



Windsor Academy Trust

Pupil Behaviour and Discipline Policy

Responsible Committee:	Windsor Academy Trust, Performance and Standards Committee
Date revised by Board of Directors:	30 January 2020
Next review date:	March 2021

Aims and Principles

RATIONALE

We believe that excellent behaviour is necessary for effective learning and unlocking academic and personal potential. Behaviour forms one of the foundations of our School Improvement Pyramid.

All people have the right to be respected and the responsibility to model this. The environment and personal property should be respected.

Good behaviour is an expectation and will be recognised and rewarded; unacceptable behaviour must be challenged and can be changed.

We maintain high standards, supported through our WAT ASPIRE Character Framework and Prepared for Excellence system.

AIMS

We aim to:

- Provide an orderly, caring and supportive community where all members of our community feel safe and secure.
- Educate students to be self-regulating and behave impeccably so that they are able to prosper as responsible global citizens.
- To have behaviour that provides the foundation for all students to flourish academically and personally.

Objectives:

- Pupils behave with consistently high levels of respect for others.
- Commonalities are celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils have consistently highly positive attitudes and commitment to their education.
- Pupils behave consistently well, demonstrating high levels of self-control and have consistently positive attitudes to their education

Expectations - Prepared for Excellence

EXPECTATIONS WHEN LEARNING

1 - Excellence in lessons:

Arrive on time, prepared for excellence
Follow all instructions straight away
Have all basic equipment out and ready to use
Work in silence when asked to by an adult
Produce work to the best of your ability

2 - Excellence in our interactions in lessons:

Listen respectfully when others are talking
Keep off-task conversations for social times
Allow and support others to learn and excel
Treat and speak to others with respect, politeness and kindness

3 - Excellence in our appearance in lessons:

Wear your uniform correctly and with pride
Actively help to keep the school looking smart and tidy
Bring your PE kit/subject specialist uniform and wear it correctly and with pride

All secondary academies in Windsor Academy Trust operate the Prepared for Excellence behaviour model, where parents, staff and students work collaboratively and proactively to ensure the highest possible outcomes. Prepared for Excellence is based on the research and practice of the binary behaviour model. Students will receive one warning when not demonstrating the expectations of Prepared for Excellence and should they demonstrate not being Prepared for Excellence again during that lesson they will be sent to work in the Refocus room until the same time on the following school day. Staff will still use a variety of behaviour strategies where appropriate to engage and support students to demonstrate the Prepared for Excellence expectations, such as non-verbal cues, physical positioning, group reminders or praise about being Prepared for Excellence before the need to give a formal warning. Staff will focus on and reinforce positive behaviour and achievement and will be consistent and fair in setting and applying standards for behaviour, rewarding where appropriate. When students are not Prepared for Excellence staff will re-establish working relationships through restorative practices.

EXPECTATIONS IN THE SCHOOL AND WIDER COMMUNITY

In the school community

Students must:

- Move quickly and sensibly, keeping to the left hand side of corridors
- Keep voices low and use appropriate language
- Be polite and courteous, demonstrating respect and responsibility at all times
- Wear uniform correctly and with pride
- Follow all instructions the first time

In the wider community

Students must:

- Demonstrate respect and responsibility for members of our community
- Use appropriate language
- Be polite and courteous

Above all students must:

- Be outstanding ambassadors of Windsor Academy Trust and Kingswinford Academy being kind and considerate to all

Stakeholder expectations:

- All stakeholders have a responsibility to maintain and promote an orderly atmosphere in and around school, seeing themselves as a positive presence empowered to influence the atmosphere for good
- Stakeholders should not tolerate behaviour which goes against The Windsor Way and will challenge and report such to the school

EXPECTATIONS - MOBILE PHONES

Mobile Phones and other such smart devices are not allowed in school. The school accepts that parents may wish their child(ren) to carry a mobile phone. However, the school does not allow this from a 'Safeguarding' or 'Health and Safety' perspective. The school policy is that a mobile phone will be confiscated if it is seen or heard anywhere on the school site. This includes before and after school. Students need to wait until they are outside the school gates before they use their phone or it is likely to be confiscated.

For the first three confiscations, the phone will be returned at the end of the school day; for a fourth offence, a parent/carer will need to come into school to reclaim the phone; for a fifth or subsequent offence, it will be at the discretion of the Head of House to phone the parent/carer and make a convenient appointment for the collection of the phone. Mobile phones will be collected from students upon entry to refocus learning areas.

MANAGING BEHAVIOUR

Rewards and recognition

All WAT Schools place a great deal of importance on the positive effect that rewards and recognition have on students of all ability levels. The students are encouraged to earn rewards. Students are consulted on a regular basis via Form/Class, House and Student Senate.

See appendix 2 for full details.

Sanctions and Support

A tiered approach to sanctions and support is always used, within the Prepared for Excellence Framework, to ensure our high standards and expectations are maintained.

See appendices 4 and 5 for full details.

Exclusions (separate policy)

A fixed term exclusion from school is viewed as an extremely serious sanction and is used accordingly.

WAT Schools follow the DFE guidance ('Guidance for 2017') as outlined at:

www.gov.uk/government/publications/school-exclusion

The behaviour of students outside of school can be considered as grounds for exclusion. This will be a matter of judgement for the Headteacher in accordance with the school's published behaviour policy.

It is endorsed in Alan Steer's, 'Learning Behaviour: Lessons Learned' that states: "The power of schools to discipline students extends beyond the school gates. It can be applied to deal with incidents of disorder that occurred when students were coming to, or going from school."

WAT Schools follow the DCSF list of reasons for exclusions and reports on a termly basis to the Local Authority. Following best practice, a reintegration meeting is hosted by the school when an excluded student returns to school.

See exclusions policy for full details.

Screening and Searching of Students

WAT Schools follow the guidance outlined in searching, screening and confiscation advice for Headteachers, school staff and governing bodies January 2018.

If required designated staff will therefore search without consent for:

- Knives or weapons, alcohol, illegal drugs and stolen items
- Tobacco and cigarette papers, fireworks and pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
- Any item the school deems could be detrimental to school life

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. Staff responsible for these searches would normally be limited to Leadership Team.

Reasonable Force

WAT schools follow the DfE guidance "Use of reasonable force 2013".

The term "reasonable force" covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. "Reasonable in the circumstances" means using no more force than is needed.

Attendance (separate policy)

Excellent school attendance and punctuality is imperative to student wellbeing, progress and performance. School attendance will be closely monitored and absences sanctioned in accordance with school policy and within DfE guidelines. This is likely to include penalty fines and referrals to appropriate agencies.

See attendance policy for full details

Appendix 1 – The Windsor Way: Building Character and Sharing Success

Windsor Academy Trust's moral purpose is to unlock students' academic and personal potential. We strive for our students to have a love of learning, be successful learners and gain the knowledge, skills and attributes to be successful in the world of work. Equally we endeavour for our students to be good human beings, with a sense of purpose and character enabling them to flourish in life. Windsor Academy Trust has a record of success. Crucial to our success is a core set of values, beliefs, attitudes and behaviours. Our students, teachers, support staff and parents understand, support and practise these values. Daily interaction between and amongst members of our community are based on these beliefs and have become a natural part of what we do and how we do it.

We aim: "to nurture a culture of respect and responsibility for oneself and for others".

Here is how we live together at Windsor Academy Trust; we value and practise respect and responsibility.

Respect

- for myself, other students and all adults, regardless of background, ethnicity, age, gender, ability, values, lifestyles, opinions or interests
- for the property of the individual, group and school
- by using language that is not offensive or abusive to others
- by being open, honest, friendly, and accepting of others
- by sharing ideas and opinions openly and thoughtfully
- by listening actively to the ideas and opinions of others

Responsibility

- for controlling my own language and behaviour
- for resolving conflicts and disagreements in a cooperative and peaceful way
- for completing all work to the best of my ability
- for asking for support and help when I need it and helping others when they need it
- for ensuring my own physical and emotional well-being
- for creating my own success and being resilient in the face of challenge
- to approach all I do with a positive attitude
- to see failure as a form of helpful feedback for future growth
- to follow my dreams no matter what challenges I am faced with

Appendix 2 - Rewards and Recognition

At Kingswinford Academy we place a great deal of importance on the positive effect that rewards can have on students of all ability levels. The students are encouraged to earn rewards. We talk to students regularly about what they find rewarding, in order to develop an individual diverse rewards "menu". At Kingswinford, students are consulted on a regular basis via Form/Class, House and School Senate.

Rewards on offer at Kingswinford Academy:

- verbal praise
- written comments/symbols
- display of work
- publication of achievement
- certificates
- ASPIRE postcards
- verbal report to parent/carer
- letter to parent/carer
- achievement assemblies
- achievement prize
- subject awards
- sports day awards
- privileges
- responsibilities
- house points
- rewards vouchers
- Yr11 prom
- aspire evening

Points will be awarded for the following reasons:

- Achievement relative to minimum target grade
- Commitment over a series of lessons or extra-curricular activities
- Service to the House, commitment to House activities, support for pastoral staff
- Service to the School, support for whole school events i.e. parents evenings etc.
- Demonstrating the Windsor Way or Aspire behaviours
- Weekly attendance

Appendix 3 – Prepared for Excellence

Our motto is 'Excellence for All' which underpins everything we do. Disruption free learning, every minute of every lesson, is one way we achieve this aim.

Always:

1 - Excellence in the classroom:

- Arrive on time, prepared for excellence
- Follow all instructions straight away
- Have all basic equipment out and ready to use
- Work in silence when asked to by an adult
- Produce work to the best of your ability

2 - Excellence in our interactions:

- Listen respectfully when others are talking
- Keep off-task conversations for social times
- Allow and support others to learn and excel
- Treat and speak to others with respect, politeness and kindness

3 - Excellence in our appearance:

- Wear your uniform correctly and with pride
- Actively help to keep the school looking smart and tidy
- Bring your PE kit

Form Tutors are responsible for:

- Ensuring students leave form time Prepared for Excellence with every chance of success
- Ensuring uniform is correct and send to pastoral to correct or gain the required medical note/pass if not
- Ensuring students have basic equipment with pens/pencils being lent if required or providing paper copies of planner
- Calling home to ensure parents/carers resolve issues swiftly

Teaching staff are expected to:

- Have the desired outcome that all students remain in the classroom wherever possible
- Use the language of Prepared for Excellence
- Use a variety of behaviour strategies where appropriate to engage and support students to achieve, such as non-verbal cues, physical positioning, group reminders or praise about being Prepared for Excellence before the need to give a formal warning
- Refer to Prepared for Excellence posters as a visual aid and reminder of expectations
- 'Wipe the slate clean' after each lesson as warnings do not carry over to the next lesson

When a verbal warning is required the teacher will:

- Use the students name, saying they are not prepared for excellence and why e.g. “Sally, you are not Prepared for Excellence as you have not begun your written task yet so I am giving you a warning”
- Write the students' names on the board next to the Prepared for Excellence sign
- Send blue and purple route students pre- identified by the SEN team to BMT for support
- Record students names who deserve recognition for their efforts, work or progress next to the Achievement card on the board
- Log students achievements and behaviours on Class Charts

When a student fails to be ‘Prepared for Excellence’ a second time in a lesson the teacher will:

- Send them to BMT, calmly explaining in a similar manner that they are not Prepared for Excellence and why
- Send a message via the electronic Prepared for Excellence system
- Continue teaching the remainder of the class free from disruption without further comment

Refocus Learning Environment Protocols

- The refocus environment will be classroom style and not individual isolation booths.
- Students in Refocus Learning Environments are still expected to meet Prepared for Excellence expectations. Students are expected to work in exam conditions and at all times.

Appendix 4 – Sanctions

Prepared for Excellence is a whole school behaviour and learning policy which covers all aspects of school life. All sanctions are given through a central school system and are carefully monitored by the Behaviour Management Team (BMT), Heads of House and SLT.

The aims of Prepared for Excellence are:

1. To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
2. To provide **clarity for staff and students** about acceptable behaviour and the consequences of misbehaviour
3. To encourage students to **take responsibility** for their own actions
4. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural consequences

Members of staff may still set personal detentions for non-behavioural issues but whole school sanctions always take priority. Examples of detentions that teachers may set include:

- failure to complete homework
- failure to complete homework to the required standard
- lateness to lesson

Rules

Rules are broken down into 3 areas:

- Rules in the classroom
- Rules around school
- Rules relating to serious incidents

These rules are outlined below:.

Rules in the classroom

In lessons students are always expected to:

- Arrive on time (within 3 minutes of the lesson bell, or on the second bell after lunch)
- Follow instructions straight away
- Work to the best of their ability
- Listen respectfully when others are talking
- Keep off-task conversations for social times
- Treat and speak to others with respect, politeness and kindness
- Work in silence when asked
- Allow and support others to learn
- Have basic equipment out and ready to use
- Wear uniform correctly

If a student breaks one of these rules, an adult will tell them that they have a “warning” and write their name on the board. If a rule is broken for a second time, the student will be referred to the Behaviour Management Team (BMT) and sent to the Refocus Room for 24 hours, including a 50 minute detention from 3.10pm until 4.00pm that day. Parents/carers will be contacted via text/phone call. If

a referral to BMT is made after 2pm and parents/carers cannot be contacted by phone the after school detention will take place on the following school day.

NB - rules in PE lessons: As well as following the rules above, students should always bring PE kit

If this rule is broken, a warning will be issued and the student will be given a PE kit to wear for the lesson.

Refusal to wear this kit will result in a referral to BMT and the Refocus Room for 24 hours, including a 50 minute detention from 3.10pm until 4.00pm that day.

Rules around school and in the community

At Kingswinford Academy we expect each other to behave with respect at all times. Inside school this means walking around the school calmly and quietly, respecting each other and school property. Outside school this means behaving in a way that is respectful to the local community and does not bring the school into disrepute.

Immediate Sanctions

There are no warnings for the following misbehaviours. Students will receive a same day 20 minute lunchtime detention (or next day if after 12.00pm) for any of the following:

- Antisocial behaviour
- Running or shouting indoors
- Pushing/shoving
- Inappropriate language/attitude
- Dropping litter/throwing food
- Eating and drinking in banned areas
- Being out of bounds
- Hitting or kicking any school property
- Persistent Incorrect uniform with no pass from HoH

If a student breaks one of these rules, an adult will tell them that they have a detention. The student is responsible for attending EN7 at the **start** of lunch. If the student does not attend this detention, or does not attend on time, they will be given a 40 minute after-school detention on the next day and parents/carers will be contacted.

If a student fails to serve this detention, they will be sent to BMT for referral to the Refocus Room for 24 hours, including a 50 minute detention from 3.10pm until 4.00pm that day, and parents/carers will be contacted.

Detention lists will be posted outside the BMT Office each day at 12.30pm.

House Teams, BMT and SLT may upscale 20 minute detentions to 40 minute detentions, 50 minute detentions, Refocus or exclusions depending on the seriousness of the incident

The Senior Leadership Team has access to all of the above sanctions.

The Headteacher may exclude as a last resort when other strategies have not worked or in the case of a serious 'one-off' offence. Return to school from a fixed-term exclusion will involve a reintegration meeting between student, parent and a representative of the school. A managed move may be considered if it is felt the student would benefit from a fresh start at another local school. Whereby a student who is on a Managed Move at another school has their Managed Move terminated, for a one off serious incident. Kingswinford Academy may sanction the incident as if it took place at the home school, even though it took place at the guest school. The sanction applied will be proportional to the severity of the incident and will be consistent with what would have been applied at Kingswinford Academy.

The Headteacher has the right to permanently exclude a student in accordance with the DfE guidance. The Headteacher may grant a Deputy Headteacher powers to exclude students for up to three days on their behalf.

The behaviour of students outside of school can be considered as grounds for exclusion.

If the support and sanctions systems are not successful with a student and in order to avoid further exclusion, then a student may be requested (accompanied by a parent/carer) to appear before the Disciplinary Committee of the Governors for a formal warning. A contract may be used in conjunction with other appropriate measures to enable the student to make a fresh start.

Tutors and Head of House are kept aware of difficulties being encountered by any of their students. Heads of House are informed of all detentions through Class Charts.

Serious incidents are those which warrant one or more of the following

- a parental meeting
- referral to the Refocus Room
- warning of fixed-term exclusion
- fixed term exclusion
- a Headteacher's warning
- a formal warning
- permanent exclusion.
- For damage to or loss of property students or their parents/carers may also be required to pay costs of repair/replacement

Students **MUST NOT** bring knives or any such item where it may be intended to be used as a weapon or cause injury, drugs (including legal highs) and alcohol onto the premises. A zero-tolerance approach is taken by the school towards students who break this rule.

Students must not bring the following items to school for obvious reasons: cigarettes, E Lites, Shisha Pens, matches, lighters, fireworks, chewing gum, whiteout e.g. "tippex" etc, spirit-based marker pens, aerosol cans, stolen goods, pornographic images and hand-held computer games. Such items can be searched for, confiscated where necessary and police informed if needed.

<p>1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.)</p>	<p>Students should be asked explicitly, "I have asked you to ... This is a reasonable request. Are you refusing to do as I have asked?"</p> <p>There must be no negotiation. If a student does not immediately comply with the request, he or she should be sent straight to BMT for referral to the Refocus Room. Teachers must complete a Behaviour Hub referral to the Behaviour Management Team.</p> <p>Persistent Defiance limits the schools ability to safeguard students and may result in exclusions, up to and including a permanent exclusion.</p>
<p>2. Verbal or Physical abuse of staff.</p>	<p>This may include:</p> <ul style="list-style-type: none"> ● Pushing past staff ● Swearing at staff ● Rudeness and name calling <p>This is likely to result in an exclusion, up to and including, permanent exclusion.</p>
<p>3. Exam misconduct</p>	<p>Students will be sent to the Refocus Room for 24 hours, including a 50 minute detention from 3.10pm until 4.00pm that day</p>
<p>4. Truancy or wandering for 10 minutes or more during a lesson.</p>	<p>Students may only be out of lessons with the written permission of a member of staff in their planner. If a student breaks this rule and is out for more than 10 minutes of a lesson, this will immediately result in a referral to the the</p>

	Refocus Room for 24 hours, including a 50 minute detention from 3.10pm until 4.00pm that day.
5. Verbal or Physical abuse of students, or violent/dangerous behaviour	<p>This may include:</p> <ul style="list-style-type: none"> ● Fighting ● Threatening behaviour <p>This is likely to result in an exclusion, up to and including, permanent exclusion.</p>
6. Possession or use of alcohol or drugs	<p>This is against the law, and may result in permanent exclusion.</p> <p>Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances.</p> <p>This is likely to result in an exclusion, up to and including, permanent exclusion.</p>
7. Possession or bringing a weapon or dangerous item on to the school site	This is against the law, is extremely dangerous, and may result in a permanent exclusion.
8. Malicious setting off of the fire alarm	This is against the law, causes significant disruption to the whole school, and will result in a fixed term exclusion.
9. Deliberate damage to or theft of property	<p>This may include:</p> <ul style="list-style-type: none"> ● Deliberate vandalism of school equipment, display boards, doors and windows. ● Deliberate vandalism to the school toilets
10. Smoking	Smoking is not permitted anywhere on the school site. If a student is seen smoking or has the clear intent to smoke on the school site, this will result in a fixed term exclusion.
11. Bullying (including Cyber bullying)	<p>The School's definition of bullying is activity that causes harm or distress that is committed 'Several Times On Purpose' (STOP).</p> <p>This may include:</p> <ul style="list-style-type: none"> ● Physical or verbal abuse of others ● Offensive text messages or misuse of social networking or other internet sites. ● Any other activities intended to cause distress, loss or harm <p>This is likely to result in an exclusion, up to and including, permanent exclusion.</p>
12. Discrimination or the unjust or prejudicial treatment of different categories of people.	<p>This may include:</p> <ul style="list-style-type: none"> ● The use of discriminatory language in any circumstances ● Physical or verbal abuse of others ● Offensive text messages or misuse of social networking or other internet sites. ● Any other action or activity deemed as discriminatory <p>This is likely to result in an exclusion, up to and including, permanent exclusion.</p>

Appendix 5 - Support

Kingswinford Academy has a wide Pastoral Team working across the school to support students. This team includes Form Tutors, Heads of House, Behaviour Management Team, SENCo and DHT Student Welfare.

Form tutors are key to pastoral support at Kingswinford Academy and are all students' first 'port of call' for any concerns. Students have a registration period with their form tutor at the start of each day.

Heads of House have a pastoral overview of all students in their houses and closely monitor the behaviour, achievement and well-being of students in their care. In addressing any student concerns they will, as appropriate, liaise closely with or make referrals to:

- Deputy Headteacher (Student Welfare)
- Assistant Headteacher (Personal Potential)
- SENCo
- Behaviour and Support Lead
- Safeguarding team
- Attendance Officer
- Anti-bullying Officer
- School Nurse
- Outside agencies

Referrals to outside agencies are made in consultation with the Senior Leadership Team, the SENCO and parents / carers as appropriate. Outside agencies include the Education Investigation Services, Home and Hospital service, Educational Psychologist, Speech and Language Team, Learning Support Services, Travellers service, Social Services and some counselling services, including The What Centre, Dudley Counselling Services and School Health Department, Social Services.

The Behaviour Management Team provide support for those students who - within the Prepared for Excellence system - require either intervention or a differentiated response in order to support their additional needs. This may include, amongst others, individual mentoring sessions, small group intervention sessions, extended behaviour modification programmes and pastoral plans as deemed necessary.

We believe that the partnership between school, student and home brings success and increased support for students. Parental / Carer support is an essential element in this partnership and the school seeks to work closely with parents in promoting their child to take responsibility for positive discipline.

Communication with parents / carers is important and includes, where appropriate:

- Notification of Detentions given are sent to parents/carers via text, email, phone call or Class Charts
- Parents / carers may be requested to attend a meeting at any time by prior arrangement
- Parents / carers are invited in to referral meetings and all subsequent reviews.
- Parents / carers may contact the school at any time but may need to wait to see an appropriate member of staff.
- Parents / carers are actively involved in learning intervention meetings with staff.

Consultation Evenings enable parents / carers to talk to subject teachers about their child's academic progress.

Appendix 6 - SCHOOL UNIFORM

All items of School Uniform and PE Kit must be labelled clearly with student names

School uniform is prescribed by the school rules because we believe that it brings an atmosphere of scholarship and self-respect to the school. The uniform has been designed to wear well and not involve special garments for different times of the year.

Above all, students must appear smart. The consideration of whether or not specific items of clothing are 'smart' lies solely at the discretion of the School. Parents/carers who are uncertain if an item of school uniform is suitable or not should check with the school before buying the item or wearing it to school.

The school will retain a small stock of shoes and uniform. If a student is in breach of the uniform policy, they will be asked to wear suitably sized, clean uniform until the breach is rectified. If for any reason the student refuses to wear the given uniform or there is no stock available the student may be removed from their usual classes and learn elsewhere in the school until the issue can be rectified..

Girls' Uniform

Pale blue shirt style blouse

School clip-on tie with correct House colour

Black blazer with school badge showing House colour and lapel edged in royal blue must be worn at all times

Skirts must be plain mid-grey or black, knee length to mid-calf length only

(Skirts constructed of stretch fabric, or tight/immodest skirts are not acceptable)

Plain, formal black trousers as strictly prescribed by the school these should not be tight around the ankles

(not leggings, denim, stretch, corduroy or "chinos" type)

Plain ankle or knee length socks in black, grey or navy **(white or coloured socks are not permitted)**

Grey or plain black tights without patterns or motifs (thick black tights may be worn when appropriate)

Plain black formal shoes that can be polished with no obvious logos

(not boots, canvas shoes/pumps, trainers, platform, stiletto or other extreme styles. All silver tags MUST be removed)

Optional - Black V-neck pullover with school logo. (ONLY available from Totally Uniform in Kingswinford) may be worn under a school blazer.

Boys' Uniform

Pale blue shirt.

School clip-on tie with correct House colour

Black blazer with school badge showing House colour and lapel edged in royal blue must be worn at all times

Plain, formal black trousers **(not denim, corduroy or 'chinos' type)**

Plain black, navy or grey socks **(white or coloured socks are not permitted)**

Plain black formal shoes that can be polished with no obvious logos

(not boots, canvas shoes/pumps, trainers, platform or other extreme styles. All silver tags MUST be removed)

Optional - Black V-neck pullover with school logo. (ONLY available from Totally Uniform in Kingswinford) may be worn under a school blazer.

Girls' PE Kit

Compulsory

Unisex polo shirt
Shorts or skirt
Long black football socks
Active sports jacket
Football boots

Optional

Rugby shirt reversible
Black thick leggings

Boys' PE Kit

Compulsory

Unisex polo shirt
Shorts
Long black football socks
Rugby shirt (reversible)
Football boots

Optional

Active sports jacket
Black tracksuit trousers

Gum shield and shin pads for rugby and hockey are highly recommended

The colour of PE kit is Black and Amber

It is available from our approved stockists listed overleaf.



Coats

A plain, warm and weatherproof coat may be worn to and from school and outside the school buildings in inclement weather. Hoodies or other sweaters etc may not be worn at all and will be confiscated. No coats, hoodies or sweaters (other than the uniform pullover) may be worn beneath the blazer at any time.

Summer Adjustment

Should the temperature and weather require adjustment to the uniform approach we will inform all students and parents. In such cases students may be permitted to remove their blazer. Ties and the rest of uniform must be worn.

Winter Adjustment

Should there be excessive snow and routes to school become dangerously icy, the school will inform all parents and students that appropriate footwear may be worn. This would include shoes or boots with significant or rubber 'grip' on their soles. Specific advice will be given should this be necessary and the decision as to whether this is required lies with the school.

Jewellery

In the interests of safety, the jewellery allowed by the school is:

- one watch,
- one small simple/plain ring
- one pair of the simplest smallest stud earrings. One pair means one earring in each ear – multiple earrings are not allowed.

Additionally, we do not allow nose studs, eyebrow studs or any other form of body piercing. Chains, necklaces, bracelets and bangles are not allowed (with the exception of religious symbols that are specifically required for religious observance)

Make Up

Discreet, natural makeup can be worn

(Does not include false lashes, eyeliner and bright eyeshadow)

Nail Varnish

Nails should be kept short and not coloured. The wearing of coloured nail varnish or false nails is not allowed at all.

Hair Styles

In keeping with our high standards of appearance, extreme hairstyles are not allowed in school. Examples of this are multi-coloured hair, sections of coloured hair, unusual vibrant coloured hair, tram lines, shaved patterns, shaved hair etc.

Any change in uniform will be notified in writing and due notice will be given.

Our approved suppliers are:

- The Sports Shop, Kingswinford
<https://thesportsshopkingswinford.co.uk/collections/kingswinford-school>
- Totally Uniform, Unit 2, Park Street, Kingswinford <http://www.totally-uniform.co.uk/>
- A Oakes (Babyland of Dudley), 27 Churchill Precinct, Dudley <https://www.aoakes.co.uk/>

If you have any difficulty with uniform, particularly financial, please contact the school who will treat such incidents as confidential.

Equipment

All students will need a white cotton/fabric apron which ties at the back for Design and Technology. In addition to the clothing required, we would recommend that the following equipment is essential:

Strong, waterproof bag, clear plastic pencil case, calculator, English dictionary, French/English dictionary, pen, pencil, ruler, eraser, protractor, compass.

Lost Property

Lost property is kept at reception, at the end of each half term if items are not claimed they are donated to a local charity shop.

FAQs

These shoes were in the school shoes section of the shop - does that mean that they are suitable at Kingswinford Academy?

Not necessarily - unfortunately many shops now stock black trainers in the school shoes section and there is no consultation with schools about this. Each year we will identify suitable school shoes supplied by Clarks and use this as a basis for determining appropriateness of footwear. As a general rule ask yourself 'if these shoes were white, would they be trainers?'. If the answer is yes, they are not suitable in school!

*The following are **not acceptable** school shoes and are classed as trainers:*

- Nike Air force 1
- Nike Air Max
- Nike Cortez
- Nike SB Satire
- Adidas Originals Superstar
- Adidas 350
- Adidas Gazelle
- Adidas Original Stan Smith
- Reebok Complete Leather Trainer
- Reebok Classic

Please note that this is not an exhaustive list and other similar 'trainers' are not appropriate.

I find it hard to buy tailored trousers for my child and many styles can appear to be leggings even when they are not - what should I look for?

We consider that formal, smart trousers should not be fitted from waist to ankle whatever the situation. Whilst it is possible they might appear tight fitting at one point, certainly they should not be completely fitted; should not be constructed from stretch fabric; and should not be fitted at the ankle. Totally Uniform stock a wide range of school trousers and are happy to offer guidance that adheres to our policy.

My child has just had their nose (or other body part) pierced and needs to wear a piercing to stop it closing over - can they wear the piercing until then?

No - in practice this is impossible to police in school and generates challenges for students. Students should avoid having piercings that need to be 'held' open as we will not grant exemption from the uniform policy for this reason. The rules regarding piercings relate to maintaining the health and safety of students as well as their smart appearance and so are not flexible. Please note that in the case of nose studs - it is permissible for students to wear clear, plastic spacers with no adornment to maintain the piercing.

My child's tongue piercing is not visible - does this mean it is acceptable?

No - tongue piercings are not acceptable as we consider that, in a school environment, they may pose a Health and Safety risk.

I'm not sure whether or not this skirt is immodest - what advice can you give me?

Generally, we require that skirts are not 'tight' throughout; are not made of stretchy material; and are of a length approaching the knee. As a rule of thumb, if you are uncertain whether or not a skirt is immodest, it probably is (for a school environment)!

Why is a school uniform so important in a school?

When all students follow a uniform, this reduces the degree of bullying and teasing regarding the latest fashions in school and enables all students to appear equal. Furthermore, many families have a restricted budget and school uniform approaches enable schools to support those in need without identifying those students and families, and through a trusted supplier.

School uniform supports good discipline in schools and positive student behaviour by removing distraction and challenges in the classroom that relate to clothing and footwear (which if non-uniform, promote discussion, comparison and comment).

School uniforms promote positive safeguarding: students are identifiable both in and out of school and this helps all professionals to support students and rapidly identify the school should the need arise and in emergencies.

School uniforms promote a sense of community and should be a point of pride: Kingswinford Academy is well known and respected in our community and our students are the best ambassadors of this school. We want their positive behaviour and ethos to be identifiable in and out of school to help build on that sense of community and belonging which is vital for

the personal development of all students. Their appearance reflects on the reputation of the student body as a whole and the school in general. The smarter our students appear; the more positive our community's opinion is of them and the more supportive and friendly our neighbours are towards them.