A photograph of three students in school uniforms walking in a hallway. The student on the left is a girl with glasses and a headband, smiling. The student in the middle is a boy looking down. The student on the right is a girl smiling. The background shows a modern school hallway with white walls and doors.

2025 - 2026

GUIDE FOR PARENTS/CARERS

'Together, Be the Best We Can Be'

- Present
- Achieving
- Excelling

A MESSAGE FROM OUR HEADTEACHER

Dear Parents, Carers, and Students,

A very warm welcome to Kettlethorpe High School!

We are absolutely delighted that you will be joining our school community. Starting a new chapter in education is always an exciting time, and we are honoured that you have chosen Kettlethorpe as the place to grow, learn, and thrive.

At Kettlethorpe High School, our vision—"Together, be the best we can be"—is more than just a motto. It is a shared commitment that runs through everything we do. We believe in nurturing every student's potential and creating a school environment where everyone feels valued, supported, and inspired to achieve their very best.

Our mission is clear: we want all members of our school community to be Present, Achieving, and Excelling. These three words guide our approach to learning, personal development, and community spirit. We are proud to offer a broad and balanced curriculum that not only challenges and engages but also prepares our students for a future full of opportunity and purpose.

Our values are rooted in being kind, respectful, responsible and resilient. Through our 4Rs and Kindness Charter, we help students grow into confident, compassionate individuals who are ready to contribute positively to the world around them. We celebrate diversity, promote inclusion, and ensure that every student has the chance to succeed.

To our new students: we can't wait to see the energy, curiosity, and creativity you will bring to our school. You are joining a vibrant and caring community where your voice matters and your journey is supported every step of the way.

To our parents and carers: thank you for placing your trust in us. We look forward to working in partnership with you to ensure your child's time at Kettlethorpe is happy, successful, and full of memorable experiences.

Together, let's make this a fantastic beginning.

With warmest regards,

Roisin Paul
Headteacher



KEY STAFF



Mrs Shute

Year 7 Progress Leader and
Safeguarding Lead



Mrs Cotton

Year 8 & 9 Progress Leader
and
Safeguarding Lead



Miss Lee

Year 10 & 11 Progress Leader
and
Safeguarding Lead

4 RS & KINDNESS CHARTER

We are kind. We are Kettlethorpe

<p>We are respectful. We...</p> <ul style="list-style-type: none"> > 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 	<p>We are responsible. We...</p> <ul style="list-style-type: none"> > 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
<p>We are resilient. We...</p> <ul style="list-style-type: none"> > 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 	<p>We are reflective. We...</p> <ul style="list-style-type: none"> > 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 <p>Kettlethorpe HIGH SCHOOL</p>

<p>1.</p>  <p>We are kind, supportive and compassionate. We treat everyone in our school community as we would like to be treated in return.</p>	<p>2.</p>  <p>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.</p>	<p>3.</p>  <p>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.</p>	<p>4.</p>  <p>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.</p>	<p>5.</p>  <p>We respect personal space, privacy and boundaries. We listen, when people ask us to do this, and stop and change our words and actions.</p>
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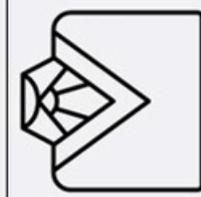
THE KETTLETHORPE WAY

The Kettlethorpe Way

'Together, be the best we can be'

Present – Achieving – Excelling

Be Ready



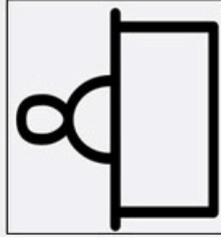
I arrive on time following the one-way system.

I wear the correct uniform, and I am fully equipped.

I have my planner at all times.

I start learning immediately.

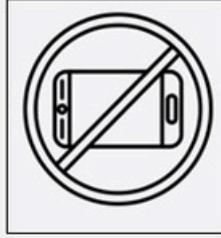
Be Present



I stay in lesson and only use toilets & water fountains before school, at break, lunch or after school.

I fully engage with my learning when in lessons.

Be Responsible

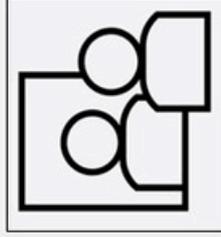


I respond to instructions first time, every time.

I sit in the correct seating plan.

I do not have or use mobiles or smart watches.

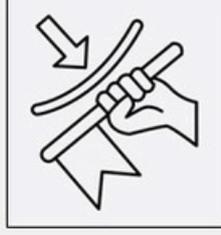
Be Reflective



I act on feedback both on my work and my behaviour.

I learn from mistakes.

Be Resilient



I never say "I can't..."

I don't give up on my learning.

I attend all lessons.

Be Respectful

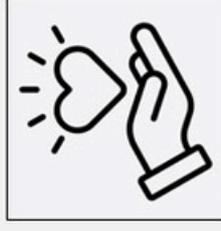


I keep my hands to myself.

I move calmly and quietly around school.

I respect my environment in and around school.

Be Kind

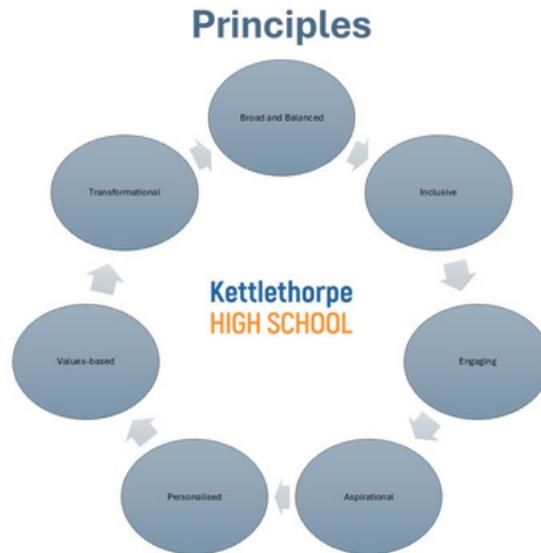


I am kind to all, including myself. Always.

I communicate politely with everyone; I reply to greetings.

**Kettlethorpe
HIGH SCHOOL**

CURRICULUM



BROAD AND BALANCED

Our curriculum is holistic. Beyond English, maths and science, pupils study the performing and creative arts, design and food technology, modern languages, physical education, humanities, religious education, computing and PSHE. Pupils understand all disciplines are equal in importance.

INCLUSIVE

All pupils are entitled to and have access to our curriculum. Where pupils require adaptations, we will support them to access the curriculum and remain in the Kettlethorpe community.

ENGAGING

Team leaders ensure that subjects and qualifications draw upon the latest research both in intended curriculum knowledge and skills, but also pedagogy (teaching and learning).

ASPIRATIONAL

At KS3 and KS4, our Team leaders select the knowledge and skills for study that they believe is the most powerful and fundamental to their disciplines; we are not guided solely by examination specifications. The EBacc is encouraged, but so are many as equally challenging and equally prestigious routes of study.

PERSONALISED

Our curriculum is designed for the pupils who attend our school. It places the pupil at the centre and where necessary additional support, or challenge will be provided to enable each pupil to develop to be the best they can be.

VALUES-BASED

Our curriculum is underpinned by our values of responsibility, resilience, reflectiveness, respect and kindness; our curriculum places the needs of the pupil, the local area and wider society at the centre.

TRANSFORMATIONAL

Pupils are well-prepared for the next stage of their transition in life. Our curriculum ensures that all pupils leave with the necessary keys to unlock whichever door they wish to open next in life.

At Key Stage 3 the curriculum is designed around pupils learning the key building blocks of knowledge and skills. This encourages pupils to focus on deeper learning to ensure real understanding of key concepts. Each topic has a planned learning journey with clear statements of intent, setting out what pupils need to know, understand and do to reach their aspirational target grade. Lesson planning allows pupils to develop a range of skills which they can apply across all subject areas to help them with the challenge of the curriculum. The National Curriculum content is carefully tracked to ensure that pupils have covered all areas of non-statutory Key Stage 4 subjects by the end of Year 8. We are proud of our KS3 offer and how it reflects our curriculum vision and principles.

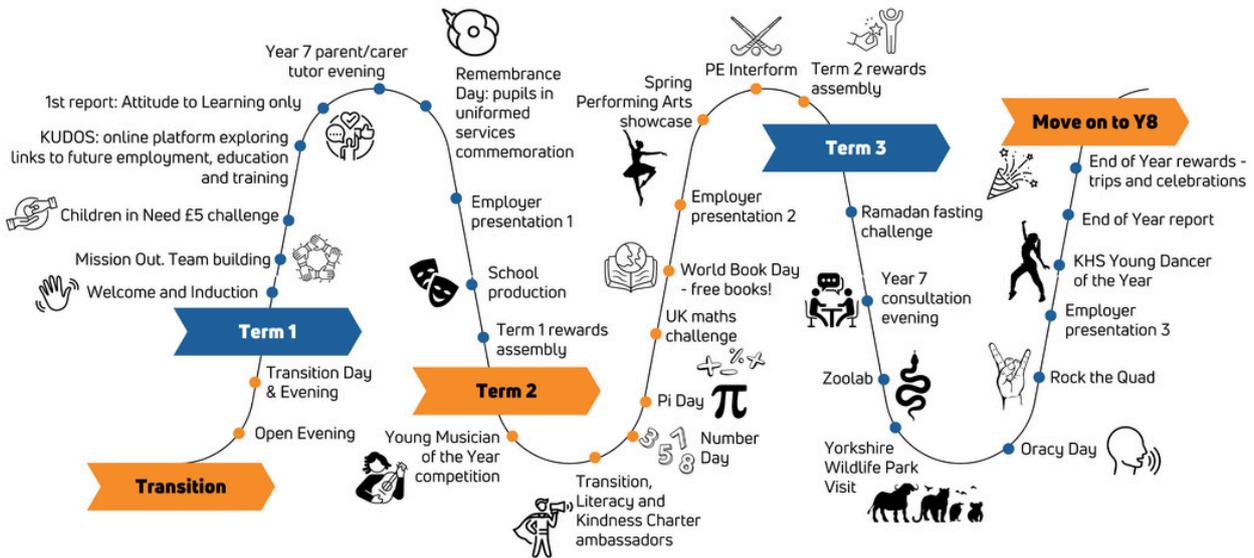
Below is an example of the Year 7 lessons per week throughout the school year.

Subject	Lessons per week	Grouping
English	4	Mixed ability groups
Maths	4	Ability groups
Science	3	Ability groups
Physical Education	2	Mixed ability groups
French or Spanish	2	Mixed ability groups
DT/Computing/Food/Textiles	3	Mixed ability groups
Art & Design	1	Mixed ability groups
Performing Arts (Drama and Dance)	1	Mixed ability groups
Geography	1.5	Mixed ability groups
History	1.5	Mixed ability groups
Music	1	Mixed ability groups
Religious Studies	1	Mixed ability groups

STUDENT EXPERIENCE

Journey to the best you can be:

Year 7



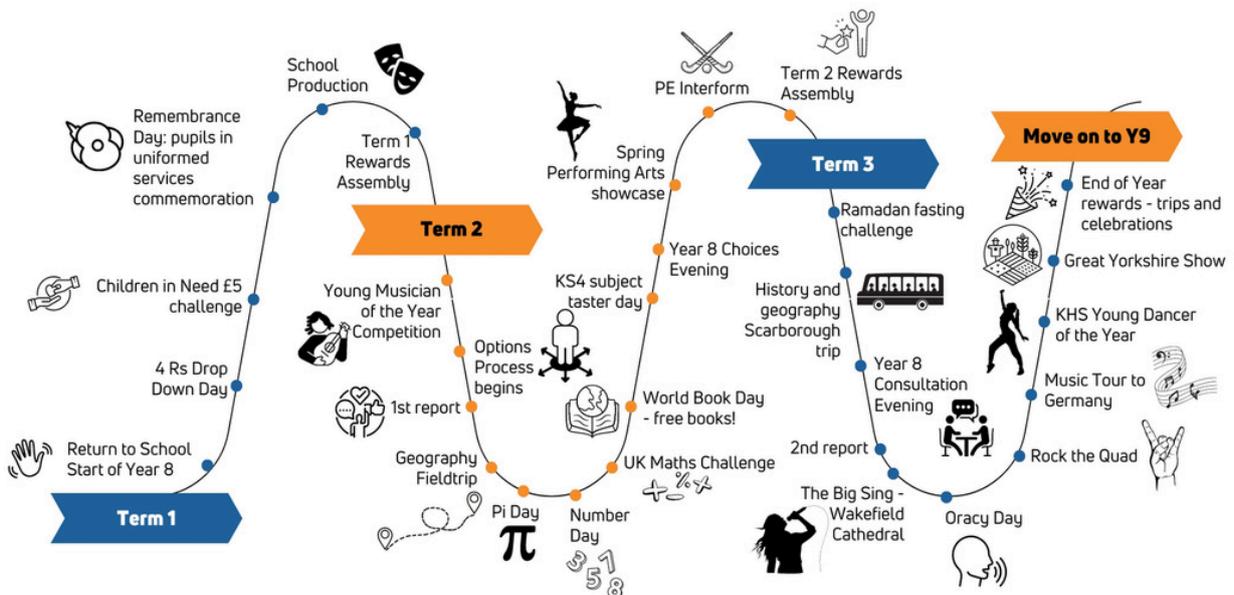
Extra Curricular Programme:
<https://kettlethorpehigh.co.uk/extra-curricular/>

We are kind. We are Kettlethorpe

Art | DT | Digital Subjects | English | Geography | History | Languages | Maths | PE | Performing Arts | RE | Science

Journey to the best you can be:

Year 8



Extra Curricular Programme:
<https://kettlethorpehigh.co.uk/extra-curricular/>

We are kind. We are Kettlethorpe

Art | DT | Digital Subjects | English | Geography | History | Languages | Maths | PE | Performing Arts | RE | Science

GUIDED DESTINATIONS

YEAR 9 ONWARDS

The Guided Destinations process is structured in such a way to allow pupils a free choice, but within recommended cohorts of study. This ensures equity of delivery, with all pupils having equal access to subjects. The Guided Destinations process is designed to stretch and challenge pupils and to meet the demands of both regional and international commerce. Pupils are offered a mixture of practical and academic subjects from all areas of the curriculum. Within the Guided Destinations process, the school offers a range of different accreditation routes including academic and vocational options through our three routes: 'EBacc', 'Excel' and 'Achieve'. This gives every pupil a broad and balanced curriculum offer, but still allows a flexibility to maximise the outcomes achieved by each individual. This model also maintains the widest possible choice for progression routes post-16 as every pupil will have a greater range of subjects on which to choose future opportunities for education and training.



EBACC ROUTE →

We will guide most students, based on their current and prior academic attainment, towards this route to maximize their future post-16 progression opportunities whether that be academic, vocational or technical. However, this route is available to all students to select should they wish. As a school we are clear that providing a broad and balanced education which is aspirational is paramount

EXCEL ROUTE →

Some students may be guided towards the Excel Route. Retaining its highly aspirational core of subjects, the Excel Route still allows for a student to opt for the EBacc Route but also offers within it more flexibility and choice according to their individual needs and preferences.

ACHIEVE ROUTE→

Some students may be guided towards the Achieve Route. Retaining its highly aspirational core of subjects, the Achieve Route still allows for a student to opt for an aspirational and broad and balanced offer of subjects, but also offers within it more personalised Level 1/ Level 2 qualifications to support and include all students to have a successful Key Stage 4 experience and set of outcomes. This is particularly suited to those with a specific vocational/ employment route planned for post-16.

LITERACY



KETTLETHORPE HIGH SCHOOL LITERACY STATEMENT OF INTENT:

Literacy generates the development of effective skills in communication. To be literate is to be able to listen, speak, read, and write at a level necessary to function in education, at work and in society. In the 21st century, literacy also includes the need to be 'digitally literate' and to be able to engage confidently with technology, the various digital platforms, and the vast amount of online information which now exists. Kettlethorpe High School recognises the transformational effects that high levels of literacy can have on a child's life chances and, as such, every action linked to literacy development aims to support children to be the best they can be.

PRINCIPAL AIMS OF KETTLETHORPE HIGH SCHOOL LITERACY STRATEGY:

- To ensure all members of the Kettlethorpe High School understand the different elements of literacy development: reading, writing, oracy and digital literacy
- 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.

RICHER READING:

At Kettlethorpe High School, we believe strongly in the power of reading high-quality texts together. We want our pupils to experience a wide range of voices, cultures, and genres during their time with us, and to read stories that reflect our core values of respect, resilience, reflection, and responsibility. As part of our Richer Reading programme, teachers read aloud carefully chosen, challenging texts to pupils. This helps to model fluent reading and supports pupils in building their understanding and enjoyment of books. A 2019 study found that this approach made a real difference to pupils' reading skills, especially for those who found reading more difficult. As the researchers noted, "this approach significantly improved reading comprehension, particularly among students who were previously considered 'poorer readers'" (Westbrook, 2019). This is why reading aloud continues to be a key part of how we help all pupils become confident, capable readers.





THE SCHOOL DAY

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 - 14.10: Period 4
14.10 - 15.05: Period 5

You should arrive in school for 8.30am each morning. Pupils are expected to arrive on time to school and to lessons on time.

Staff and students will warmly greet each other along the pathway and the gate into school.

Uniform will be checked and corrected before you enter school.

Gates will close at 8.35am to allow transition to form by 8.40am. Any pupil who arrives after 8:40 will be marked late.

ATTENDANCE MATTERS

At Kettlethorpe High School, we firmly believe that excellent attendance is key to unlocking every student's potential. Our vision – "Present, Achieving and Excelling" – captures our commitment to ensuring that every student is in school and in all lessons, 'achieving and excelling' every day. As a school community, we strive to live our mission: "Together be the best we can be." Your child's consistent attendance plays a vital role in this shared goal.

Regular attendance is not just a legal requirement but a critical factor in students' academic progress, personal development and long-term success. Evidence shows that students with good attendance are more likely to achieve strong academic outcomes and develop the habits needed for lifelong learning. That's why we aim for every child to have 100% attendance.

The Government classifies a child as a persistent absentee if their attendance is below 90%. At Kettlethorpe High School, students with 90% or below attendance achieve on average 1 grade below those with higher attendance; Year 11 pupils with near-perfect attendance are almost twice as likely to achieve grade 5 in English and Maths GCSE, compared to similar pupils attending 90-95% of the time. In other words, missing the equivalent of just 10 days' worth of lessons a year reduces the likelihood of achieving these grades by around 50%.

If a student arrives after 8:40am they will be marked as formally 'late'. The minutes late will be noted and a same day 20-minute detention will be issued. If a student arrives after 9:10am, we, as a school, are legally required to mark them as a 'U' code which is an unauthorised absence for the morning session and a same day 40-minute detention will be issued.

During the day, students should move promptly to arrive at their next lesson and the register is taken within the first five minutes. If a student arrives after the 5-minute cut off, the student will receive a same day 20-minute detention. Parents/Carers are alerted to detentions via Class Charts.

If punctuality is a concern, parents/carers will be invited into school. Missing any time from lessons impacts on learning. It impacts on the student who may miss vital information at the beginning of a lesson. Even 5 minutes late to lessons, on a daily basis, equates to 25 minutes of lost learning a day.

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 8:30am and leave a voicemail

Report an absence via the Edulink app or Edulink website before 8:30am.

The following information must be provided:

- Parent / carers name
- Student's name
- Date of birth
- Form tutor
- Reason for 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 medical absence. Without this evidence, the absence may be unauthorised. If attendance concerns continue, it may result in a fixed penalty fine or prosecution.

APPOINTMENTS

If possible, all medical appointments should be made outside of school hours. However, we realise this is not always possible.

The school must be notified no later than 8.30am of any medical appointments made during school hours. Contact must be made only via telephone or Edulink BEFORE 8.30am. Notes in planners will not be accepted as parental permission. Please also provide evidence of medical appointments to enable us to authorise the absence as medical. This can be appointment letters, screen shots of appointments etc

Please note that if your child is absent for a medical appointment during AM registration or period 4, they will be marked as absent for the AM or PM session. Therefore, if medical appointments are made during school hours but after form registration (8.40am) and they return to school, or period 4 (after registration at 13.10) this won't negatively affect their overall attendance. This is a government direction, not a school decision.

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. Therefore holidays in term time are not authorised by school or Wakefield Local Authority.

If there is a request for leave for a specific event, such as a sporting event, educational event, personal or family reason or an exceptional circumstance please complete the request form on the website [or click here](#).

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. Pupils must wear a jumper or cardigan during assembly.

- 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.

TROUSERS & SKIRT

- 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
 - Y7 Navy Kettlethorpe High School Pleated Skirt with Logo, ONLY.
 - Y8-11 Navy Kettlethorpe School Skirt pre-Sept 2025 can be worn until July 2026.
- All skirts must be worn at knee length. Skirts must not be rolled over at the top or tied at the back or bottom. These skirts must be bought from our on-site Uniform Shop.

TIGHTS AND SOCKS

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

SHOES & COATS

- Traditional, plain black leather low heeled sensible shoes. NO trainers, logos, canvas pumps or boots
- Plain coat with NO large logos or lettering. NO hoodies, sports jackets, gilets, or body warmers

PE UNIFORM

- Kettlethorpe reversible games top (rugby/hockey) OR white polo shirt
- Navy blue shorts/skorts
- White sports socks OR Navy-blue knee-high socks
- Trainers for outdoors (studs for football/rugby) and clean trainers for indoors

All pupils are expected to take part in PE unless they have a doctor's or parent/carer note which explains why participation cannot happen. They must still bring in their PE kit as they will still be a part of the lesson.

JEWELLERY

- Jewellery is not permitted, except when related to religious observance when it should be worn under the uniform. Explicitly **NO** piercings.
- Smart watches of any description are not permitted.

HAIR, NAILS AND MAKE UP

Make up, if worn, must be subtle; this means **NO** bright colours. False eyelashes are **NOT** permitted. Any facial adornment (piercings), nail varnish, including false or extended nails should **NOT** be worn. Hair is required to be neat and tidy, **NO** extreme colours or styles. Hijabs, if worn should be black or navy and should not cover the school uniform.

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. Failure to do so may result in your child being placed in isolation until the issue is resolved.

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.

Parents/are asked to sign it each week to confirm they have seen it. Planners are also a mechanism for whole school communication. **Planners must be carried on lesson transition.**

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



Pupils must bring a school bag EVERY DAY

ATTITUDE TO LEARNING

	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 (and other reflection work) is detailed and focused on the areas identified Values and welcomes feedback and criticism Highly self-motivated and independent; 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 own learning and that of others (e.g. in discussion) Looks to peers for support and is always ready to support others Takes full responsibility for their own progress - always present in lessons and ready and prepared to learn. 	<ul style="list-style-type: none"> Behaviour is exemplary Excellent punctuality Homework always handed in on time Books and folders show pride Always kind and supportive and challenges those who are not
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 and will ask about methods to extend learning Sees feedback as supportive and mistakes as temporary setbacks and something to overcome 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 present in lesson ready and prepared to learn 	<ul style="list-style-type: none"> Never late for lessons Homework is regularly handed in on time Books are usually well set out Kind and supportive with words and actions
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 putting 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 May persevere with support but needs strategies 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) or not present Behaviour is inconsistent with occasional low-level disruption 	<ul style="list-style-type: none"> Occasionally late Homework not regularly completed on time Sometimes shows a lack of care Sometimes unkind with words or actions
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/does no purple pen/reflective work Sees mistakes as failures, as proof that the task is beyond reach/ feels threatened by feedback and gives up Does not have any strategies for reaching the learning goals Unsatisfactory progress due to lack of effort 	<ul style="list-style-type: none"> Contributions to class learning are rare or disruptive Tends to go off task during discussion or group work A passive and/or disruptive learner, rarely present or ready/prepared for learning Unsatisfactory as pupil does not value or take responsibility for their own progress 	<ul style="list-style-type: none"> Behaviour is poor/disrupts learning Demands a high amount of support to stay on task Regularly late Homework rarely completed Books show a lack of pride Uses unkind words or actions



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 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

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.

Our school ethos is present, achieve, excel. We follow the rules of the Kettlethorpe Way and together, be the best that we can be every day in school.

The following rules are non-negotiable and should be followed by all pupils.

Around the school, students must:

- Arrive on time to school
- Wear uniform correctly with pride
- Walk around the school sensibly, safely and quietly following the one-way system
- Follow instructions from staff, first time, every time
- Listen carefully when staff are talking, showing respect
- Behave respectfully and politely to all adults, students and their property
- Treat everyone with kindness, respect and courtesy
- Follow the 'hands off' principle
- Only eat in designated food/year group areas at the correct times
- 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 phone/headphones/speakers/ear buds/pods (these will be confiscated)
- Not bring illegal substances onto the school site (including cigarettes, electronic cigarettes, vapes and alcohol)
- Not use foul or abusive language directed towards staff or students
- Complete home learning to the best of your ability

IN CLASS (INCLUDING THE 'OUT OF CLASSROOM' EXPECTATIONS), STUDENTS MUST:

- Arrive on time for lesson
- Take out planners and equipment for the lesson
- Sit in the requested seat from classroom teacher
- Complete work to the best of their ability, so that they can achieve their full potential, without disturbing or distracting others
- Not eat, chew or drink in class (except water)
- Exit lessons quietly and calmly.

DETENTIONS

The school reserves the right, in line with the DfE statutory guidance, to detain or place a pupil in detention. More details can be found in the Culture and Behaviour policy.

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.

Parents/carers will be notified via phone call and/or email if their child is sent to an alternative provision.

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, either over the telephone and/or in person. 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 & SEARCHING PUPILS

CCTV recordings are for school use and not for parent/carer or student viewing.

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/or 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. The school reserves the right to screen any pupils they suspect is in possession of a prohibited and/or illegal item.

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 In Schools 2022). The school will also refer to guidance as outlined in Searching, Screening and Confiscation in Schools 2024. 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 Culture and Behaviour 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 / residential 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/
- vaping fluid
- lighter/matches
- pornographic material
- materials linked to extremism or hate crime
- aerosols
- nail polish
- chewing gum
- energy drinks/isotonic drinks
- carbonated fizzy drinks
- water pistols
- tippex
- electronic games
- stolen items
- mobile devices that are switched on
- ear buds
- smart watches

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 suspension 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.
- PSHE 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.

SAFEGUARDING AND PUPIL PREMIUM

SAFEGUARDING

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

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.

SAFEGUARDING

Kettlethorpe High School is committed to safeguarding and promoting the welfare of its pupils and expects all staff, volunteers and members of the school community to share this commitment. We are fully committed to ensuring that consistent and effective safeguarding procedures are in place to support families, pupils and staff within the school community. All concerns are passed through the Safeguarding Team in line with our Safeguarding Policy and Keeping Children Safe in Education guidance.

WHO CAN I CONTACT?

 Deputy Headteacher for Safeguarding & Deputy DSL Mrs Ilyas	 Senior Designated Safeguarding Lead Miss Hargreaves		
 Designated Deputy Miss Lee	 Designated Deputy Mrs Shute	 Designated Deputy Mrs Cotton	
 Designated Deputy Mr Carr	 Designated Deputy Mrs Foster	 Designated Deputy Miss Green	 Designated Deputy Miss Wood
 Designated Deputy Mr Henderson	 Designated Deputy Mr Chapman	 Designated Deputy Mr Mathison	 Designated Deputy Miss Gordon

LANYARDS

Blue - KHS Staff
Green - Approved Visitor (DBS)
Orange - Contractor (with DBS)
Red - Visitor (No DBS) If you see anyone walking around the school site with a RED or NO LANYARD, please tell a member of staff right away.

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.

ANTI BULLYING

HOW TO REPORT BULLYING?

If a pupil feels they are being bullied, they can report it to any member of staff. 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

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.

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 PSHE and RSE curriculum 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.

SUPPORT NETWORKS & WHO TO CONTACT

Form Tutors: this is the first point of contact for your child and are responsible for the pastoral care for your child.

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

Progress Leaders: they oversee academic progress of the pupils in their year groups.

SEND Learning Support Assistants: these support those with SEND in the classroom

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

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:

- Whatever the challenge, YoungMinds are there to help you with your mental health. They have a great exam self-care advice: <https://youngminds.org.uk/blog/exam-self-care/>
- Have a one-to-one online chat service as well as other support. You can call Childline FREE on 0800 1111 at any time. Visit childline.org.uk
- Whatever you're going through, Samaritans are there any time. Call them FREE on 116 123.
- Beat is UK's eating disorder charity. They are a guide and a friend to anyone affected. Ring 0808 801 0677 or visit <https://www.beateatingdisorders.org.uk/>
- Night OWLS is a confidential support line for children, young people and parents living in West Yorkshire. <https://www.wynightowls.org.uk/>
- Compass offer a range of advice, support and education on emotional health matters. We use text, web based and face to face chats to support children, young people and families to improve and maintain emotional health. 01924 665 093
- WF-I-CAN is an online resource for children and young people (8-19 years old) in the Wakefield District, designed to improve their overall well-being. <https://wf-i-can.co.uk/>
- CALM HARM app - helps young people resist or manage the urge to self-harm.

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



MOBILE DEVICES

Mobile phones and electronic devices (including speakers, earbuds and smartwatches) 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. 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.



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 expect all parents/carers to download and use these apps as they are the primary method of communication from school to parents/carers. Behaviour and rewards are tracked using Class Charts. All detentions will be communicated via 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.





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 the scan QR code

