

New intake

POLICY BOOKLET

Please read all documents in this booklet before indicating your agreement in Applicaaa.



Kimberley
Sixth Form

2026 - 2027

Welcome

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PRIVACY NOTICE

How we use student information

Wootton Academy Trust (WAT) processes personal data. This document outlines the purpose for which we process data, on what legal basis, and other areas relating to data processing such as the type of data we hold. It also covers the rights of individuals. From the 25th May 2018 data will be processed under the European General Data Protection Regulation (GDPR).

For what purpose does WAT collect personal data?

- to support student learning
- to monitor and report on student progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing

On what basis do we collect and handle personal data?

WAT collects and uses student information under Article 6 and Article 9 of the European GDPR from 25th May 2018. Under Article 6(1)(e) our lawful basis for processing data is that it is a public task and the processing is necessary for us to perform a task in the public interest. Under Article 9(2)(g) our lawful basis for processing sensitive data is that processing is necessary for reasons of substantial public interest. WAT also collects and uses data under section 537A of the Education Act 1996 and section 83 of the Children's Act 1989.

The categories of student information that WAT collects, holds and shares includes:

- Personal information (such as name, unique student number, contact details and address)
- Characteristics (such as ethnicity (Special Category Data), language and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information - including internal assessment, national curriculum assessments
- Results of external assessments and examinations.
- Medical information (Special Category Data)
- Special Needs Information
- Behaviour and exclusions information
- Post 16 Learning information
- Student photographs

Collecting student information

Whilst the majority of student information you provide to WAT is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the GDPR, WAT will inform you whether you are required to provide certain student information to us or if you have a choice in this. This includes the use of photographs for publicity.

Storing student data

WAT holds electronic student data and paper files until the student is aged 25. WAT holds Statement/Education Health Care Plan (EHCP) documents until the student is aged 30.

Who does WAT share student information with?

WAT routinely shares student information with:

- Schools and/ or alternative educational establishments
- Our local authority
- The Department for Education (DfE)

Other categories of recipients of student information include:

- Health and Education professionals
- Communication providers
- Providers who support the tracking of student learning
- The multi-agency panel
- Payment and security systems

As well as processing personal data that we collect from you WAT also obtains information from other sources including:

- Previous Schools
- Health Professionals
- Local Authority
- Other educational providers

Aged 14+ qualifications:

For students enrolling for post 14 qualifications, the Learning Records Service will give us a student's unique learner number (ULN) and may also give us details about the student's learning or qualifications.

The Department for Education's Data and Local Authority:

WAT shares students' data with the DfE on a statutory basis. This data sharing underpins college funding and educational attainment policy and monitoring. WAT is required to share information about its students with the DfE under regulation 5 of The Education (Information About Individual Students) (England) Regulations 2013.

To find out more about the data collection requirements placed on WAT by the DfE (e.g. via the college census) go to: <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

For more information about the DfE's data sharing process including the National Student Database, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the DfE has provided student information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact the DfE: <https://www.gov.uk/contact-dfe>

Our students aged 16+:

WAT will also share certain information about students aged 16+ with our local authority and/or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- Post-16 education and training providers
- Youth support services
- Careers advisers

Sharing student information:

WAT does not share information about our students with anyone without consent unless the law and our policies allow us to do so.

Recording of phone calls:

All Trust phone calls, both incoming and outgoing, are recorded for monitoring purposes.

Requesting access to your personal data:

Under data protection legislation, parent/carers and students have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the Data Controller.

You also have the right:

- To be informed of how we use personal data. *This is done through this privacy notice.*
- To have personal data rectified if it is inaccurate or incomplete.
- Of erasure. *This is also known as the right to be forgotten.*
- To data portability.
- To object to processing.

The Information Commissioner's Office [ICO] provides detailed guidelines on the rights of individuals. This can be found on the link below: <https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/>

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the ICO at: <https://ico.org.uk/concerns/>

Contact:

If you would like to discuss anything in this privacy notice, please contact:

Data Controller, Mrs L. Toogood, email: dc@wootton.beds.sch.uk

Data Protection Officer, Mr M. Mieczkowski, email: dpo@wootton.beds.sch.uk

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ACCEPTABLE USE AGREEMENT FOR STUDENTS

Introduction & Points to Note

As part of our students' learning experience and the development of ICT skills, Wootton Academy Trust provides students with a computer network account and access to the internet. We believe that the use of the World Wide Web and email is worthwhile and is an essential skill for learners as they grow up in the modern world.

AI technology is embedded on student network accounts and should only be used as an aid to learning. It does not replace the hard thinking needed to be an active participant in the learning cycle.

Code of Conduct

1. I **will not** share my passwords with anyone.
2. I **will** make sure that my passwords are unique for each college service.
3. I **will** make sure that I log out or lock my screen if I leave my computer.
4. I **will** only use, move and share securely data/files that I own.
5. I **will** make sure all communication I send is respectful and uses the appropriate language.
6. I **will not** use my mobile device during lesson time unless I am given permission.
7. I **will** always keep my personal details private (my name, college name and address, home address, any contact numbers, family information, etc).
8. I **will** only use e-mail accounts that have been approved by my college.
9. I **will** only use, create and share content that is legal.
10. I **understand** that any illegal activity that I conduct on Wootton Academy Trust's network may be reported to external agencies.
11. I **will not** install any programs, or store any personal data (eg mp3/4, personal images) in my college user area.
12. I **will** respect copyright and the intellectual property rights of others.
13. I **will not** use internet facilities to advertise for personal gain.
14. I **understand** that any of my files may be viewed by ICT Wootton Academy Trust staff, and that any files considered inappropriate may be deleted, and that this could lead to further disciplinary procedures.
15. I **will not** interfere with any ICT equipment (eg cables, mouse, etc).
16. I **will** only print final copies of work, unless given permission to do otherwise by a member of staff.
17. I **understand** that Wootton Academy Trust may monitor my use of the systems, devices and digital communications.
18. I **understand** that any work I submit should be my own and will be checked for signs of plagiarism and inappropriate use of AI.
19. I **understand** that any work submitted as part of a formal assessment linked to a qualification will be monitored and expected to meet the standards set out by the college and relevant exam boards.

E-safety

The following guidelines apply while using Wootton Academy Trust equipment and ICT network:

1. I **will not** visit Internet sites, make, post, download, upload or pass on, material, remarks, proposals or comments that contain or relate to:
 - a) Bringing the Wootton Academy Trust or Kimberley College 'name' into disrepute.
 - b) Any form of extremism.
 - c) Promoting racial or religious hatred.
 - d) Any form of pornography.
 - e) Promoting discrimination of any kind.
 - f) Promoting violence or bullying.
 - g) Promoting illegal acts.
 - h) Breaching any of my college's internet filters.
 - i) Anything which exposes others to danger.
 - j) Information that may be offensive to others.
 - k) Chain letters.
 - l) Breaches of copyright law.
 - m) Using personal technology for taking/transferring images of students or staff without permissions.
2. I **will** only visit sites which are appropriate and not blocked by Wootton Academy Trust's filtering system, and adhere to the site's terms and conditions.
3. I **will** make sure I know where to find and how to use the CEOP report abuse button.
4. I **know** that anything I share online may be monitored.
5. I **know** that once I share anything online it is out of my control and can be used or changed by others.
6. I **will** report unsuitable or uncomfortable content, activities or e-mails to a member of staff.

Student Netiquette Policy

We want to prepare you to make the most of your digital interactions with staff and students. Whether posting in online forums, taking part in a virtual teaching session, or messaging a private or public chat group, we must work together to uphold the Kimberley College Code of Conduct (page 18), and treat each other with the same respect and politeness as we would in a face-to-face classroom. '**Netiquette**' (short for 'net etiquette') refers to rules of good online behaviour.

The principles of online communication are similar to those for face-to-face conversation, but there are important differences too. Many of us are used to communicating online using e-mail and private and informal platforms. Whilst it is extremely rare for anybody to deliberately behave inappropriately online, actions can cause unintentional harm so it is worth reflecting on expectations and norms for communicating responsibly online.

The general guidance below is a starting point for you to think about how you are expected to behave online as a Kimberley College student; your teachers may give you more guidance specific to your studies in their subjects.

The opportunity to present your ideas and debate with peers is an important part of your education. Good netiquette means that in these debates or discussions, your comments remain respectful and constructive – they are offered in the spirit of helping to improve or build on someone's work, not in order to target an individual or group with personal criticism.

If you post something inappropriate, a teacher or pastoral tutor might delete the post and contact you privately to explain why. If this should happen repeatedly, you could be subject to sanctions.

General good online behaviour

Generally, good online behaviour involves:

- **Thanking, acknowledging, and supporting people** – remember people cannot see you nod, smile or frown as you read their messages. So, if they get no acknowledgement, they may feel ignored and be discouraged from contributing further. It is a good habit to respond

constructively to posts, acknowledging the other person's perspective and moving the conversation forward.

- **Acknowledging before differing** – before you disagree with someone, try to summarise the other person's point in your own words. Then they know you are trying to understand them and will be more likely to take your view seriously.
- **Making your perspective clear** – try to avoid speaking in a dogmatic and an impersonal way, so avoid phrases like 'It is a fact that ...' as they leave no room for anyone else's viewpoint. So, why not start with 'I think ...'? You may want to present someone else's views; if so, say whose they are, perhaps by a quote and acknowledgement.
- **Clearly showing your emotions** – smileys or emojis can be used to express your feelings. Most online platforms allow you to use emojis to express a variety of emotions.
- Emotions can be easily misunderstood when you cannot see faces or body language. Be mindful that people may not realise when you are joking, and one person's joke may not seem amusing to someone else. You should always be aware of the receiver(s) of your message, particularly as people from widely differing cultures and backgrounds may read what you write online. What you find funny may be offensive to them.
- **Avoiding 'flaming'** – if you read something that offends or upsets you, it is very tempting to type a speedy reply and hit 'Send' without thinking – but don't! It can quickly escalate into a flaming spiral of angry messages and online discussions seem to be particularly prone to such 'flames'. So, if you feel your temperature rising as you write, save your message, take a break or sleep on it – don't hit 'Send'.
- **Disagreeing with the comment, not with the person** – disagreement is expected but remember to focus on the matter under discussion and avoid negative comments about other people.
- **Respecting difference** – respect others' cultural, religious, professional, academic and economic backgrounds, skills, abilities and contributions.
- **Asking permission** – Do not use or reproduce others' comments or personal information without their express permission. **Remember teachers have feelings too!** They may not always be in a position to do exactly what you want or take the action you would like to see. They are happy to hear and respond to your issues and feedback, but this should be done respectfully with the consideration that they may not always be able to share information with you. Approach them personally with your concern rather than criticising them in a public forum.

Good online behaviour in online written discussions (e.g. on MS Teams chats):

- **Pause before posting** – before you write a message, take time to see what is being discussed and how. It is quite acceptable to read messages without posting any yourself (known as 'lurking') – people often do this while they build up the courage to take part.
- **Keep your messages short**, and keep to one topic per message.
- **Don't give out any personal information** that you would not usually share with people you do not know.
- **Think about effect rather than intention**: even if you did not mean to be rude, dismissive, confrontational, hectoring etc. it may be perceived that way. Remember that the written word can lose context and intention and is a permanent reminder to the receiver of what may have been a fleeting exchange.
- **Check you're in the right place** – ensure that you post in the correct area of the forum or discussion board. Most forums or discussion boards include mechanism for 'threading' conversations, or channels for discussing different topics and if your post goes to the wrong place, it is less likely to be read or responded to.
- **Avoid all caps!** Avoid writing in capital letters – it looks like you're SHOUTING!

Good online behaviour in live interactive sessions

Teachers and tutors love interaction with their students. In a classroom environment, you pick up non-verbal cues from the teaching staff and fellow learners if you are contributing too much or too little. Online, you will need to develop self-monitoring techniques.

There may be many reasons why you are not actively contributing in a live discussion, including your personal preferences or your mental wellbeing or simply not understanding what is being discussed, but staying silent the whole time – especially where the group size is small – can feel quite uncomfortable for some people in the online environment. Here are some things you can do for a more positive experience:

- Use the chat function to let people know why you are quiet if you feel able, so that others can respond appropriately.
- Putting your camera on can be a good way to signal your engagement in a session and gives others some non-verbal cues. There are good reasons why you, or others, may choose to keep your camera off, but it can help to establish good rapport if you feel able to turn it on, at least some of the time if encouraged to do so by your teacher.
- On the other hand, it's a good idea to keep your mic on mute when you are not speaking so that background noise doesn't impact other students. There are ways to indicate when you want to speak – for example in MS Teams you can put your hand up (but remember to put it down again!).
- The more you participate constructively (while still allowing others to speak and interact) the more feedback you will receive on your ideas. The more feedback you receive, the better you should be prepared for your assessment.

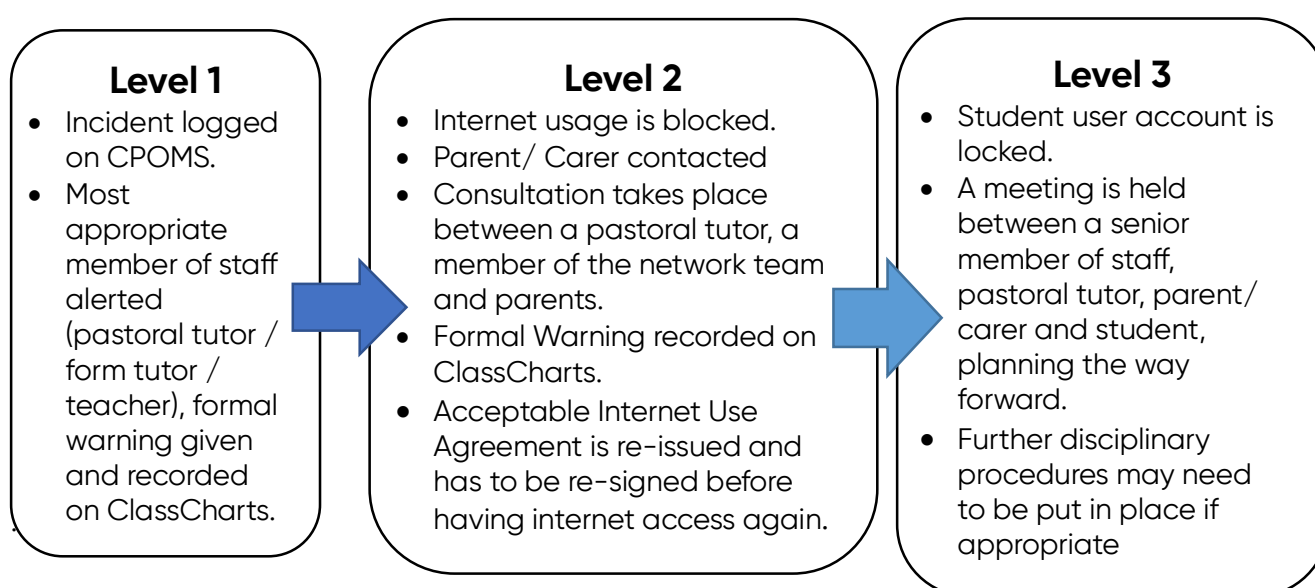
Internet Safety Advice:

Both at home and at college Wootton Academy Trust advises:

1. You **do not** upload pictures or digital images of yourself or others without a responsible adult's permission.
2. You **only** communicate electronically with people you know or have been approved by college.
3. You **never** meet an online friend or contact without taking a responsible adult that you know with you.
4. You ensure that any social networking profiles you may have, are set to private.
5. You create and use 'strong' passwords.

Sanctions

Where the acceptable use agreement has not been followed, the following sanctions will be implemented.



Note: Additional disciplinary action may be added in line with existing practice on inappropriate language or behaviour. When applicable, police or local authorities may be involved.

CONSENT FORM – Use of Photographic Images

Where a student has not uploaded their photograph to Applica, or where we deem that the photograph is not suitable, we will take photographs of students in college for identification purposes, this is to support teaching and learning and to ensure that we are safeguarding our community by students wearing their lanyards with clear identification.

We often take photographs and video footage (images) of students and use these images to celebrate the achievements of our students, sharing learning objectives across wider platforms and to publicise the wonderful work taking place in our college and on the many trips, sporting fixtures and extracurricular opportunities available for our students.

The images may be used in college displays, in our printed prospectuses, newsletters, websites, social media platforms or included in an external media article.

On occasion, we will invite external media companies to take photographs and video footage of an event or activity which the college is involved with. Students who appear in these images will have those images used to publicise the event or activity on media websites, social media platforms or television reports. These images will be stored on media company archives. They may also syndicate the images to other media for possible future use and we will have no control on when, where, if or how they will be used.

To comply with the GDPR 2018, we need your permission before we may photograph or make video recordings of your child to use as stated above. No images of students will be used where the Parent/Carer consent has not been obtained. Please check the conditions below, then if you give consent to the use of photographic images, please complete the consent on Applica.

Conditions of use:

- This form is valid indefinitely from the date signed.
- The images we take, or give permission to be taken, will be to show the college and students in a positive light.
- Historic images will remain on our college website, in printed prospectuses and newsletters and on social media feeds.
- We will only use images of students who are suitably dressed for the activity they are undertaking.
- We will take all reasonable measures to ensure the images are used solely for the purposes for which they are intended. However, we cannot guarantee this and take no responsibility for the way images are used by external websites or publishers, or for any consequences arising from publication.
- It is understood that websites and social media platforms can be viewed throughout the world and not just in the United Kingdom where UK law applies.

DRESS CODE

Students choose Kimberley Sixth Form College so that they make the most of their post-16 studies and are well prepared for the next stage of their academic and professional lives. With this in mind, students should dress appropriately for a 'professional and academic environment', and we define this as "smart-casual".

Kimberley Sixth Form smart-casual dress code

To ensure that everyone is safe and ready to learn;

- Lanyards must be on around necks and ID card must always be visible
- Coats should be removed when entering a classroom or private study space
- Headphones/ earphones can only be used during social time or in a designated private study space.
- All tops must cover shoulders, chest, back & midriff; clothing should not be revealing or see-through
- Hats, caps, beanies, and hoods should be removed when indoors
- Footwear should be sensible and sturdy
- Political, contentious, or offensive items are not allowed e.g. offensive language, logos / political symbols or slogans or contentious campaigning materials

Examples of acceptable attire <i>(this list is not exhaustive)</i>	Examples of non-acceptable attire <i>(this list is not exhaustive)</i>
• T Shirts • Polo shirts • Shirts • Blouses • Sweatshirts • Hoodies	• Vest tops • Crop tops • Strapless tops • Sports team jerseys (eg football or rugby 'playing' shirt)
• Trousers • Jeans • Knee length dresses • Knee length skirts • Knee length shorts	• Sports shorts • Jogging bottoms • Tracksuit bottoms • Ripped jeans • Leggings
• Trainers • Pumps • Shoes • Boots	• Flip flops • High heeled shoes • Sliders • Crocs

Additional information:

- Breaches of this dress code will be recorded on ClassCharts and the student will be expected to resolve the issue immediately.
- **If necessary, the student will be instructed to go home and change or arrange for suitable attire to be dropped off at College.**
- Persistent disregard for the dress code will result in further disciplinary action being taken.
- The College retains the right to act as the final authority in the interpretation of the dress code. If unsure, parents/carers and students are advised to contact a member of the College leadership team for clarification before purchasing items
- Students using the gym must change in-and-out of gym clothing before and after their session.

SAFEGUARDING

Lanyards

To ensure the safety of all our community all students must commit to:

- Wearing college lanyards around their necks with their photographic ID card facing forward all times in college and on any site across the Trust.
- Swiping in and out at college at the appropriate card readers.

Attendance

- Communicating with subject teachers, attendance and reception if needing to leave the site for any reason during lesson time within the college day (such as illness/ appointment).
- Communicating with subject teachers, attendance and Pastoral Tutors if needing to leave a lesson for a short period of time, but remaining on the college site.

Visitors

All visitors on the premises (buildings, grounds, car parks) must report to reception and wear a visitors lanyard through their time at the Trust.

Driving

Once students have passed their driving test they must:

- Present their driving licence and vehicle details to reception.
- Display a parking permit in their vehicle at all times.
- Park in the carpark bays furthest away from college (not in the staff or visitor parking areas).
- Adhere to speed limits and drive in a manner that is safe and appropriate on site.
- If using the facilities at Wootton Upper School students must only park in the back carpark by the 4g pitch.

Failure to do so may result in the student not bringing any vehicle on site.

KIMBERLEY SIXTH FORM COLLEGE STUDENT PARTNERSHIP

We want your time with us at Kimberley Sixth Form College to be enjoyable and successful. Working in partnership with you we hope to help you prepare for the next stage in your life! You can therefore expect that we will do the following while you are a student at here:

- Give you constructive advice and guidance before the start of Y12 so you begin an appropriate learning pathway when you join the sixth form, this includes planned learning hours, start and end dates and programme content.
- Provide well-structured lessons, delivered by subject specialists. Within these lessons your learning will be monitored and assessed with regular feedback given which allows you to demonstrate progress.
- Provide a safe learning environment where your personal welfare is monitored and support provided when necessary.
- Provide the opportunity to work with a form tutor and pastoral tutor who will between them, monitor your progress, attendance and engagement and intervene with support when appropriate.
- Through personal development sessions, form time sessions, electives and enrichment, we will give you the opportunity to engage with topics, issues and activities beyond the confines of your examination courses. These activities will be designed with the intention of helping you develop independence, confidence and other life skills.
- We are a fully inclusive college, through academic lessons, personal development lessons, form time and student leadership led events, we will give you the opportunity to celebrate your diversity – everyone is made to feel welcome here.
- Assuming you meet all expectations stated in the *Student Disciplinary Procedures Policy* we will enter you for exams and make all examination arrangements for you with the exam boards. We will also communicate with you effectively so you are clear about exam arrangements.
- Keep in contact with your parents/carers so they too are aware of your attendance and progress and understand the extra support you may be given when necessary. We will also hold an annual parent/ carer evening, meet the tutor event and send home grade sheets to summarise your progress at key points throughout the year.
- Give sound advice and guidance so you are able to make confident decisions about your next steps into either work, training or higher education.
- Keep up to date with subject developments and develop links with local employers providing opportunities for work experience, apprenticeships etc.
- Provide you with an appropriate environment for you to be onsite all of the time to establish, develop and embed learning routines.

STUDENT CODE OF CONDUCT

As we hope our relationship with you will be a partnership, as a student at Kimberley Sixth Form it is expected that you will adhere to the following:

- Demonstrate a commitment to your studies by fully engaging in the 'Stepping Stones to Learning' and 'Stepping Stones to Success'.
- Follow the Expectations of Students 'In lessons', 'In private study' and 'during social time' which are all linked to "Ready, Respectful and Safe". (Posters displayed around the building)
- Full active engagement in all lessons and learning opportunities, this includes form time, personal development, private study, electives, intervention, 1to1 support and enrichment opportunities such as trips, visits and guest speakers.
- Adhere to the expectations of independent work ethic within the private study areas.
- Get involved in enrichment opportunities such as extra and super curricular clubs, early entry opportunities, guest speakers, trips and visits.
- Engage with Microsoft Teams, college emails and ClassCharts daily to monitor subject information, attitude to learning, private study and to be kept up to date with key college events and communication.
- Ensure that your attitude to learning is a 3 or above in form time, academic lessons and personal development lessons.
- Be punctual to form time, academic lessons and personal development lessons and suitably equipped and organised for learning.
- Keep your mobile phone switched off/ on silent, remove headphones and keep in your bags during lessons and identified private study spaces.
- Meet all deadlines set by your teachers.
- Keep up a good level of attendance 96%+, ensuring your parent/ carer contacts us on the day of absence if you are unwell or if other circumstances prevent you from attending lessons.
- Communicate with your teachers/ form tutor or pastoral tutor if there are any issues which may be affecting your progress.
- Avoid booking holidays, driving lessons, shifts at work, medical or dental appointments etc. during college hours.
- Always conform to the dress code as detailed on the college website.
- Always wear your lanyard around your neck and visibly display your photo ID when on the college premises.
- Always swipe in and swipe out when you enter/ leave the college building.
- Respect the environment and buildings at Kimberley College and across the Trust.
- Behave with courtesy and respect when using public transport to travel to and from college.
- Follow the college guidelines (with reference to parking permits, speed limits and designated parking areas).
- Adhere to expectations regarding Kimberley College site being a 'No smoking/ vaping' site.
- Always speak to all staff and your peers with respect and politeness.
- Report any bullying concerns or examples of disrespectful behaviour to the college: [Anonymous reporting system](#)
- Report any concerns about your own welfare or that of others to the college: [Self-referral for support](#)
- Report any concerns about the general college environment: [Report and support the college environment](#)
- Update personal details held in college if necessary.

- Commit to college expectations regarding engagement with work experience and any next steps opportunities.
- Commit to your allocated 2-year curriculum and understand that any request to change will only be considered during the specific windows at the start of Y12. Any requests outside of these windows will be unlikely.
- Understand that the senior leadership team have the final say on your curriculum decisions.
- Achieve the minimum expectations linked to progress and the Stepping Stones to Success to progress into Y13. *(as stated in the Student Disciplinary Procedures Policy)*
- Achieve the minimum expectations linked to progress and the Stepping Stones to Success in Y13 to be entitled to entry of a qualification. *(as stated in the Student Disciplinary Procedures Policy)*
- Always act respectfully when identifiable as a Kimberley College Student.
- Never bring the college name into disrepute through actions both on or off the premises.
- Uphold all Kimberley College and Wootton Academy Trust Policies.

(Policies include: Acceptable Use Agreement, E-Safety, Student Netiquette, College Dress Code, Kimberley Sixth Form College and Student Partnership, Student Disciplinary Procedures Policy and Safeguarding (including wearing lanyards and driving onsite))

Student Name		Year group & Form	
Signature		Date	

BEHAVIOUR AND DISCIPLINARY POLICY

1. Statement
2. Aim
3. Related policies, legislation and guidance
4. Responsibility and management
5. Safeguarding and SEND
6. Student Code of Conduct & Stepping Stones to Success
7. Promoting good behaviour and rewards
8. Disciplinary procedures and sanctions
9. Stand-alone disciplinary concerns
10. Managing Stand-alone concerns
11. Progression from Y12 into Y13
12. Y13 Entitlement to be entered for a qualification
13. Searching and confiscation
14. Records

Appendix A: Student Code of Conduct Appendix B: Disciplinary investigation procedure Appendix C: Grounds and procedure for searching and confiscation; use of reasonable force. All available on our website.

1: Statement

Kimberley College promotes a culture of mutual respect, tolerance, and collaboration between all members of the College community. This reflects the adult-style learning environment, high-quality teaching, and individual support the College offers to enable each student to reach their potential and take the right academic pathway that will lead towards a fulfilling and successful future. Kimberley College expects all students to show the maturity, commitment and drive required to excel in this environment.

At Kimberley, we focus on supporting students in positively engaging with our five stepping stones to success;

1. Excellent **Attendance (96%+)** and Punctuality
2. Outstanding **Attitude to Learning** in Lessons
3. Commitment to **Private Study**
4. **Respectful** Behaviour
5. Positive Engagement in **Enrichment**

The College uses systems to closely monitor the Stepping Stones to Success. Information gathered is used to recognise, reward and celebrate student effort and engagement, as well as putting guidance in place to support students when they have difficulties in engaging positively with the Stepping Stones to Success.

Ultimately, this encourages students to take responsibility for their own behaviour, their own success and the consequences that result from their choices. As part of the community, therefore, the College expects all students to respect and comply with the values and standards set out in this policy.

Kimberley College has a zero-tolerance approach to sexual harassment and sexual violence, bullying in any form and racist and sexist behaviour and abuse, including when this behaviour takes place online. Students are encouraged and supported to report any concerns or experiences, however small they may feel they are, as soon as possible to a trusted member of staff so that appropriate and timely action can be taken, and support offered.

2: Aim

The aim of this policy is to set out the positive attitude to learning the college expects, the recognition and rewards offered to motivate students and the code of conduct necessary to enable every student to feel respected and confident in their learning environment. It also sets out what may constitute breaches of expected behaviour and outlines the procedures in place to manage improvement of behaviour and sanctions for misconduct.

3. Related policies, legislation and guidance

3.1 Related Trust Policies:

Admissions Policy
Predicted Grade Policy
E-Safety and Data Security Policy
SEND Policy
Keeping Children Safe in Education
Safeguarding and Child Protection Policy
Peer on Peer Abuse Policy
Relationships and Sex Education Policy
Equality Policy
Physical Intervention and Reasonable Force Policy
Promoting British Values Policy

3.2 Relevant legislation and guidance:

Behaviour in schools, Advice for headteachers and school staff (2022)
Behaviour and Discipline in Schools (2016)
Equality Act (2010)
Keeping Children Safe in Education (2022)
Searching, screening and confiscation at school (2022)
Use of reasonable force in schools (2013)
Special Educational Needs and Disabilities Code of Practice (2015)

4. Responsibility and management

4.1 Whole-trust approach:

Student welfare and wellbeing is vital to personal happiness, development, and academic success. Kimberley provides a great deal of individual attention to each student throughout their time at the College and from the outset encourages and nurtures healthy relationships and behaviour. Kimberley College provides a comprehensive academic and pastoral support network for all students comprising of teachers, pastoral tutors, senior leaders, designated safeguarding leads and SEND (Special Educational Needs and Disabilities) support. The student leadership committee also plays a role in representing and voicing students' rights and responsibilities. This support network is designed to create open communication channels so that behavioural issues and concerns can be identified early and addressed in a timely and appropriate way. The value of positive behaviour and healthy relationships is further reinforced through the compulsory PSHCE topics in personal development lessons.

4.2 Staff:

All college staff are expected to lead by example and are given the support and training to enable them to meet their professional duties and properly support students. This includes an induction and ongoing training and dialogue on how to keep children safe in education, legal responsibilities, safeguarding, SEND and awareness of mental health issues.

4.3 Parents and Carers:

The College encourages active communication between parents/ carers and teaching staff, pastoral tutors and the senior leadership team. Parents, Carers and students are all encouraged to

engage with the ClassCharts application to support a collaborative approach to monitoring engagement of expectations inside and outside of lessons.

5: Safeguarding and SEND:

5.1 Safeguarding and student welfare and wellbeing

Safeguarding is a priority at the college so any student behavioural issue or concern will always be considered from this standpoint. This enables the College to identify and manage possible concerns early, as well as unmet educational or other needs. All safeguarding concerns are dealt with in accordance with the Trust's Child Protection and Safeguarding Policy and Procedures and may involve external agencies. All staff are inducted in and regularly briefed on keeping children safe in education.

5.2 Behavioural expectations and students with SEND

Students with Special Educational Needs and Disabilities (SEND) are supported by their class teachers, their form tutors and their pastoral tutors. Attendance registers, seating plans and support strategies will indicate whether teachers should be aware of SEND. Where appropriate, the SEND and Pastoral team will liaise with and advise teachers and other members of staff on how to manage behavioural issues and offer support for students to help them cope in specific situations that they may find difficult.

The SEND and pastoral teams will determine whether a student's SEND has contributed to any misbehaviour and whether sanctions are appropriate and lawful, as set out in the Equality Act and other guidance for schools and colleges. It will not be assumed, however, that poor behaviour is attributable to a SEND; each incident will be assessed on the facts and consequences may be adapted accordingly. If any student, regardless of SEND, cannot abide by the code of conduct they may need to find alternative educational provision.

6. Student Code of Conduct and Stepping Stones to Success:

It is important to establish certain ground rules to ensure good order and to create a pleasant, respectful, and safe environment for both staff and students. Therefore, we expect students to positively engage with our **Code of Conduct**, students are asked to sign this as part of the admissions process into college and students are requested to re-sign this as part of their progression into Y13.

The code of conduct and expected behaviour set out in this policy shall also apply, in appropriate circumstances, to students when they are away from college premises and outside the jurisdiction of the college, for example during holidays or when offsite during lunchtimes, breaktimes and private study times. Any student's conduct which affects the welfare of a member or members of the college community, or which could bring the college into disrepute will be treated as a discipline matter.

The college understands that everyone makes mistakes and so supports students to recognise, improve and/or rectify their behaviour if it falls short of the code of conduct or expectations linked to the Stepping Stones to Success (*Attendance & Punctuality, Attitude to Learning, Private Study, Respectful Behaviour & Enrichment*). This will involve different levels of Individual Support Plans (see 8.2 for further information) which identify key targets, supportive measures and timescales to help the student improve their engagement in the Stepping Stones to Success.

Individual Support Plans may include (this list is not exhaustive)

- 1to1 meetings
- Organisational support
- Restorative conversations
- Identifying barriers
- Engaging in internal/ external support services

- Attending subject intervention sessions
- Onsite restrictions at break / lunch / during private study
- Withdrawal of opportunities outside of the normal college day such as prom, sports fixtures or trips and visits.

7. Promoting engagement in the Stepping Stones to Success through praise, recognition and rewards

Kimberley College encourages and expects students to set and maintain the highest standards of behaviour, which includes full and punctual attendance, a positive attitude to learning in lessons, meeting deadlines for private study, coursework and assignments and engagement in enrichment opportunities.

7.1 Student Leadership

Students can be elected or chosen in a variety of student leadership roles including: College President, College Ambassadors, Subject Ambassadors and College Council. Successful students are expected to lead by example in the Stepping Stones to Success and support their fellow students to create an inclusive culture of respect and responsibility.

7.2 Praise, recognition, and rewards linked to the Stepping Stones to Success

Kimberley College recognises the value of praise and encouragement. Positive reinforcement helps engage and motivate students to continue to do their best and take a lead in their own achievements. Students who positively engage in the Stepping Stones for Success will be recorded on ClassCharts. Students will receive rewards such as coffee and shopping vouchers on a half termly basis for their positive engagement. In addition to this, students will be recognised in assemblies, the student bulletin and the College newsletter.

8.0 Sanctions and consequences linked to the Stepping Stones to Success

8.1 Detentions

Detentions will take place during lunch times 12.40pm–1.10pm and after college on Thursdays between 3.20pm – 4.30pm. We have an automated system on ClassCharts which generates a detention once a particular threshold has been met. Lunchtime detentions do not require parental consent as long as they comply with the law; however, parents and students will be notified when a detention has been allocated after college. If deemed appropriate, detentions may be issued on a weekend, on a Staff Training Day, or in the holidays. In this case the college will communicate with the student and parent/carer to make the appropriate arrangements.

Detentions are informal and do not go on a student's academic record unless behaviour fails to improve.

8.2 Individual Support Plans:

Kimberley College has a graduated scale for supporting students who do not engage positively with the Stepping Stones to Success. Form tutors will monitor attendance and ClassCharts data on a weekly basis and communicate initial concerns with their tutees and their parent/carers. Once this initial intervention has taken place, if there are no improvements the form tutor will refer the student to their linked pastoral tutor and a more formal process will begin with the student being placed on an Individual Support Plan. Individual Support Plans have three stages, the student will normally enter the process at Level 1, however, if the college considers the level of concern to be more significant, the decision can be made to enter the process at Level 2 or Level 3 as appropriate.

Level 1 Individual Support Plans will involve a meeting between the student & their pastoral tutor to agree targets and supportive measures to help them improve their engagement in the relevant area(s) linked to the Stepping Stones to Success, the individual support plan will be shared with the student, their parent/ carers, their form tutor and their class teachers.

Level 2 Individual Support Plans will involve a meeting with the student, their parent/ carer, their pastoral tutor and the lead pastoral tutor. Should a parent/ carer not be able to attend, the meeting may still go ahead. The individual support plan will then be shared with the student, their parent/ carers, their form tutor and their class teachers.

Level 3 Individual Support Plans will involve a meeting with the student, their parent/ carer their Pastoral Tutor and a member of the Senior Leadership Team. Should a parent/ carer not be able to attend, the meeting may still go ahead. The L3 plan is designed to give the student a final opportunity to prove their commitment to meeting college expectations linked to the Stepping Stones to Success and the Code of Conduct. The individual support plan will then be shared with the student, their parent/ carers, their form tutor and their class teachers.

Students are usually placed upon an Individual Support Plan for a period of 6 weeks; however, the period of time can be flexible depending upon circumstance. Individual Support Plans are reviewed at the end of the allocated time period; at this stage the following outcomes will occur depending upon each individual circumstance:

Level 1 Individual Support Plan:

- Targets are met so the student is removed from the plan.
- Student has engaged with the targets but is kept on the plan for an extended period as a supportive measure.
- Student has not engaged with the targets so is moved up to a Level 2 plan.

Level 2 Individual Support Plan:

- Targets are met, so student is moved down to a Level 1 plan or removed from any support plan.
- Student has engaged with targets but is kept on a Level 2 plan for an extended period as a supportive measure.
- Student has not engaged with the targets so is moved up to a Level 3 plan.

Level 3 Individual Support Plan:

- Targets are met, so student is moved down to a Level 2 plan or removed from any support plan.
- Student has engaged with the targets but is kept on the Level 3 plan for an extended period as a supportive measure.
- Student has not engaged with the targets, so a meeting is arranged with the Head of College to confirm the removal of the students place at college. (support linking to their next steps will be offered during this meeting before removing the student from roll).

8.3 Attendance:

The target attendance for students is **96%**, form tutors will monitor student attendance on a weekly basis.

Any student whose attendance falls below **96%** will be notified by their form tutor so that they can try to improve their attendance independently, this notification will also be recorded on ClassCharts. Any students whose attendance falls below **94%** will be notified by their form tutor, the notification will be recorded on ClassCharts and the form tutor will make a phone call home to parents/ carers to see if there is any further context that the college should be made aware of.

Where a student's attendance falls below **92%** a review of their individual circumstances will take place and their pastoral tutor will put the student on an Individual Support Plan at this stage.

Kimberley College recognises that some students may encounter health issues that may negatively affect their ability to meet the 96% target. In such circumstances, students will be placed upon a Level 1 Individual Support Plan. Providing students in these circumstances engage with the support

(internal or external) that is offered to them and meet the targets set on the plan, their individual target attendance may be lower than 96% and they may be kept on the Level 1 plan for an extended period of time. (Longer than the usual 6-week period). If students do not engage with the support or meet the targets set then they will move up to a Level 2 plan.

8.4 Punctuality:

Students who are late without good cause will be recorded on ClassCharts, for every three lates to lesson, form time, late back after break or lunch time within a term – students will be required to attend a detention for 30mins during lunchtime. Students who are persistently late can be placed upon an Individual Support Plan, with targets and actions agreed with their pastoral tutor in the first instance.

8.5 Attitude to Learning (ATL) in Lessons:

Teachers, form tutors and pastoral tutors will reflect on students' attitude to learning at the end of every lesson and form time, if a student does not meet the minimum expectation of an ATL 3 the teacher / pastoral tutor / form tutor will record an ATL 2 on ClassCharts. For every three ATL 2's in a term – students will be required to attend a detention for 30mins during lunchtime. Students who persistently demonstrate negative attitude to learning in lessons can be placed upon an Individual Support Plan with targets and actions agreed with their pastoral tutor in the first instance.

8.6 Students failing to meet deadlines for private study / coursework / assignments:

Students who fail to submit assigned private study, coursework or assignments by an agreed deadline will be recorded on ClassCharts. For every three non-submissions within a term, students will be required to attend a detention for 30mins during lunchtime. Students who persistently fail to meet deadlines can be placed on an Individual Support Plan, with targets and actions agreed with their pastoral tutor in the first instance.

8.7 Low level behaviour outside of the classroom:

The following are examples of low-level negative behaviours outside of the classroom (The list is not exhaustive):

- Forgetting their college lanyard.
- Failure to wear the college lanyard – the lanyard is required for safeguarding purposes.
- Using the college Lifts without a lift pass.
- Non-adhering to the Acceptable Use of IT
- Not respecting the college environment (eg dropping litter).
- Not being respectful whilst using the private study and social areas around college.
- Non-adhering to the College Dress Code (see below for more information).

Dress Code:

Students choose Kimberley Sixth Form College so that they make the most of their post-16 studies and are well prepared for the next stage of their academic and professional lives. With this in mind, students should dress appropriately for a 'professional and academic environment', and we define this as "smart-casual".

To ensure that everyone is safe and ready to learn;

- Lanyards must be on around necks and ID card must always be visible
- Coats should be removed when entering a classroom or private study space
- Headphones/ earphones can only be used during social time or in a designated private study space.
- All tops must cover shoulders, chest, back & midriff; clothing should not be revealing or see-through
- Hats, caps, beanies, and hoods should be removed when indoors
- Footwear should be sensible and sturdy
- Political, contentious, or offensive items are not allowed e.g. offensive language, logos / political symbols or slogans or contentious campaigning material.

Additional Information:

- Breaches of this dress code will be recorded on ClassCharts and the student will be expected to resolve the issue immediately.
- **If necessary, the student will be instructed to go home and change or arrange for suitable attire to be dropped off at College.**
- Persistent disregard for the dress code will result in further disciplinary action being taken.
- The College retains the right to act as the final authority in the interpretation of the dress code. If unsure, parents/carers and students are advised to contact a member of the College leadership team for clarification before purchasing items
- Students using the gym must change in-and-out of gym clothing before and after their session.

Each of the above negative behaviours will be recorded on ClassCharts, for every three negative 'out of class' behaviours in a term, students will be required to attend a 30min lunchtime detention. Students who persistently demonstrate negative behaviour outside of the classroom may be placed on an individual Support Plan with targets and actions agreed with their Pastoral Tutor in the first instance.

9.0 Stand-alone Disciplinary Concerns:

Kimberley College has a graduated scale for dealing with any standalone disciplinary concerns:

Level 1: Minor Stand-alone breaches.

Level 2: Significant stand-alone breaches.

Level 3: Serious stand-alone breaches.

Depending on the nature and severity of standalone breaches the college will conduct a full investigation and use its discretion in deciding upon the most appropriate consequence, sanction or supportive measure. At all meetings to review behaviour the student will be given the opportunity to defend themselves and state their reasons for their behaviour.

9.1 Minor Stand-alone breaches:

Stand-alone breaches that are deemed 'Minor', include, but are not limited to, the following:

- Rudeness to staff, students or other members of the college community.
- Minor behaviour that has a negative effect on the college community.
- Truancy from lessons.
- Smoking or vaping on the college premises.
- Low-level defiance.
- Failure to comply with the expectations for bringing a vehicle onsite.
- In-appropriate use of IT

9.2 Significant Stand-alone breaches:

Stand-alone breaches that are deemed 'Significant', include, but are not limited to, the following:

- Plagiarism – plagiarism is forbidden and is illegal if published. Students who plagiarise private study work will receive a formal warning and may face further disciplinary sanctions.
- Exam malpractice in relation to any examination or assessment, including mock and controlled assessments, coursework, assignments, practical and/or official examinations; actual or attempted possession and sharing of (in whatever format or fashion) unauthorised confidential information about an assessment or examination.
- Behaviour, whether on or off the college premises, that tarnishes or brings into disrepute the reputation of the college.
- Unsafe use of a vehicle on the college premises.
- Intentional damage / vandalism.
- Significant defiance.

9.3 Serious Stand-alone breaches:

Stand-alone breaches that are deemed 'Serious', many of which constitute illegal behaviour and may lead to formal suspensions and/or permanent exclusion include, but are not limited to, the following:

- Theft, vandalism and damage to property which may result in damages being applied.
- Gross insubordination, serious acts of verbal and physical aggression and any misconduct that jeopardises the welfare and safety of any member of the Kimberley College community including the student themselves.
- Intentionally setting off the fire alarm.
- Physical assault against any member of the Kimberley College or wider community whilst in or representing the college.
- Bullying, (including cyberbullying), blackmail, intimidation, threatening behaviour and inciting others to violence and other such misconduct.
- Sexual misconduct: sexual violence (rape, assault by penetration, sexual assault) and sexual harassment (unwanted conduct of a sexual nature including sexual comments, jokes/taunting, touching or other physical behaviour and online sexual comments/messages and sharing of nude or semi-nude images and/or videos, or explicit content).
- Racist, sexist, homophobic abuse or discriminatory behaviour.
- Abuse relating to disability, sexual orientation, religion and/or other protected characteristics under the Equality Act 2010. Serious breaches of the Acceptable Use of ICT Policy including computer hacking, inappropriate use of social media or online technology.
- Possession/supply/use of illegal drugs, solvents or their paraphernalia or substances intended to resemble them as well as unacceptable behaviour resulting from the misuse of drugs, solvents, alcohol and any other substances.
- Possession/supply/use of unauthorised firearms or weapons, including knives, and replicas.
- Possession/distribution of obscene material in any form.
- Malicious allegations against other members of the Kimberley College Community, including online.
- Persistently poor behaviour and attitudes that conflict with the College's ethos, including casual racism, sexism and similarly offensive behaviour.

10.0 Managing stand-alone breaches:

10.1 Managing L1 stand-alone breaches.

Depending upon the incident, L1 Stand-alone breaches may require a meeting with the student and the most appropriate member of staff (teacher, form tutor / pastoral tutor) whereby a verbal warning and/or detention may be sufficient. However, some L1 breaches will require a formal disciplinary meeting with the student, the appropriate member of staff and a senior member of staff such as the lead pastoral tutor, subject leader or a senior leader and the breach will be recorded on ClassCharts. Depending upon the nature of the incident Parents/ Carers may or may not be involved at this stage.

10.2 Managing L2 stand-alone breaches:

L2 Stand-alone breaches will require a formal disciplinary meeting with the student, a senior member of staff such as the lead pastoral tutor, a subject leader or a member of the senior leadership team and a parent/ carer.

The member of staff will set out the reasons for concern and allow the student to respond and explain their behaviour. Typically, a date will be set to review behaviour improvement with a summary of the meeting communicated to all parties. Failure to comply with improvements agreed at the meeting will lead to a subsequent meeting where the student may receive a formal (fixed period) suspension. Such a suspension must always be authorised by the Deputy Head of College or Head of College.

10.3 Managing Level 3 stand-alone breaches.

Level 3 breaches that involve actual or threat of serious harm or risk to others or themselves and sexual violence, will be referred to Child Social Care (CSC) and/or the police in line with the College's Child Protection and Safeguarding Policy and Procedures. Students will be neutrally suspended during any criminal investigations and/or investigations into serious misconduct until a formal outcome is reached. The College may consider permanent exclusion regardless of the outcome of CSC and/or police investigations.

Level 3 breaches include escalated and unresolved Level 1 and 2 breaches and serious misconduct.

Breaches at this level will be investigated by a member of the Senior Leadership Team and reviewed by the Deputy Head of College. Students may be neutrally suspended during this investigation period with the prospect of permanent exclusion.

The disciplinary investigation procedure and appeals process is set out in [Appendix B - Behaviour & Disciplinary Policy Appendices](#).

10.4 Possible disciplinary outcomes for Level 2 and Level 3 Stand-alone Breaches:

10.4.1 Onsite Restrictions:

Students may be limited to restrictions during break/ lunch/ private study

10.4.2 Withdrawal of opportunities:

Students may be restricted from taking part in opportunities outside of the normal college day such as prom, sports fixtures or trips and visits.

10.4.3 Change of class or removal from class:

Students may be changed to a different class or removed from class (if a change of class is not possible) for serious disruption or misbehaviour and/or when they or others may be put at risk by their behaviour and/or actions.

10.4.4 Suspension:

If a student is formally suspended their parents/ carers will be informed by telephone or email detailing the circumstances of the suspension and conditions of re-entry to the college. Formal suspension can only be issued following consultation with a member of the Senior Leadership Team. Formal suspensions will be recorded and held on the student's academic record.

Suspensions can vary in duration – from one morning/ afternoon to two weeks, for example; but not exceeding more than 45 college days in any one academic year – depending on the nature and severity of the misconduct. Formal suspensions may precede a permanent exclusion if behaviour does not improve after the period of reflection and redress.

10.4.5 Permanent exclusion:

Exclusion is usually the very last resort for sanctions and not a decision the Head of College will take lightly. However, for very serious, harmful or persistent misconduct students may be permanently excluded from the College.

Permanent exclusion would typically occur following a disciplinary investigation and meeting with the student and their parents and/or guardians. However, there are exceptional circumstances where the Head of College may decide to permanently exclude a student for a 'one-off' offence including, but not limited to, serious physical assault, gross insubordination, possession of illegal substances or weapons, and action that seriously compromises the safety of any other member of the Kimberley College community.

11.0 Progression from Y12 to Y13

All 16–19 students are enrolled at the Kimberley Sixth Form College to follow a full-time study programme and follow the equivalence of 3 subjects unless taking further mathematics.

11.01 Aim:

Our aim is to support progression to Year 13 on an appropriate study programme by offering guidance to all students before and after the assessment in the summer term of Year 12. This is to enable students and parents to review their Year 13 Study Programme in the light of their results and progression plans. Occasionally a student may demonstrate through ongoing internal assessments that they have made very little progress on a course though consistently achieving U or E grades. This can happen for a number of reasons:

- I. Either a student fails to demonstrate a commitment to their learning either through persistent lack of effort and/or poor attendance.
- II. Poor attendance through ill health or other extenuating circumstances.
- III. Sometimes we see a student, despite reasonable levels of effort, failing to make progress, and this can sometimes just be because it was the wrong choice of subjects.

In these situations, senior college leaders may not recommend progression into year 13, because in our experience, this progression is not going to lead to the outcomes for students that match their future plans. In this situation we will invite the student and their parent/carer into discuss alternative options. For students where behaviour and attitude to learning are not the issue, these options could include starting one or more new A levels in year 12. Government funding rules mean that students cannot retake the same A levels in year 12 unless there are exceptional circumstances.

11.02 Progression:

Students have a right to continue on all courses as linear two-year courses if they have met all expected standards linking to the stepping stones to success in Y12, specifically those relating to attendance and attitude to learning (ATL). Students not meeting these standards in Y12 will not be entitled to progress into Y13. Parents/Carers will have been made aware of any concerns regarding progression well before the end of Y12. Following the Y12 assessments in summer term senior leaders will review the following criteria to determine if students will be given permission to progress into Y13.

11.02.01 Attendance

Progression will be reviewed if the student has not demonstrated a minimum 92% attendance to academic lessons, personal development lessons, form time and electives during their first year at the college (including authorised absence).

11.02.02 Attitude to Learning (ATL) and completion of Private Study

Progression will be reviewed if the student has not demonstrated at least good attitude to learning during their first year at sixth form or has not completed set private study and assessments in each subject satisfactorily.

11.02.03 Student grade U or E on Summer grade sheet

Progression will be reviewed if the student receives a U grade on the summer grade sheet in one or more of their subjects. Where a student's grade is sitting at an E the students' progression will be reviewed in context of all other information.

11.02.04 BTEC assignment.

Progression will be reviewed if the student has not gained a pass in the internal coursework units for that year in their BTEC subject/s.

11.02.05 Student progress against expected progress

Progression will be reviewed if the student is three grades below their target grade in one or more of their subjects.

11.03 Support for learners identified above

Kimberley College will offer a range of support to best meet the needs of the individual, such as work to complete over the summer, additional support sessions, academic mentoring and guidance. Such students will be monitored closely by their teachers, alongside their form tutor and pastoral tutor. Interventions will be individualised and specific to the students' needs and conscious not to unfairly disadvantage or discriminate against learners.

11.04 Implications for learners upon review of progression

The progression criteria are reviewed in the summer term with an agreed action plan implemented to support learners. On the rare occasion where a student is not meeting progression criteria, they will need to attend an appointment with a member of the college or trust senior leadership team to determine the most appropriate action, this may include;

11.04.01 A requirement to complete a set of summer work which will be assessed in September

11.04.02 A requirement to attend extended study support. This will be placed upon a student's timetable in September or during the year. Students must attend these sessions up to the next set of assessments when progress will be reviewed

11.04.03 A revision of a student curriculum with a member of the college leadership team

11.04.04 A repeat of Y12 on different subjects (unless there are exceptional circumstances)

11.04.05 Removal of a place at Kimberley College. In this case students will be supported in seeking an alternate pathway

12.0 Y13 Entitlement to be entered for a qualification

Students must meet the following criteria for the college to pay the entrance fee for a qualification:

12.01.01 a minimum of 92% attendance to all expected curriculum up until the end of Y13.

12.01.02 be fully committed to their studies in terms of attitude to learning and completion of private study

12.01.03 achieved a minimum of a D grade in Y13 assessments.

12.02 Implications for students who don't meet the set criteria

Should a student not meet the criteria above, it is at the discretion of the Head of College if:

12.02.01 curriculum is adjusted

12.02.02 fees must be paid by the student or parent/carer instead of the college.

13.0 Searching and confiscation.

Given Kimberley College students' overall good conduct and the generally excellent relationships between staff and students, searching students is rare. There are occasions however when this may be necessary. Searching may be required to find stolen property or illegal or other items that are prohibited. Searches will always be carried out with the student's consent unless there are exceptional circumstances where not doing so may lead to risk of harm to the student or others, damage to property or causing disorder.

Confiscation may also be used as a disciplinary penalty. Staff may confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Please refer to **Appendix C - Behaviour & Disciplinary Policy Appendices**: Grounds and procedures for searching and confiscation; reasonable use of force.

14.0 Records

All suspensions and exclusions are recorded in the Student Database, with the name of the student concerned, the reason for the sanction and the name of the person administering the sanction.