLink One** and **Class Charts** to offer parents/carers a direct access to their child's data. These apps are available to download on your phone or access via Internet. We encourage all parents/carers to download and use these apps. Behaviour and rewards are tracked using Class Charts. Parents will receive an access code and, once activated, will be able to see their child's daily update on positive and negative behaviours. Logins for new pupils and parents/carers are sent out in the first few weeks of September.

Please contact the school office to access this facility if you are having difficulties.



CURRICULUM

At Kettlethorpe High School, pupils will:

- experience a broad, deep and knowledge rich curriculum;
- be literate and numerate;
- have high expectations for their behaviour and achievement;
- build their character;
- develop their cultural, social, moral, mental and physical development;
- secure foundations for progression.

To view our full curriculum intent and policy, scan this QR code



A small number of pupils will be selected to follow a slightly alternative curriculum which meets their individual needs.

Exam boards we use:

AQA: <http://www.aqa.org.uk>

Edexcel: <http://qualifications.pearson.com/en/home.html>

OCR: <http://www.ocr.org.uk/>

WJEC: <http://www.wjec.co.uk/qualifications/>

Kettlethorpe High School Curriculum: Whole School Overview Key Stage 3

Kettlethorpe High School has a broad and balanced curriculum. Please see the below overview to visualise how a Kettlethorpe High School pupil can expect to receive both breadth and depth of education across Key Stage 3.

Subject	Y7						Y8						Transition to KS4
	Autumn		Spring		Summer		Autumn		Spring		Summer		
	Types of shading and cylinder-shaped objects	Cubism still life	Colour theory and use of paints	Van Gogh still life painted	Acinbollo portraits	Box shaped structures and two-point perspective	Escher style relativity A3 pieces	Weeping woman style self-portraits	Self-portraits tonal shaded drawings	Project 5: Creative Media Taster	Hockney inspired photoshop landscapes		
Art & Design	Project 1: E Safety and Digital Communication	Project 2: History of Coding	Project 3: Data Handling	Project 4: Block Coding	Project 5: How a computer works	Project 1: Microbits and algorithms	Project 2: Python text-based coding	Project 3: Cryptology	Project 4: GCSE media taster	Project 5: Creative Media Taster	Project 5: Creative Media Taster		
	Health and safety the workshop	Slot together animal project	Use of hand tools	Use of machine tools	Design and templates	Phone stand and mirror project	Research design movements	Structures project	Material properties	Mechanisms and structural forces	Mechanisms and structural forces		
Food Textiles Graphics	Food safety and hygiene		Culinary Skills		Food Preparation and nutrition/Culinary Skills		Nutrition and macro nutrients		Micronutrients		Special diets and adapting recipes		
	Stress chicken		Pencil case		Basic hand sewing skills		Basic machine sewing skills		Fabric printing & tie dye		Machine construction and buttonhole fastenings		
Drama/Dance	Sweet shop logo design		Six components of graphics		Use of different medium.		N/A		N/A		N/A		
	Dance – Drama Composition	Dance – Lord of the Flies	Dance – World Dance	Drama – Musicals (script work)	Dance – Narrative	Dance – On the front line	Drama – Script Work	Dance – Contemporary vs Street Dance	Drama – Damlola Taylor	Dance – Contact and lift work	Drama – Stage configurations and positions		
English	Heroes and Villains Legends Anthology	Heroes and Villains – Love and Conflict – Shakespeare's Most Evil Villain	Love and Conflict – Non-Fiction Writing, Love and Conflict Poetry	Man and Nature – Frankenstein	Man and Nature – Non-Fiction Writing, Speaking and Listening	The Other – Gothic Literature Anthology	The Other – Non-Fiction Writing, The Other Poetry	Social Justice – Romeo and Juliet	Social Justice – Non-Fiction Writing, Social Justice Poetry	Identity – Blood Brothers	Identity – Non Fiction-Writing, Speaking and Listening		
	Technics	Weather and Climate	Development	Globalisation	Rainforests Part 1	Rainforests Part 2	India's Urban Environment	Geology	China	Coasts			
History	Battle of Hastings	Power in Medieval England	Life in Medieval England	The Tudors	The Stuarts	Life in Renaissance England	Sequences Analysing Data	Number Area and Volume	Industrial Britain	WW1 / Rise of Dictatorships	WW2		
	Number Transformations	Expressions Fractions	Decimals Probability	Lines Angles	Ratio Proportion	Sequences Analysing Data	Expressions Percentages	Probability Ratio	Fractions Real Life Graphs	Straight Line Graphs Lines and Angles	Displaying Data Statistics Graphs and Charts		
French	Describe yourself	Give opinions	School	Hobbies	Where I live	Town	Holidays	Festivals and food	Media	Hobbies and tenses	My region		
	Describe yourself	My life	Hobbies	Sports	School	Town	Holidays	Technology	Media	Food	Festivals		
Spanish	Happy Birthday - Keyboard skills and the Elements of Music	Christmas Song-Triad Chords	Scottish music - Pentatonic scales and drones	Chinese and Indian music - Layers and improvisation	Latin music – Synopcation and Latin percussion	Music for advertisement – 4 chords tricks	Musicals and Christmas Pop – Band skills	Soundtrap – Using music technology	Band skills and technology performance	Use Somebody – chord inversions	Lifelong music skills project		
	Citizenship	Character	Aspirations	RSE	Healthy Living	Growing Up	Citizenship	Character	Aspirations	RSE	Body image		
PSHE	RE Skills	Christianity	Christianity - Islam	Islam	Islam - Judaism	Judaism	What is God?	Evil and Suffering	Creation	Is there life after death?	Moral Issues		
	Experimental Skills	Particles & Separating Mixtures	Energy Cost & Transfer	Variation & Reproduction	Electricity: Voltage & Current	Experimental Skills	Magnets & Electromagnets	Wave Effects & Properties	Chemical Energy & Types of Reactions	Evolution & Inheritance	Respiration & Photosynthesis		
Science	Cells & Movement	Acids & Alkalis, Metals & Non-Metals	British Science Week	Plant Reproduction	Forces, Speed & Gravity	Breathing & Digestion	Elements & Periodic Table	Work, Heating & Cooling	British Science Week	Climate & Earth Resources	Contact Forces & Pressure		
	Invasion Games Football / Rugby / Netball / Hockey / Tennis	Net Games Badminton Table Tennis Tennis	Gymnastics Movement Sequence and choreography	Strike and Field Cricket Rounders Longball	Athletics Leadership and Coaching Skills	Invasion Games Football / Basketball / Rugby / Netball / Hockey /	Strike and Field Cricket Rounders Longball	Net Games Badminton Table Tennis Tennis	Strike and Field Cricket Rounders Longball	Athletics	Observation, analytical and justifications of tactics and planning.		
P.E.													

LEARNING JOURNEY INTO KEY STAGE 4

In Year 8, pupils receive advice and support which enables them to choose their GCSE options. In the years that follow, pupils study a core curriculum of: English, maths, science, PE, French/Spanish (pupils continue the language they have learned in Key Stage 3) and geography/history (pupils can choose which of these 2 subjects they wish to continue). In addition to this, pupils can make 2 open choices. Subjects in the open choice may vary but this year's list has been:

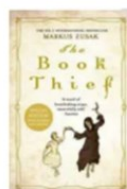
- Art & Design (Fine Art/Graphic Communication/Textiles Art)
- Business
- Citizenship
- Computer Science
- Dance
- Drama
- Design & Technology
- Hospitality & Catering
- ICT Creative iMedia
- Media Studies
- Music
- Outdoor Pursuits
- Physical Education
- Religious Studies
- Sports Studies

This approach allows pupils to study their 2 chosen subjects in depth in Year 9, creating enthusiasm and developing the skills needed for examination study in Years 10 and 11.

RICHER READING

At Kettlethorpe High School, we value the importance of routinely reading high quality texts. We want pupils to access a range of voices, cultures, and genres throughout their time at secondary school. We also want pupils to be exposed to texts that exhibit our core values of respect, resilience, reflection, and responsibility. In Richer Reading, we ask staff to read these high quality and challenging texts aloud to model the reading process and encourage rapid progress in reading age (Westbrook, 2019). Across the year, pupils will read texts from the following key areas:

- Modern Classics
- Ours and Others' Worlds
- Literary Heritage
- Key Issues and Concepts



LITERACY

Principal aims of Kettlethorpe High School Literacy Plan

- To develop a shared understanding, between all staff, of the role of literacy in pupils' learning
- To create a **literacy-rich school community** that raises literacy attainment levels for every pupil
- To promote, encourage and facilitate a **love of reading** across the curriculum
- To create a shared responsibility to help pupils **communicate effectively** both in school and in preparation for the working world
- To identify pupils who required additional support and provide effective interventions which are measured for their impact
- To create and promote a **shared responsibility for literacy** across all departments. It is the collective responsibility of all staff, in all curriculum areas, to ensure that high levels of literacy are consistently implemented to improve standards and raise levels of attainment and create effective communicators for the outside world.



ATTITUDE TO LEARNING

Attitudes to learning through the 4Rs

	Resilient	Reflective	Responsible	Respectful
1	<ul style="list-style-type: none"> • Always keeps going even when the work gets difficult and produces best work • Thrives on challenges and sets challenges for themselves and others • Never gives up trying to improve and will take risks 	<ul style="list-style-type: none"> • Independent purple pen work is detailed and focused on the areas identified • Values and welcomes feedback and criticism • Highly self-motivated and uses own initiative to extend learning • Celebrates success and doesn't see failure as the end of the process 	<ul style="list-style-type: none"> • Makes a positive contribution to learning (e.g. in discussion) • Looks to peers for support and is always ready to support others • Takes full responsibility for their own progress – always ready and prepared to learn 	<ul style="list-style-type: none"> • Behaviour is exemplary • Has essential equipment • Excellent punctuality • Homework always handed in on time • Books and folders show pride
2	<ul style="list-style-type: none"> • Maintains good effort even when work is difficult • Has confidence to take on a challenge to help themselves and others • Tries new tasks and challenges themselves and takes risks 	<ul style="list-style-type: none"> • Purple pen work responds to all the areas identified • Self-motivated / asks about methods to extend learning • Sees feedback as supportive and mistakes as temporary setbacks • Enjoys the process of practising and sees it as part of improving 	<ul style="list-style-type: none"> • Contributes to the lesson when required • Supports others through discussion, peer assessment and group work • Behaviour is good • Knows that they are responsible for own progress and generally ready to learn 	<ul style="list-style-type: none"> • Has essential equipment • Never late for lessons • Homework is regularly handed in on time • Books are usually well set out
3	<ul style="list-style-type: none"> • Sometimes tries a challenge even if they think they may fail • Generally positive when work is difficult (not always managed) and puts in a satisfactory effort • Doesn't always take the easy task and sometimes feels confident to try something new/take risks 	<ul style="list-style-type: none"> • Sometimes uses purple pen for reflection but can be short and lacking detail • May be motivated by feedback if not overly critical • Perseveres with support or may give up • Big setbacks can make them quit/more willing to practise things already good at 	<ul style="list-style-type: none"> • Will ask and answer questions about tasks they feel they can do • Sometimes supports others through discussion and group work • Too often passive (uninvolved) • Behaviour is inconsistent with occasional low-level disruption 	<ul style="list-style-type: none"> • Some missing equipment • Occasionally late • Homework not regularly completed on time • Sometimes shows a lack of care
4	<ul style="list-style-type: none"> • If fails, switches off and doesn't want to try • Doesn't challenge themselves • Doesn't like to risk looking silly • Completes minimum work/sometimes no work 	<ul style="list-style-type: none"> • Avoids purple pen/reflective work • Sees mistakes as failures, as proof that the task is beyond reach/ feels threatened by feedback and gives up • Unsatisfactory progress due to lack of effort 	<ul style="list-style-type: none"> • Contribution to class learning is rare or disruptive • Tends to go off task during discussion or group work • A passive and/or disruptive learner • Unsatisfactory progress as pupil does not take responsibility for it 	<ul style="list-style-type: none"> • Behaviour is poor • Essential equipment is often missing • Regularly late • Homework rarely completed • Books show a lack of pride

UNIFORM

SCHOOL UNIFORM

We believe that pupils have a responsibility to come to school smartly dressed and we expect that all our pupils will attend school wearing the clothes specified here. If, for medical reasons, your child needs to wear anything other than accepted footwear, you must support it with a dated medical letter. Ties, jumpers/cardigans, shorts and rugby/hockey shirts are only available from our uniform shop on school site. All clothing should be clearly labelled. Pupils are allowed to borrow uniform items from Pupil Reception on handover of valuable item: (e.g. mobile phone). Persistent users of this service will be dealt with in accordance to the behaviour policy.

JUMPER/CARDIGAN

V necked jumper/cardigan with school badge.

Navy - Year 7/8/9

(Optional) Grey - Year 10/11

SHIRT & TIE

Plain white shirt with stiff collar for wearing with a tie, always tucked in and all buttons fastened. Pupils must wear a school approved tie each day.

SKIRT

Plain navy knee length tailored fit Medway Skirt ONLY to be worn just above the knee. Skirts should not be rolled over at the top, or tied at the back.

TROUSERS

Traditional dark grey or navy tailored fit trousers.

Trousers NOT allowed are: skinny, chino style, cords, trousers made from stretch materials, denim or boot cut trousers.

TIGHTS AND SOCKS

Plain black/tan/natural tights, plain black/navy/dark grey socks. NO pattern.

SHOES

Traditional, plain black leather low heeled sensible shoes. NO trainers, logos, canvas pumps or boots.

COATS

Plain dark coat. NO hoodies, gilets, or body warmers.

Our uniform is compulsory and has to be worn correctly at all times – this includes on the journey to and from school.

For more information regarding uniform at Kettlethorpe High School, please scan the QR code.



UNIFORM SHOP

open Tuesday—Thursday 3-4pm

PE KIT

- Kettlethorpe reversible games top (rugby/hockey) - **available from school only**
- white polo shirt
- navy blue shorts/skorts
- navy blue knee-length socks (for outdoors) and white sports socks (for indoors)
- plastic-studded boots and clean trainers (for indoors)

The outdoor PE top is changing from Summer 2023. New Year 7 pupils must purchase the new style top. All pupils are expected to take part in PE unless a doctor's or parental note is sent specifying the reason why they cannot. They will still take part in the lesson so **their kit must be brought in**. Plain navy blue tracksuit bottoms or leggings may be worn during winter months, but shorts must always be brought to lesson.

DRESS CODE

HAIR

Hairstyles should be a sensible style with colour of natural tones and shades similar to the pupils' normal hair colour. A skinhead or bare scalp haircut is not suitable. ***School reserves the right to judge what an unsuitable hairstyle is.***

JEWELLERY

Girls may wear a pair of ear studs (one in each ear lobe) and a small ring/necklace. No other jewellery is allowed. No facial/body/helix or tragus piercings. Parents are further advised that jewellery is worn at the owner's risk and that the school takes no responsibility for the loss of any valuable items. On the grounds of safety however, departments reserve the right to request the removal of jewellery. School reserves the right to constantly review and update the jewellery section of its Dress Code.

MAKE UP AND NAILS

Make-up must be natural/subdued. False eye lashes, thick ringed eye-liner and tattoos are NOT allowed. Acrylic/shellac nails are NOT allowed. Nails should be of a neutral colour and reasonable length due to safety in PE. Fake tan must not be applied.

BORROWED ITEMS

If a pupil arrives into school without uniform, they should go to the Pupil Reception immediately to remedy the situation and borrow uniform. Pupils will be required to sign for the items loaned out, hand over a similar value item and return them at the end of the day.

HARDSHIP SUPPORT

There may be occasions where pupils need help in the purchase of specific items needed to meet the uniform expectations. We will provide this directly. Contact your child's Year Manager if you feel you need any support.

PUPIL PLANNERS

Planners are provided by the school at the start of the year and need to be brought to **every** lesson. Planners are used to record pupil's homework with deadlines for completion. Please check and sign your child's planner on a weekly basis.

Replacement planners cost £5 and are available from Pupil Reception.

Any pupil who forgets their planner or receives 5 concerns in a week will be given a 30 minute after-school detention.

Parents/are asked to sign it each week to confirm they have seen it. Planners are also a mechanism for whole school communication.

EQUIPMENT NEEDED

- strong bag large enough to carry an A4 folder
- several good ink or ballpoint pens in black or blue
- Knowledge Organiser (provided)
- several pencils
- a ruler and a rubber
- a reading book
- a compass
- a protractor
- a calculator



It's **your** uniform: wear it with **pride**!

BEHAVIOUR FOR LEARNING

PRAISE AND REWARDS

Rewarding pupils is extremely important to us. All members of the school community encourage positive behaviour and look to reward pupils daily. Positive behaviour and kindness allow all pupils to strive in a safe and supportive learning environment. We aim to recognise those pupils consistently getting it right.

Positive praise points

Class Charts software is used to reward pupils through the issuing of positive praise points. Pupils will receive an **ethos** point for every lesson they attend on the condition that they meet the expectations outlined by the behaviour for learning policy. This means if the pupil is late, lacks the necessary equipment to learn, receives a verbal warning negative behaviour point or is unkind at any point in the lesson, they forfeit their **ethos** point for that lesson.

Further positive points can be awarded for the following, please note that this list is not exhaustive:

- Outstanding contributions or attitude to learning in lessons
- Outstanding and improved attendance
- Improvement in attitude to learning and/or behaviour for learning
- Charity work
- Contributing to the school community e.g. extra-curricular, open evenings and consultation evenings
- Demonstrating resilience, respectfulness, responsibility or reflectiveness
- Being kind and courteous to all members of the school community

Graduated reward thresholds

Positive points accumulated throughout the academic year and will result in pupils meeting the following thresholds:

- **Bronze** – pupils will receive a certificate in tutor time and 1 reward token.
- **Silver** – pupils will receive a certificate in assembly, a postcard home and 1 reward token.
- **Gold** – pupils will receive a certificate presented by a senior member of staff, phone call home, voucher and a pin badge to display on their tie.
- **Headteacher's award** – pupils will receive recognition for their contribution to the school community, this could be a celebration for a range of activities including extra curricular, charity work, academic performance.

The following rules are non-negotiable and should be achievable and followed by all pupils, regardless of ability or any other factor. For the full behaviour policy, please scan the QR code.

Our expectations are based around the 4Rs – We are respectful. We are resilient. We are reflective. We are responsible. We are kind. We are Kettlethorpe.

In class, pupils will:

- Arrive on time for lessons
- Take out planners and equipment for the lesson
- Follow instructions from staff, first time, every time
- Wear uniform correctly, with pride, and in line with school rules
- Complete work to the best of their ability, so that they can achieve their full potential, without disturbing or distracting others
- Listen carefully when staff are talking, showing respect
- Use all equipment appropriately and safely (including all ICT equipment)
- Treat everyone with kindness, respect and courtesy
- Not eat, chew or drink in class (except water)
- Pack away quietly when asked and wait for permission to leave
- Exit lessons quietly and calmly.

The following rules apply to pupils when they are not in lesson (e.g. on the corridor, in social areas, coming to and from school).

Around the school, pupils will:

- Follow instructions from staff, first time, every time
- Behave respectfully and politely to all adults, pupils and property
- Always have their planner to hand should it be requested
- Walk around the school sensibly, safely and quietly following the one way system
- Wear uniform correctly, with pride, and in line with school rules
- Only eat in designated food areas, at the correct times and place litter in the bins



- Look after the school environment including putting litter in bins
- Not chew gum, eat sweets, or drink carbonated or energy drinks at any time
- Not use their mobile phones or speakers, ear buds/pods (these will be confiscated)
- Not bring illegal substances onto the school site (including cigarettes and electronic cigarettes)

DETENTIONS

All detentions issued are recorded on Class Charts. Parents/Carers will be informed of after school detentions through the Class Charts online system. Staff will verbally inform the pupil that they have set a detention and explain the reasons why. The daily detention register is displayed in Pupil Reception. It is the pupil's responsibility to check this at break and lunch to see if they need to attend a detention that day. If a pupil does not attend their detention, it will be carried forward to the next available day and increase in time. Failure to attend this second detention will result in supervised social time detentions and/or an escalation of sanction.

Homework detentions will be organised and delivered in departments. Staff will inform pupils and parents the time, date and location of this detention. This will be recorded on Class Charts on the homework detention tab but will not trigger a central detention.

The school reserves the right, in line with the DfE statutory guidance, to detain or place a pupil in detention any pupils who persistently truant and abscond from lessons on the actual day that this takes place.

RESTORATIVE PRACTICE

Any pupil removed from a lesson or in ARC will be involved in the restorative practice programme. This offers pupils the opportunity to take responsibility for their actions.

ALTERNATIVE PROVISION

Offsite facilities are used to reduce the need to have suspension from school. These offer alternative learning for pupils who are in danger of disengagement.

Any pupil placed in an offsite provision will receive their expectations in a letter to parents. It is parents' responsibility to ensure pupils attend. On return to school, a parental meeting will take place and pupil will go through a reintegration programme in REZ.

SUSPENSIONS

All decisions to suspend pupils from school are serious and only taken as a last resort or where a breach of school expectations is serious.

The Headteacher reserves the right to suspend any pupil who puts the health and safety of other pupils or adults at risk and who disrupts the learning of others. This can involve school-based and offsite incidents as well as one-off incidents.

On return from suspension there is a reintegration meeting with parents/carers and a member of the Year Team or Senior Leadership Team. Fixed term suspension can lead to permanent exclusion.

PERMANENT EXCLUSION

A decision to exclude a child permanently is an extremely serious one. It will usually be a final step in the process of dealing with disciplinary offences following a wide range of other strategies that have been tried without success.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a pupil. These could include violent behaviour towards others, activation of a fire alarm, serious disruption to pupil learning and bringing illegal drugs/ weapons to school.

CAMERAS IN USE

School staff who are on bus duty at the start and end of the school day as well as lunchtime supervisors are wearing cameras.

Cameras will only be activated to record behaviour that is contrary to school rules or when there is a risk to an individual.

SEARCHING PUPILS

If members of staff have a reasonable suspicion that a prohibited item is being concealed by a pupil, it should be referred to a member of the Senior Leadership Team. Members of the Senior Leadership Team and the Culture and Behaviour Team will undertake a search and will contact parents/ carers or the police for assistance if necessary. If it is deemed appropriate, a search can be undertaken without parental consent for prohibited and illegal items. Searches can also be undertaken without consent for any article that has been or is likely to be used to commit an offence, cause personal injury, or damage property.

USE OF REASONABLE FORCE

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property to maintain good order and discipline at the school or among pupils (DfE Behaviour and Discipline in schools, 2022). The school will also refer to guidance as outlined in Searching, Screening and Confiscation in Schools 2022.

The Culture and Behaviour Team and Senior Leadership Team use positive strategies to encourage acceptable behaviour and good conduct around the school. Every effort is made to resolve conflicts positively, without harm to pupils, staff, property, buildings, or the environment. However, as staff working in a school have a 'Duty of Care' to the children, they may face a situation where physical intervention is the only option left in order to ensure safety or prevent damage to property. Staff that have a Duty of Care have lawful justification for taking reasonable steps to prevent injury or damage and, in exceptional circumstances, physical restraint may be used by an adult within the school. This will be recorded, and parents/carers will be informed.

SUBSTANCE MISUSE POLICY

The policy aims to ensure that the approach taken on the issue of drugs is a whole-school one and is part of our commitment to the health and well-being of the whole school community. PSHCE teachers will need to be confident and skilled to teach drug education and pupils need to receive up to date, relevant and accurate information as well as support. This policy aims to make clear procedures for responding to and managing drug-related incidents. Sanctions for incidents will be consistent with the school's BfL policy. As a matter of course, all staff, parents/carers and pupils are reminded of this policy on a regular basis. The policy is available on the school website for reference. This policy

applies at all times to the school premises, school transport as well as school visits / trips / fieldwork / residentials and other relevant situations.

EXAMPLES OF PROHIBITED ITEMS

The headteacher and staff authorised by the headteacher have a statutory power to search a pupil or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item or any other item the school rules identify as an item to which may be searched for (DfE Searching, Screening and Confiscation 2022)

- weapons of any description or an item intended to be used as a weapon
- alcohol, illegal substances, fireworks
- cigarettes, electronic cigarettes, vapes, lighters, matches
- pornographic material
- materials linked to extremism or hate crime
- aerosols, nail polish
- chewing gum, energy drinks
- tippex
- electronic games
- stolen items.

School reserves the right to retain confiscated items which are banned and dispose of them or hand them to the Police.

DRUG INCIDENTS

At Kettlethorpe High School the possession and/or use of drugs in school, during the school day or while travelling to and from school is strictly prohibited unless prescribed for medicinal purposes in which case these should be placed with the First Aider. Any breach of this rule will result in fixed term or permanent exclusion from school. Pupils must not give drugs of any kind to other pupils - this includes paracetamol or asthma inhalers. Drugs are not to be bought, sold or otherwise exchanged/given or brought into school premises or while pupils are on school visits. Individual exceptions will be considered for pupils who require prescription medicine where appropriate.



DRUG EDUCATION

The school provides a planned drugs education curriculum through the following:

- National Curriculum science teaches the abuse of alcohol, tobacco and other drugs and affects on health and body function and how smoking affects lung structure.
- PSHCE includes topics such as providing accurate information about drugs and increasing understanding about the implications of use and misuse including legal considerations.
- Teachers deliver the main drugs education, but outside visitors may also make a contribution.
- The school actively cooperates with agencies such as the Local Authority, the police and health and drug agencies.

For full school policies check our website: www.kettlethorpehigh.co.uk or scan the above QR code

MOBILE PHONES

Mobile phones and electronic devices (including speakers) should be always out of sight and stored in the pupils bag. If a pupil is caught using a phone on the school premises and/or the phone is heard by a member of staff, the phone and the sim card will be confiscated and placed in the school safe until it can be picked up by a parent/carer if it is the first confiscation. This policy also applies to speakers, smart watches, iPod, ear pods. Collection will always be 24 hours after confiscation or the next working school day if after a weekend/Bank Holiday. For the full policy, scan the QR code above.

The school reserves the right to refuse a pupil to bring a mobile phone onto the premises where a pupil has previously refused to hand the phone over or where the phone has been used inappropriately.

CATERING AND NUTRITION

SCHOOL MEALS

We operate a cashless system with all new pupils having finger scans and photo ID taken. Full guidance on the system will be given. No cash will be accepted at any till at school.

These are methods of payment for your child's meals:

1. Online via Pay360 Education Payments.
2. Your child can bring dinner money to school (coins only) to put into a Revaluation Station.
3. Bank notes in an envelope marked with the pupil's name and tutor group can be put in the payment box at pupil reception.

Any amount of money can be paid into pupil's account. Money will be deducted each time food is purchased.

All pupils will be shown where the box and Revaluation Stations are situated.

REVALUATION STATION

This is a metal unit which scans pupil's finger and displays their name and current balance. To top up, your child can insert coins and the new balance will be displayed.

There are a few stations placed around the school.



DAILY SPEND LIMIT

A daily spend limit is set to **£4** for all pupils. The system will not allow them to spend more.

On request, you can choose to change this limit.

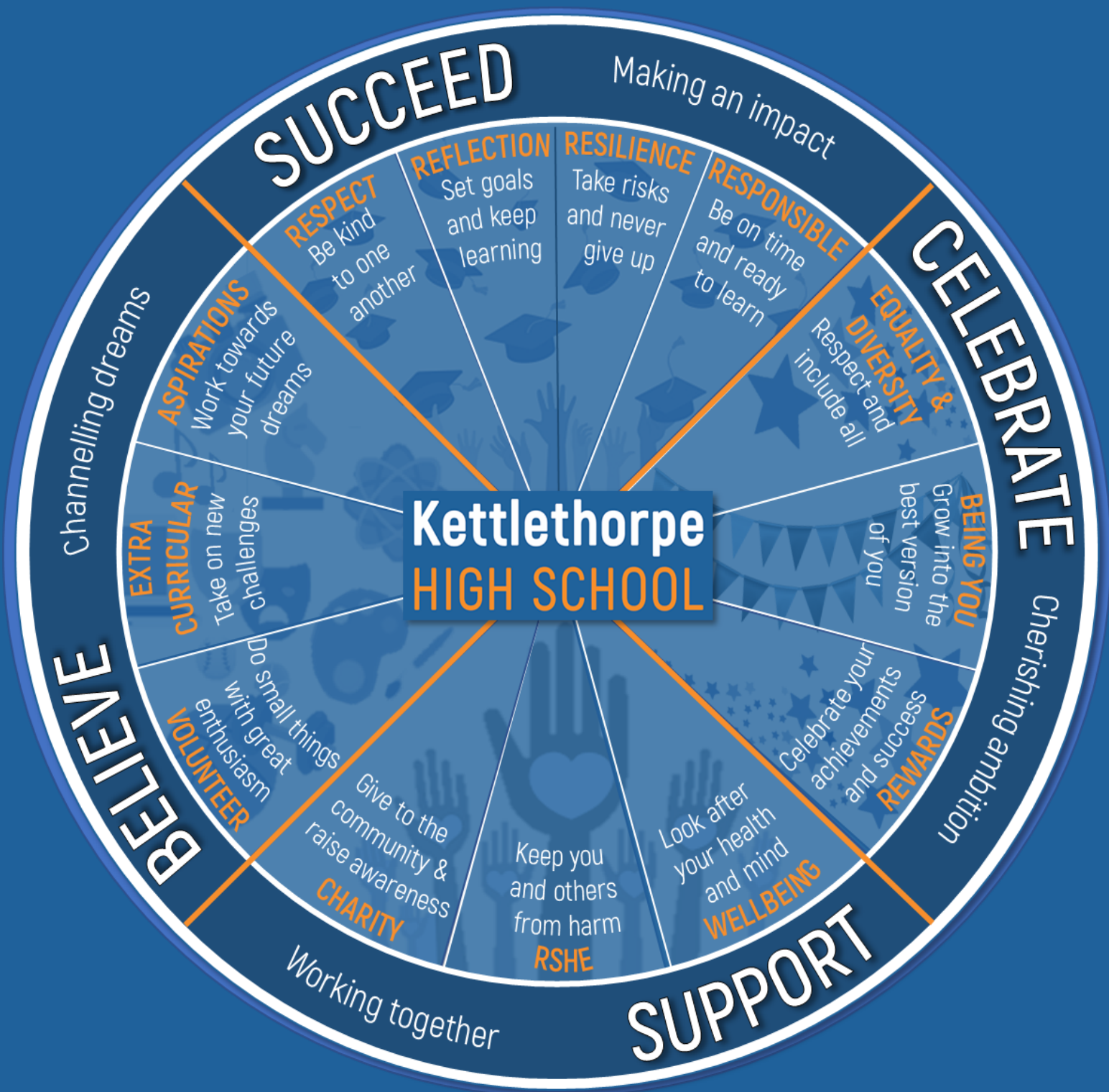
FREE SCHOOL MEALS

The system works exactly the same for all pupils who receive free school meals. They can also add extra cash onto their balance using the stations.

Any unused free school meal allowance will be automatically deducted after lunch. This will not affect any money added by the pupils themselves.



CHARACTER WHEEL



WE ARE KIND. WE ARE KETTLETHORPE