

Parent A-Z

2024-2025



kaa.org.uk

“Children show a preference for some kind of uninterrupted routine or rhythm. They seem to want a predictable, lawful, orderly world. For instance, injustice, unfairness, or inconsistency seems to make a child feel anxious and unsafe. This attitude may be not so much because of the injustice per se or any particular pains involved, but rather because this treatment threatens to make the world look unreliable, or unsafe, or unpredictable.”

Abraham Maslow

Introduction from the Principal

Dear Parents/Carers,

I'm delighted to welcome you to this "A-Z" of everything you need to know as a parent about life at KAA.

Our aim is for teachers and parents to work together, supporting each other and reinforcing the key expectations for our students as they move up through the school. Working in **partnership** with parents is key to our success, and this document is the best summary we can make of all the systems, procedures, routines, and responsibilities that will make this partnership work. It is, therefore, essential reading for all parents and carers, and please do keep it as a reference guide to refer back to over the year.

This Parent A-Z is reviewed annually before the start of the new school year. Every effort is made to ensure that it is accurate and up-to-date; during the course of the year, however, it is inevitable that certain things will change mid-year in response to events and feedback. The academy will always make every effort to communicate significant changes. The most up-to-date policies and information will always be available on the school website – www.kaa.org.uk – including any updates made mid-year to the Parent A-Z.

I hope you will support us with all of our rules and routines on uniform, attendance, punctuality, behaviour, and the rest that follows in this A-Z. They all go together to allow for the smoothest running and therefore most successful academy we could wish for.

With best wishes,



Anna Jordan
Principal

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A

Absence

- Excellent attendance is necessary if a child is to be successful in their education. However, if your child is ever too ill to come to school we request that you email the Attendance Officer via attendance@kaa.org.uk or on 0207 313 5800 ext.1, before 8am. **Incidents of this should be rare and infrequent.** Please leave a voicemail stating (clearly) your name and relation to the student, the student's name, year group, and the reason for the absence. **Please ensure that you include any symptoms/details of the illness, rather than simply stating feeling unwell.** If you would like to speak to the Attendance Office, please request a call back in your message or email attendance@kaa.org.uk (however note this is not always possible).
- In the event that a child's absence is below 93% we are required to seek medical evidence justifying any sickness absence at all (even just one day) so we would ask in advance that parents support us with this.
- If your child has a medical appointment, please give 24 hours' notice of this and medical proof in order to authorise the absence. Medical proof can be either an appointment letter/card, a prescription or a text message from the medical professional. We cannot allow a student to leave the school without consent from the parent or written proof of a medical appointment.
- Under no circumstances will requests for holiday in term time be granted so please do not make them. We have a two-week half term in October, partly to support parents' desire to take a holiday outside of the normal school term dates.
- Entry into public exams in the Sixth Form is dependent on excellent attendance. If attendance (to lessons, not just the daily rate of attendance at school) falls below 96%, students will be required to pay for their own exam entries (a full set of A-Level exams can cost up to £1,000). If it falls below 85%, students will not be entered for exams. Failure to attend sixth form for 20 days without authorisation may lead to the student losing their place and being taken off roll. Attendance reports go home fortnightly, and both students and parents will be in no doubt about where they stand. *Please note, if there are legitimate reasons why a student's attendance is low, the academy retains the right to employ this policy with discretion – it is designed to motivate students, not punish them unreasonably.*

If you have any queries about attendance please contact the Attendance Officer on the details above or alternatively, please contact your child's Director of Learning.

Assessment (see also progress and targets)

There is a regular cycle of assessment at KAA, which aims to reinforce learning, provide an opportunity to identify areas of weakness and prepare students for public exams.

In years 7 to 10, there is a formal cycle of assessment in the Autumn and Summer term, with a technique week, an assessment week and a review week. After these assessments, parents will receive a parent report in January and July. In between these assessments students will sit end of topic assessments on a regular basis.

In years 11, 12 and 13, there are regular assessments, which lead up to mock exams prior to the GCSE and A Level exams.

More information can be found on the [Assessment Page](#) of our website.

Attendance

Students are expected to maintain their attendance above 97%. Attendance to school is directly linked to student attainment, therefore regular attendance to school significantly increases your child's opportunity of reaching their full potential. The academy will pursue those families not committed to sending their child to school regularly (<90%). This can include referrals to external services and court prosecution (*including fines*). We do not do this to be punitive, but to protect the long-term interests of the student. Support can be provided to families to address issues around attendance. It is important that this is a collaborative approach and there is a shared understanding of the value of attending school every day.

B

Biometrics

- KAA uses a biometric system for staff and students to pay for food, and also use the printing facilities in the academy. Biometrics are used by nearly half of all schools in the UK and provide the quickest and safest means for running these systems.
- School based biometrics tend to take measurements from a scanner or reader that adequately capture the uniqueness of the source but do not capture a complete image. With such an approach the original cannot be reconstructed from the data. It is not possible to recreate a pupil's actual fingerprint image from what is in effect a string of numbers.
- The fingerprint value is stored in a database on one computer at the school in a proprietary format (an actual copy of the fingerprint image itself is NOT stored). Only the fingerprint reader and storage computer can recognize this format. Fingerprints and their derived values are not transferred to any other systems.
- Biometric data is not stored in the same databases as all the personal information recorded by the school and anyone using those other databases will not have any access to the biometric data. When your child leaves KAA the data will be automatically deleted.

Break time

Students have a mid-morning break of 20 minutes every day. Food can be purchased from the Dining Hall or from the snack huts in the playground. Hot and cold snacks are available. Students cannot pay by cash but should instead "top-up" their biometric account in advance via ParentPay (see section below). Students are permitted to eat purchased food and packed lunches in the dining hall or in the playground only. Students will receive a 30-minute detention should they be found eating in another area of the school.

Breakfast Club

Breakfast Club runs each morning for all students in the dining hall from 8.00am to 8.25am. Breakfast food is **free** for all students thanks to a charitable grant.

Bullying

Pupils, staff and visitors to the Academy will be treated with respect, courtesy and consideration at all times. Physical or other forms of bullying, including cyberbullying, are not tolerated in or outside the academy and are dealt with in the academy's Behaviour and Anti-Bullying Policy.

To prevent instances of bullying the academy will:

- Seek to identify bullies
- Address the needs of individual children, both bullies and victims
- Provide a consistent response to bullies and their victims
- Implement a system to deal with different degrees of bullying
- Secure clear agreement among all the adults involved on the steps forward
- Provide time during the academy's in-service training programme to discuss issues associated with children's physical, social and educational well-being
- Disseminate the academy's anti-bullying policies and procedures throughout the Academy

If parents suspect that their child is being bullied, the academy would like to know as soon as possible; there are certain signs that a parent will spot before they become obvious in school. The first point of contact is the form tutor or the relevant Director of Learning. It is much better to raise an issue early, than to let it fester.

Bursary

Sixth-formers have access to a discretionary KAA bursary by request. If a student is considered disadvantaged (has been registered for free school meals in the last 6 years), then they are given priority. If a student is not disadvantaged or offers contextual information, they will be expected to pay 20% of the amount requested. Requests must be reasonable and remove barriers to education. The request can be made by completing a Google Form on the Sixth-Form student portal. The items must be specified with links to show the amount requested. General requests will not be actioned. Examples include clothing for school, stationery, books, courses, and transport to an educational event. There is a separate bursary for school travel which can also be requested in the same way.

C

Contact Details (ours)

Address: Kensington Aldridge Academy, 1 Silchester Road, London, W10 6EX

Telephone: 0207 313 5800

Email: info@kaa.org.uk

Website: www.kaa.org.uk

Twitter: @KAA_Intrepidus

Facebook: @KAAIntrepidus

Instagram: kaa_intrepidus

Contact Details (yours)

It is vital that we have accurate phone, email and postal address details for all of you. We send all important updates **via email** to parents, so it is vital that you keep your email address updated on our records. Please update us whenever anything changes by calling the school on 0207 313 5800 and asking for the School Registrar, or by emailing info@kaa.org.uk. You can also update your contact details directly via the SIMs Parent App.

Contacting Staff

All staff emails can be found on our website (<https://kaa.org.uk/the-academy/staff-list/>). Please note that staff are teaching lessons during the school day and cannot respond immediately to parent queries. We aim to respond to written queries within 3 working days. Meetings are only available by appointment made in advance.

Counselling & Student Therapy

As part of our pastoral support at KAA, we offer a range of counselling, therapeutic and psychological support to students and parents.

Students are offered these services based on referrals by parents, academy staff or care workers, or by self-referral from students themselves. If you think your child would benefit from the services available, please contact their Director of Learning initially.

Place2Be

Talking therapy and other counselling services at the academy are provided by Place2Be, the leading UK provider of school-based mental health support. Place2Be provides the academy with clinical staff and highly trained volunteer counsellors to help students to achieve their full potential and deal positively with the challenges they face. They provide both universal and targeted services for our students, including:

- One-to-one counselling (short and long-term)
- A drop-in/self-referral service (Place2Talk)
- Brief counselling (short, solution-focused sessions)
- Parent support for parents of students being seen by Place2Be.
- Group sessions and targeted support for students struggling with the transition to secondary.

To find out more about the counselling and other support provided please visit the Place2Be [website](#).

MIND

MIND offers short term interventions for students identified as requiring Cognitive Behavioural Therapies. A MIND practitioner is on-site for one day per week and accepts referrals for students made by school staff and CAMHS. MIND also offer support to staff and parents in the form of signposting, resources, workshops and training opportunities.

LCAT

Latimer Community Art Therapy (LCAT) is a grass roots community organisation that provides accessible professional mental health support through art psychotherapy as well as community services & activities, to support creativity, physical, social, and emotional development.

The Current LCAT service at KAA is 3 days a week art psychotherapy this includes 15-17 individuals and space for 2 groups (one closed group 5 members and an open group co-facilitated by 2 art psychotherapists for up to 15)

External partners

The academy also works closely with a range of external providers to provide more tailored support for those who require it. A selection of our external partners is listed below, however, this is by no means exhaustive and we are continually growing and building our community links for therapy and counselling.

- Child Bereavement UK
- Cruse Bereavement Service
- Winston's Wish
- Lifebeat – creative practice residential breaks
- Jamie's Farm – therapeutic residential breaks
- Manning Tutors – Academic tutoring
- West London Zone – targeted mentoring programme
- Future Men – targeted mentoring programme

Specialist NHS Support

Our therapy and counselling teams work closely with CAMHS and the Grenfell, Health and Wellbeing Service to ensure that students who have been traumatised by the Grenfell tragedy are offered the right support. Students at the academy may be referred to the GHWS assessment team if the need for additional support related to Grenfell is identified.

If you are concerned about the emotional well-being of your child following the fire at Grenfell, you can also talk to the specialist NHS team via:

- Grenfell Health and Well-Being Website www.grenfellwellbeing.com
- By phoning the Grenfell Health & Well-Being Service on 0208 637 6279 and asking to speak to the children's team
- In a mental health crisis, young people and their parents can contact the CAMHS Single Point of Access line on 08000234650 for urgent support.
- If concerned about the immediate safety of your child due to a mental health crisis, please urgently attend A&E at Chelsea and Westminster Hospital.

Curriculum

KS3

Subject	Number of weekly lessons	Subject	Number of weekly lessons
English	4	Physical Education	2
Mathematics	4	Art and Design	1
Science	3	Music	1
Religious Education	2	Dance	1
Geography	2	Drama	1
History	2	Computer Science	1
Modern Foreign Languages	2	PSHE	1
Design and Technology	2		

GCSE

Compulsory Subjects	Number of weekly lessons	Subject Options (most students do 4 from the below list - 3 lessons of each a week)
GCSE English (Literature & Language)	5	GCSE Art
		GCSE Computer Science
GCSE Mathematics	5	GCSE Dance
		GCSE Design and Technology
GCSE Science (Separate or Combined Sciences)	5	GCSE Drama
		GCSE Food and Nutrition
		GCSE French
		GCSE German
		GCSE History
		GCSE Geography
		GCSE Music
		GCSE Physical Education
		GCSE Psychology
		GCSE Religious Studies
		GCSE Statistics
		GCSE Textiles
		GCSE Citizenship
		GCSE Media Studies
		BTEC Construction
		CNAT Sport Studies

More details about the curriculum at all Key Stages and can be found on the school website.

Sixth Form

Students study a minimum of 3 subjects at Sixth Form. The subjects available are below. (Please note, these option blocks will vary from year to year. The following example reflects Y12 option blocks for 2024/25.)

Block A	Block B	Block C	Block D
Chemistry	Art	Biology	Biology
Drama	Biology	Computer Science	Chemistry
English Literature	Chemistry	Economics	Dance
Geography	Computer Science	English Literature	Economics
History	French	Mathematics	English Literature
Physics	Further Maths	Music	Further Mathematics
Psychology	German	Politics	Geography
Politics	History	Psychology	Mathematics
Religious Studies	Mathematics	Religious Studies	Physics
Spanish	Physical Education		Psychology

D

Detentions

- There are a variety of detentions implemented daily to sanction the appropriate level of behaviour displayed by a student:
- 30-minute detention (4.00 – 4.30 Mon – Thurs / 3.00 – 3.30 Fri)
- 45-minute detention (4.00 – 4.45 Mon – Thurs / 3.00 – 3.45 Fri)
- 60-minute detention (4.00 – 5.00 Mon – Thurs / 3.00 – 4.00 Fri)
- Friday leadership detention (3.00 - 5.00)
- Saturday detention (9.00 – 10.30am)
- For all except Saturday detentions we operate a policy of “same day detentions”. This is accepted as best practice as it ensures the sanction is clearly linked to the misdemeanour and issues are tackled without delay and do not roll over into the following day. For Saturday detentions we will write to you in advance.
- If a student is issued a detention for that day, their parent/carer will be sent a text message, typically between 2.00pm and 2.30pm. On Friday we aim to send texts before 2.30pm.
- If a student receives a detention after 2.15pm it is too late to notify you so it will roll-over to the following day in order to give you reasonable notice (unless you give your express consent for it to take place the same day).

- Staff will notify parents of the specific details of a detention where they deem appropriate. This will occur via email, phone call or a note in their planner. For example; a staff member may not deem it necessary to alert you to a detention related to a student's top button being undone. Students are responsible for informing their parents of the reasons for all detentions. Staff communication to home is unlikely to happen until the evening (as teachers are teaching during the day). We would ask that parents be patient to find out the reason behind the detention and **do not call reception for the detention details unless there is an emergency**. We highly encourage you to utilise the SIMS app to view reasons for sanctions also.
- On rare occasions, some students receive two detentions on the same day. Where this happens, our Behaviour Policy states that the detentions 'escalate' to the higher level detention sanction that day. For example, two 30-minute immediate detentions will result in a 45-minute detention. As a result, they will have a later finish time. The Behaviour Policy, and more explicit details, are available on our website.
- If a student truant any detention they will be placed in the higher level detention the following school day. Should a KS3 student truant a 60-minute detention, they will be placed in IE the following day. Should a KS4 student truant a 60-minute detention, they will be required to sit a Friday leadership detention.
- Lateness in the morning (arriving after 8:30am) results in a 20 minute lunchtime detention. For students who are persistently late to school, escalated sanctions apply.
- If your child is seen dropping litter around school, they may be given litter-picking duty (community service) in lieu of a detention.
- At the risk of stating the obvious, the best option here is for students to not get detentions! We set a high-bar for behaviour here at KAA and this disciplined, orderly environment benefits everyone. Schools in which poor or disruptive behaviour is tolerated quickly become dysfunctional and it is the students who suffer. By choosing KAA and signing our home / school agreement, parents have given their explicit support for these high expectations and, when detentions are issued, we ask you to trust and support the teacher who has issued it and to address the problem yourself with your child at home. We are extremely grateful for the support parents give us in this area and can see that it is making a massive difference each day. School and home working together is what is allowing standards of behaviour at KAA to be so high.

E

End of the day

- Students must go straight home and not 'hang about' outside the academy or near local shops / bus stops. This is both for their own safety and out of courtesy to our neighbours.
- Staff wardens monitor the immediate area and will sanction students who breach expectations.
- Students are not allowed into local parks and shops in uniform, either before or after school.
- Any parents who wish to collect their child should wait outside the relevant entrance and should not ask to wait in the academy itself.
- If parents wish to collect their child by car they must not park in front of the school as it will cause a significant road safety risk but instead arrange to meet them at a predetermined place on one of the local streets.

Enrichment

- KAA students benefit from a comprehensive programme of enrichment activities designed to stretch their thinking, broaden their horizons and teach them more about the world.
- Enrichment takes place at lunchtime and after school, Monday to Thursday, from 4.00 pm - 4.45 pm (or 5.00 pm for certain activities) and Friday 3:00-3:45 PM.
- Students in years 7 and 8 must take part in one enrichment. For all other students, it is strongly encouraged. This is separate from Intervention (see section below) which is compulsory.
- Students can choose what they want at the start of each term, but they need to commit to turning up for the full term to ensure they benefit fully from everything on offer.
- To get the most from all enrichment sessions, behaviour, punctuality and effort must be exemplary at all times. Any lapses in behaviour will be dealt with in the same way as during normal lesson time.
- The range of Enrichments on offer can be found here: <https://sites.google.com/a/kaa.org.uk/kaa-student-portal/enrichment>

Equipment

Students should have the following equipment with them every day at school:

- Current reading book (students will visit the library during their induction)
- Student planner (provided to students on the first day of the academic year)
- 1 x water bottle – full
- Books/folders for that day
- 1 x clear pencil case with the following contents:
 - 2 x black or blue writing pens
 - 1 x green writing pen
 - 2 x highlighter pens
 - 2 x sharpened pencils
 - 1x rubber
 - 1 x 12 inch ruler
 - 1 x pair of compasses
 - 1 x protractor
 - 1 x Casio Scientific calculator

Exam entries

- Entries for public exams take place in late January for the following summer, via our exams officer Mr Murray. Non-taught subjects (for example home languages) can be taken at KAA; the Director of Learning and Head of Department for MfL will compile a list of entries in January.
- GCSEs are examined in Year 11, and linear A-level courses are examined in Year 13. In some cases, home language exams can sit the exam a year before, either in Year 10 for GCSE or Year 12 for A-level. Please contact your child's Director of Learning if you are interested in entering

your child for a home language exam. We use Pearson Edexcel, and the home language will need to be listed as one of their courses.

- Entries for Oxbridge admissions and the BMAT for medicine are taken at school. The UCAT for medicine and LNAT for law are taken at an external test centre. As stated on the relevant admissions websites, the primary responsibility for ensuring that the entries are made on time rests with the student.
- As stated in the section on progress and targets, A-level candidates will not be entered for exams where there is a high probability of failure; E/U grades on a student's permanent academic record only make future applications harder. This will be determined from reports throughout each year.
- Certain courses contain an element of non-exam assessment (coursework). Milestones and submission deadlines are published well in advance, and must be adhered to. If the submission deadline is missed, candidates will either have to pay for their exam entry, or will not be entered at all.

F

Food

- *Breakfast Club* See Breakfast for details.
- *Break time*: Students can purchase food using a ParentPay account, see 'Break Time' for details.
- *Lunch*: We offer students a range of hot and cold options during lunch service which can be paid for in the same way as break time food by topping up on ParentPay in advance. You can pay on ParentPay anytime or apply for Free School Meals (FSM) - email finance@kaa.org.uk to make a Free School Meals (FSM) application.
- *Packed lunch*: If you prefer, your child can bring a packed lunch to school with them. However, please be aware that we do not allow peanuts in packed lunches due to student allergies.
- *Sweets/fizzy drinks/crisps*: Fizzy drinks, chewing gum, crisps and sweets are banned from KAA (for obvious reasons). Thank you for your support on this. At the end of the day, students shouldn't visit local shops to buy sweets or junk food, instead, they should go straight home.
- *Dietary Requirements*: The academy is committed to accommodating different dietary requirements. For example, we offer vegetarian, vegan and gluten free options. If your child has an allergy or special dietary requirement, please email our Catering Manager Mr Delfs directly with this information (f.delfs@kaa.org.uk) and he will do his very best to accommodate.
- *Halal meat*: In order to support a smooth dining service, we serve Halal meat during lunch hour. This is a decision we have taken in consultation with the governing body and after careful consideration and research. If any of you have further questions or concerns on this matter, please don't hesitate to contact Mr. Delfs and he will be more than happy to provide you with more details on the quality and sourcing of all ingredients in KAA meals.
- *Weekly menus*: You can view the menu each week on our website at www.kaa.org.uk/students-parents/menu.

Form Tutors

The form tutor should be your first port of call for any queries regarding your child's academic progress or other school issues. If you wish to email them just use their initial.surname@kaa.org.uk (for example, Miss Redford's email is s.redford@kaa.org.uk).

Year 7 Tutor Team

Co-Directors of Learning Year 7 – Ms D Rudkin & Ms B Gogarty				
Form	Room	Form Tutor	Co-tutor	House
7 Adiche		Ms F Hellel		ANGELOU
7 Carty-Williams		Ms I Davies		ANGELOU
7 Manzoor-Khan		Ms M Macdonald		FRANKLIN
7 Blackman		Ms S Wing		FRANKLIN
7 Zephaniah		Ms Z Pomphrett		HONEYBALL
7 Sissay		Mr T Dickinson		HONEYBALL
7 Agard		Mr E Wicken		PANKHURST
7 Wilson		Ms B Gurney		PANKHURST

Year 8 Tutor Team

Co-Director of Learning Year 8 – Ms I Madill / Ms I Dewes				
Form	Room	Form Tutor	Co-tutor	House
8 Bolton		Mr J Gibbs		ANGELOU
8 Jeffrey		Mr M Ali		ANGELOU
8 Kenrick		Ms M Gostelow		FRANKLIN
8 Laslett		Ms C Simmons		FRANKLIN
8 Palmer		Mr W Wright		HONEYBALL
8 Portlock		Ms M Savage		HONEYBALL
8 Talsi		Mr D Tamang		PANKHURST
8 Williams		Ms L Campbell	Mr A Varatharasan	PANKHURST

Year 9 Tutor Team

Co-Director of Learning Year 9 – Ms R Chauhan & Mr H Gibbins				
Form	Room	Form Tutor	Co-tutor	House
9 McQueen		Mr A Crook	Mr R Gairy	ANGELOU
9 Goldberg		Ms E Cooke		ANGELOU
9 Berry		Mr G Brown	Mr J Murphy	FRANKLIN
9 Kaluuya		Ms V Parker	Mr L Codrington	FRANKLIN
9 Freeman		Mr L Lo		HONEYBALL
9 Zhao		Ms O Curtis	Mr K Hajjaj	HONEYBALL
9 Andrews		Ms S Redford	Mr Y Donmez	PANKHURST
9 Ali		Ms V Stirling		PANKHURST

Year 10 Tutor Team

Co-Director of Learning Year 10 – Ms N Kruk & Ms C Cockell				
Form	Room	Form Tutor	Co-tutor	House
10 Taylor		Ms R Hindley		ANGELOU
10 Knowles		Mr A Satia		ANGELOU
10 Simone		Ms M Sadaty		FRANKLIN
10 Omari		Mr M Root		FRANKLIN
10 Wonder		Ms E Cannan		HONEYBALL
10 Bassey		Ms J Ravenscroft	Ms E Fitzpatrick	HONEYBALL
10 Mason		Ms F Hahnefeld	Ms R Navaneetharajah	PANKHURST

10 Armstrong		MS M Kennedy	Ms R Djaili	PANKHURST
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Year 11 Tutor Team

Co-Director of Learning Year 11 – Mr H Abubaker & Ms E Nix				
Form	Room	Form Tutor	Co-tutor	House
11 Evaristo		Ms M Littlefair		ANGELOU
11 Kassovitz		Ms A Peters	Ms L Duckworth	ANGELOU
11 Kafka		Mr H Pearce		FRANKLIN
11 Smith		Ms S Sesay	Ms M Mukari	FRANKLIN
11 Lorca		Ms L Ellington		HONEYBALL
11 Müller		Ms P Orgill	Ms A Saeed	HONEYBALL
11 Almodóvar		Ms O Birks	Ms N Chiang	PANKHURST
11 Slimani		Ms V Matthews	Ms C Godwin	PANKHURST

6F Tutor Team

Director of Learning Year 12 – Mr R Davies / Mr A Whitlock (interim)				
Director of Learning Year 13 – Mr R Jones				
Form	Room	Form Tutor	Co-tutor	House
12/13 Atlee		Mr N Pymont		ANGELOU
12 13 Fry		Ms D O’Herlihy		ANGELOU
12/13 Ibrahim		Ms G Hayward		ANGELOU
12/13 Ebadi		Ms C Cope	Ms Y Hassan	FRANKLIN
12/13 Nightingale		Ms S Harrison		FRANKLIN
12/13 Roosevelt		Ms M Bakx	Ms D Nour	FRANKLIN
12/13 Maathai		Mr G Lee	Mr T Mellish	HONEYBALL
12/13 Tubman		Ms A Kang	Ms R Taibi	HONEYBALL
12/13 Wilberforce		Mr F Ivett		HONEYBALL
12/13 Gladstone		Mr F Yip		PANKHURST
12 / 13 Sirleaf		Mr L Kargbo		PANKHURST
12 / 13 Tutu		Ms A Brill		PANKHURST

Free School Meals

- A number of parents at KAA will qualify for what is known as “Free School Meals”. Like all academies, it is very important for us that we have the maximum number of eligible parents registered for FSM because it will increase the funding we receive from the central government and local authority. We therefore encourage parents to apply if they feel there is a possibility they might qualify; currently, there is £500,000 of unclaimed FSM funding in Kensington & Chelsea schools, which is a real shame! It is worth noting for sixth formers that if a student has received FSM in the last 6 years they may be eligible for contextual offers from universities.
- Because KAA operates a biometric system, your child will never be singled out as a receiver of free school meals. It is not possible to tell which child is paying for lunch when they use the biometric tills, and which is getting lunch for free. This is another advantage of the biometric system.
- As well as being able to provide a healthy, hot meal every day for your child, free school meals funding also allows the school to buy additional classroom resources to support learning for all children at KAA so we encourage all parents who believe that they are eligible to make a claim to do so.
- Your child qualifies for Free School Meals if you or their other parent/carer are receiving:
 - Income Support
 - Income-based Jobseekers Allowance

- Income-related Employment and Support Allowance
- The Guarantee element of State Pension Credit
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit-provided you are not entitled to Working Tax Credit and have an annual income that does not exceed £16,190 (as assessed by HM Revenue & Customs)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit
- How to apply for FSM?
 - Please contact our Finance Officer by emailing finance@kaa.org.uk with details of your child's name, year group and evidence of eligibility as outlined above and Ms Jain will check your eligibility and register you if applicable.

G

Grandin Centre

The Grandin Centre is one of the most distinctive features of Kensington Aldridge Academy. It is a dedicated resource base for up to five students in each year who have a diagnosis of Autistic Spectrum Disorder. These students with Autism are often capable of high academic achievement but can suffer from anxiety at having to respond to certain social cues in a large mainstream secondary school. Grandin provides them with an emotionally secure base within the school and the personalised support both in and out of lessons.

The Grandin Centre follows a separate admissions process to the main school. All students who attend the Grandin Centre must have an autism diagnosis and be in receipt of an Education Health and Care Plan. For more information regarding the Grandin centre, please contact Jenny Donaldson, Director of Inclusion, at j.donaldson@kaa.org.uk or 0207 313 5800.

H

Home / School Agreement

This is a very important document that all students and parents have signed prior to joining KAA. It sets out what can be expected from all parties and will be kept on a student's file and referred to as necessary.

Homework

Homework is important for two key reasons. 1) It supplements and reinforces the academic content students cover in lessons, and 2) good independent study habits are essential to succeed when students reach key stages 4 and 5. It's vital that students take homework seriously and complete it to the best of their ability.

KS3

Not all subjects will set homework at KS3. As you can see below, only English, Maths, Science, History, Geography, MFL and RE will set homework. Homework tasks should be 15-20 minutes long, and used to practise, retrieve and embed core knowledge.

To keep things simple for students, in most subjects, homework is set on a specific day of the week, and due in the same time a week later. Some subjects set homework online; any log-ins and passwords they need will be recorded in their planner. It might be worth making a note of these at home in case they get lost.

Mon	Tues	Wed	Thurs	Fri
Hist - online Set: Mon Due: Mon	English - booklet Set: Tues Due: Tues* *Wed if no lesson on Tues	Sci: Online Set: Wed Due: Wed	MFL & RE: Online Set: Thurs Due: Thurs	Maths: Online Set: Fri Due: Fri
Geography is set in second lesson of the week and due in for the first lesson the week after.				

KS4

Teachers will set homework in a way that best suits the subject. This will take around 30-minutes to complete and students should make sure they are aware of the deadlines.

Students who do not submit their homework, or do not complete homework to a high enough standard, will receive a detention as per the KAA behaviour policy. We want to avoid this wherever possible, and offer a daily H/W club during enrichment from 4-5pm in the KS3 library where students can access Chromebooks and work with teacher supervision and support.

House System

Every student and member of staff belongs to one of our four houses, each of which is named after a trailblazing woman from history.

- Angelou (purple) – named after writer, poet and activist Maya Angelou
- Franklin (yellow) – named after pioneering scientist Rosalind Franklin
- Honeyball (blue) – named after political activist and footballer Nettie Honeyball
- Pankhurst (green) – named after political activist Emmeline Pankhurst.

Every year, the houses compete for the KAA House Cup, which is awarded to one winner at the end of the Summer Term.

Students can earn house points in every area of school life. The merits they receive in lessons add up to commendations, and these carry house points. Silver and Gold Merits (awarded for exceptional contribution to school life) also come with points. Consistently demonstrating the Academy's core values is the most straightforward way an individual student can support their house.

In addition, there is a busy calendar of house competitions: **interims** are smaller competitions that happen during the term, and **majors** are big competitions that happen at the end of each term.

Students from the whole range of year groups form a team, and prepare their entry. These major house competitions are long-standing traditions and culminate in exciting performances in our theatre. All students should make it a target to represent their house in at least one of these.

Term	Competition	Overview
Autumn 1	House Music	Individuals from each house take part in a music competition
Autumn 2	House Art and Design	Pupils work individually or collectively to create an art and design project
Spring 1	House Dance	Group competition as explained by the Head of Dance.
Spring 2	House Debating	Teams of students debate motions across a range of political and ethical topics.
Summer 1	House Drama	Small group competition as explained by the Head of Drama
Summer 2	Sports Day	All pupils in the house take part in sports day as explained by the Head of PE

We record and publish these performances on our website. Please keep an eye out for the latest videos at the end of each half-term, and to keep track of which house is in the lead overall.



Internal Exclusion

- As part of an effective behaviour management system, KAA, like all successful academies, runs an Internal Exclusion (IE) room. The purpose of this room is to isolate students from their peers when they have committed a serious breach of the behaviour code, sending a clear message to them and to their classmates that the academy will not tolerate such behaviour and that the choices they have made have consequences.
- Students in IE will be expected to complete work throughout the day, so as not to fall behind in their learning.
- IE is typically for one full day (so if a student is internally excluded in, for example, P4 on a Tuesday they will remain there until P4 on the Wednesday).
- Any student sent to IE will also automatically receive a 60-minute detention that day.
- In the highly unlikely event that a student behaves badly within IE their stay will be extended or they may even be subject to a suspension (which IE is of course designed to avoid where possible).

Intervention

- Interventions are compulsory after-school sessions that take place in Year 11, with the purpose of helping students reach their full potential at GCSE.
- Parents should promote full attendance to these sessions as they will provide additional support, revision strategies and specific exam knowledge that is of high benefit to students.
- The Intervention sessions will appear on students' timetables and failure to attend will result in a detention.

L

Learning Support

- At KAA ‘we believe all children can exceed their expectations, no matter what their prior attainment and experiences’. In order for this to happen, some children will require further support. For some the support needed will be clear from day one. For others, individual needs may surface as the weeks progress. We are committed to ensuring all children’s needs are met and will constantly assess this throughout the year.
- In order to establish initial levels of need the academy will refer to the data provided by feeder schools, the KS2 SATs results, GCSE results for Sixth Formers, and our own internal baseline assessments and observations. These will help us determine groups of students that may need extra Literacy or Numeracy support, or exam access arrangements, such as 25% extra time. Programmes of intervention and a tailored curriculum may then be established for some students.
- At KAA we are committed to inclusion for all. This includes students for whom English is not their first language. We believe that students from all ethnic and cultural backgrounds have a right to an outstanding education and should be able to take part in the full range of social, educational, sporting, creative and academic activities on offer at KAA. Where support is needed for this we assess the child and put together a programme of language development tailored to them. We will consider their individual curriculum, which lessons they can currently access fully, which lessons they need support in, and which lessons they may need staggered integration into.
- We also support students who may need assistance because they are experiencing difficulties with their behaviour or require additional emotional help from our learning mentoring service. This entails learning mentors developing and delivering bespoke sessions, which includes working with parents, the students, and staff to tackle any issues.
- To understand the support we offer at KAA, please view the SEND Offer on our [policies page](#). The RBKC local offer can be found on their [website](#) too.
- If you wish to discuss your child’s needs directly with the Learning Support department, you can contact the Academy and speak to Ms Webb (SENCO, Mon-Wed) or Mr Grace (SENCO, Wed-Fri) at n.webb@kaa.org.uk / a.grace@kaa.org.uk

M

Medical Needs

- Your child’s medical welfare is of paramount importance to all staff at KAA. If your child has a medical condition this must be declared to the school through the admissions forms. If your child develops a new medical condition while at school, you should contact reception, the relevant Director of Learning and our Medical Officer.
- If your child has a more serious medical condition this may require a referral to the school nurse or development of an individual healthcare plan. Individual healthcare plans are reviewed on an annual basis and will be shared with all staff working with your child at the academy.
- If your child has allergies or food intolerances, you should notify the school in the same way as above. Our school canteen caters to all allergies and intolerances; however, your child will be

responsible for making an appropriate choice based on the listed allergens. At KAA, we are a “nut aware” school and request that students do not bring any nut-based products on-site.

- All medication taken on site must be signed in to student reception with a signed consent letter from the parent. If a consent letter is not provided one will be sent home.
- Students who require an asthma inhaler or EpiPen **must** carry these with them at all times on-site. A spare should be given to the Medical Officer at student reception. The academy carries its own spare supplies of inhalers and EpiPens for use in an emergency.
- Depending on their need, your child’s picture and details may be added to the “high needs medical” list. This list is a safeguarding measure to ensure full staff awareness of serious medical needs onsite. It may be displayed in staff areas of the academy and will routinely be sent out to all teachers.
- Please note that bathroom passes will only be issued to students who can provide explicit medical evidence (e.g. a doctor or consultant letter) supporting the request.
- If you have any queries or concerns regarding the medical provision at KAA, please do not hesitate to contact Ryan Bernard – Senior Vice Principal at r.bernard@kaa.org.uk.

Medical appointments (external)

- It is always best to make medical appointments outside academy hours. If this is not possible, parents should email the Attendance Officer at attendance@kaa.org.uk and provide a copy or screenshot of the appointment card/letter from their GP, hospital or other medical professional, as soon as they are aware of the appointment. Alternatively, students can bring the information to school and inform the reception team. It must be noted this will count towards an authorised absence.
- Please note that the reception team cannot collect students from lessons for appointments. Please ensure your child is aware of their appointment time prior to the start of the school day and arrange to meet them at reception at a specified time.
- The Attendance Officer, can be contacted on 0207 313 5800 ext. 1 or via email at attendance@kaa.org.uk.

Meetings with teachers

All appointments with teachers must be made in advance and requests for ad hoc meetings will not be granted. This has always been our policy and is standard practice in secondary schools. To promote transparency and communication all staff names are listed on the website so parents can contact people directly to arrange meetings. If you wish to email a member of staff just use their first initial.surname@kaa.org.uk (so a.peters@kaa.org.uk for Miss A Peters, for example).

Mentoring

Our Learning Mentor team provide Social, Emotional and Pastoral support for targeted students within the Academy. Priority is given to Looked After Children (LAC), students with EHC plan objectives and students on the SEN register for Social, Emotional or Mental Health (SEMH) needs.

In addition, we have extensive support from a range of high-quality external partners such as Future Men, West London Zone and St Giles Trust.

Mentoring support at KAA primarily lasts for 6 or 12 weeks and is focused on developing skills to succeed through the demands of everyday life independently.

Mentoring sessions are scheduled 1:1 sessions occurring once per week for each student on the mentoring register. Each session takes place in the 1st half of a lesson and lasts 25 minutes. Sessions are scheduled in advance.

In addition to mentoring sessions, Learning Mentors may recommend further interventions including homework support club, restorative conversations with students or staff, in-lesson support, and social and emotional support via Place2Be or social skills programme.

Mobile Phones

- Mobile phones are expected not to be seen or heard at KAA. The Trustees have set this policy in light of the serious behavioural and safeguarding risks to the students that using phones in school will create. This also applies to our sixth form students.
- Should a mobile phone be seen or heard, it will be confiscated and a mobile phone detention issued.
- Refusal to hand-over a mobile phone will result in escalated sanctions as per our behaviour policy.

Sixth Form Policy on Mobile Phones

We have adopted a no-phones rule in-line with lower school policies. This means that students are not permitted to be seen with a phone around the building. We understand that at their own risk and discretion, they may choose to carry a phone, however, this should not be seen or used at any time when in school. If they need to make an urgent phone call or parents need to contact students, then the phone in reception can be used. There is also an opportunity at lunchtime, when sixth form students can leave site, to use a phone outside. This also applies to the use of headphones/Airpods. The aim is to ensure a conducive learning environment with minimal distractions from study.



Online Safety

It is vital that parents and staff work together to safeguard our students, to educate them on the dangers that come with being online, and be aware of the repercussions that come with being involved in cyber bullying either directly or on the periphery.

Definition

Cyberbullying is bullying through the use of communication technology such as mobile phone text messages, social media apps, e-mails or websites. This can take many forms, for example:

- Sending threatening or abusive text/instant messages or e-mails, personally or anonymously
- Making insulting comments about someone on a website, social networking site (e.g. Facebook, Instagram and Snapchat) or online (blog or YouTube)
- Making or sharing derogatory, inflammatory or embarrassing videos of someone via mobile phone or email (such as 'Happy Slapping' videos or physical/verbal assaults).

Cyberbullying is a critical issue which can be harmful to the young person involved. It is important that parents and carers understand the way young people communicate with others, and the potential risks and implications of online behaviour.

Signs of Cyberbullying

- Secretive behaviour as you approach the computer, such as rapidly switching off screens, or attempts to hide online behaviour, such as empty file history
- Appears nervous when receiving a text, instant message, or email
- Difficulty sleeping
- Unexplained weight loss and gain
- Spending much more or much less time texting, gaming or using social media
- Low self-esteem
- Avoiding formerly enjoyable social events
- Not wanting to go to school and/or avoiding meeting friends and schoolmates
- Suddenly behaving differently at home
- Not doing as well in school

The following guidelines outline how parents/carers can talk to their child about online safety:

- Always use privacy settings
- Always respect others - be careful what you say online
- Be careful what pictures and videos you upload. Once a picture is shared online it cannot be taken back.
- Only add people you know and trust to friends/follower lists online. When talking to strangers, keep your personal information safe and location hidden.
- Save the evidence. Always keep a copy of offending emails, text messages or a screen grab of online conversations and pass to a parent or a teacher.
- Make sure you tell an adult you trust, for example, a parent, a teacher or the safeguarding lead, or call a helpline on 0800 1111 in confidence.
- Learn the functions of how to block someone
- Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future.

Advice to Parents/Carers:

Cyberbullying can be really difficult for a child to deal with therefore it is important that parents/carers keep calm and listen to their child about any concerns they may be experiencing. It is important to regularly check-in with your child. If they are experiencing cyberbullying you should contact external organisations that can provide help and support such as Childline, and contact KAA to report it as soon as possible.

E-safety at Home

- Discuss with your child what sites and apps they like and explore them together
- Discuss with your child what sites and apps are age-appropriate
- Be positive about what you see online but also be open about any concerns that you may have as a parent/carer
- Keep the computer in a public place in the house

Parent controls are software and tools that you can install on your phone or tablet, game consoles or laptops and your home broadband. *Parent controls help you to:*

- Plan what time of day your child can go online and how long for
- Stop them from downloading apps they are too young for
- Manage the content different members of the family can see
- Help you block or filter the content you see when you're searching online

There are always different methods to keep your child safe online. KAA will ensure that all parents and carers are informed of the procedures in place in the Anti-Bullying Policy to deal with all forms of bullying including cyber-bullying.

It is essential that all parents and carers are involved in resolving the issues that stem from cyberbullying because this can help to strengthen their child's self-confidence and restore a sense of emotional safety. Important and useful information can be found on the following sites to provide support to parents, carers and children:

Cybersmile Foundation: <https://www.cybersmile.org/>

Thinkuknow: <https://www.thinkuknow.co.uk/>

NSPCC: www.nspcc.org.uk- 0808 800 5002

Childnet: www.childnet.com

The Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Kidscape: <https://www.kidscape.org.uk/>

Childline: <https://www.childline.org.uk/>

Young Minds: <https://youngminds.org.uk/>

P

Parents' Evenings

Parents' evenings are compulsory for parents to attend, as directed by the Department for Education, and they are a vital part of the partnership between school and home. Parents' Evenings will either involve individual meetings with your child's teachers or a presentation from senior staff. Parents will be contacted by email and letter in advance of their child's parents' evening, but the dates for the year are provided below:

Year 7

- Welcome to Year 7 Information Evening – Thursday 5th September 2024, 6pm-7pm
- Year 7 Progress Meetings – Thursday 23rd January 2025, 4.30pm-7.30pm

Year 8

- Year 8 Progress Meetings – Thursday 1st May 2025, 4.30pm-7.30pm

Year 9

- GCSE Options Evening – Thursday 5th December, 5pm-7.30pm
- Y9 Progress Meetings - Thursday 27th February 2025, 4.30pm-7.30pm

Year 10

- Year 10 Progress Meetings - Thursday 6th February 2025, 4.30pm-7.30pm

Year 11

- Y11 Parents' Information Evening - Thursday 10th September 2024, 6pm-7pm
- Y11 Progress Meetings & Mock Results Evening - Thursday 9th January 2025, 4.30pm-7.30pm
- Y11 "Crunch Time" Parents' Evening - Thursday 24th April 2024, 6pm-7.30pm

Years 12 & 13

- Sixth Form Progress Meetings – Thursday 17th October 2024 (virtual), 5pm-8pm

Parent Pay

KAA operates a cashless e-payment system – ParentPay – for morning break, lunch, classroom activities requiring special equipment, and extra-curricular activities such as school trips. Therefore, students should never need to bring money into the academy or have money on their person which means that the risk of loss is greatly reduced.

With ParentPay you know that your money has reached your child's account safely, you can view your account statement and payment history, check when payments need to be made and set alerts to tell you when to pay online. This ePayment system allows parents and carers to pay online by debit & credit card or in cash at local PayPoint stores. Each parent has a secure online account, activated using a unique activation username and password. ParentPay holds an electronic record of your payments to view at a later date.

A detailed ParentPay user guide can be downloaded from the ParentPay website (www.parentpay.com) or in the introductory ParentPay letter sent to all Year 7 parents and carers. Please do not hesitate to contact the school finance office if you need assistance, at finance@kaa.org.uk.

Planners

Each student in KS3 and KS4 will be issued with a planner at the start of the academic year. As this is an essential educational tool the academy will provide it for free though any replacement planners will be charged at £10.00 (the cost of a replacement). We ask that parents review their child's planner each day to check HW is written in clearly, and sign it on a weekly basis. Any messages for your child's Form Tutor should also be recorded in the planner in the "Parents Communication" section. For the Sixth Form, please email your child's form tutor directly. Failure to have your planner on any given day will result in a 30-minute immediate sanction. Planners are expected to be kept in good condition or they will need to be replaced.

Performing & Creative Arts

KAA has a specialism in performing and creative arts, which means we focus heavily on drama, art, music, dance and design technology. In addition to timetabled lessons each week, we also have a wide range of exciting enrichments run by staff at KAA and our external partners to enhance and foster students' performing and creative talents.

Throughout the academic year, students will have the chance to take part in various concerts and productions, such as the Christmas pantomime, annual school musical, GCSE and A Level recital as well as many house competitions. Here at KAA, we look to provide as many opportunities for students to go and watch live theatre as well as visit museums and galleries, exposing them to a wide range of performing and creative arts.

We are also very lucky at KAA to be partnered with the Royal Academy of Dance and LAMDA. Both organisations work very closely with us and our students, providing expert and industry level experience through the workshops and examinations they offer. We have a buffering partnership with ITV which means students have access to exciting workshops and industry professionals. We have also established links with Arts Ed in Chiswick and Sylvia Young Theatre School, giving students at KAA an opportunity to access performing arts training at the highest level.

In addition to this, we also admit up to 21 students (10%) of our annual Year 7 intake to pupils who are able to demonstrate an aptitude in Performing and Creative Arts through an aptitude test. These students become our PCA Scholars and have access to external qualifications in drama and dance as well as subsidised music instrumental lessons.

Details of all performing and creative arts events will be widely publicised on our social media platforms and on the school website. For more information regarding performing and creative arts at KAA please visit <https://kaa.org.uk/performing-creative-arts/>.

Personal, Social & Health Education

PSHE is integral to the curriculum at KAA and all students, year 7-13, will study a vast array of topics during their designated PSHE. This covers both statutory content and content that we believe is contextually applicable to our students. Further details regarding our PSHE curriculum can be found in the subject area on the academy's website and the PSHE and RSE policies. For more information regarding PSHE, you can contact your child's DOL or Jasmine Vines (Assistant Principal - Personal Development).

Progress and targets

- In KS3, students are given a target band to work within, based on data from the end of primary school (SATs / KS2 tests). We also use internal assessments at the beginning of Year 7, plus nationally recognised Cognitive Ability Tests (CATS) and Reading Tests, to check the accuracy of the data we are given. Students are issued with their new band in October of each year, once we have had time to assess and analyse student data.
- At each assessment, students will be compared to their target band in order to assess progress. Bands can be revised, usually at the end of an academic year. Students get individual feedback after each assessment, which shows their progress in each aspect of that subject/unit.
- In KS4, students will get a GCSE style target based on performance over KS3. At each assessment point, students will again be able to see their progress against their target. In Year 11, there are two sets of mocks in the lead up to the real GCSE exams, which will give students and parents a very clear idea of likely attainment, and therefore of the best next steps, after GCSE.
- Parents of KS3 and KS4 students will receive two Parent Reports a year. These reports will explain how each child is doing in each subject, relative to their targets. It will also show how much 'effort' the student is putting into that subject and how hard we think they are working.
- In the Sixth Form, targets are created using ALPS from attainment at GCSE. ALPS is a nationally validated system, using the data from millions of exam entries over 15 years. It is therefore statistically very reliable. It predicts the likely attainment at A Level based on GCSE scores, and pitches the target grades at the top 25% of progress from GCSE. These targets are ambitious, but achievable.
- Success depends on doing the right course, as well as hard work. A level and GCSE options are therefore very important, and every student will have personalised advice on which subjects to take. Sometimes this advice is not what students want to hear, but we promise

always to give the best possible advice and guidance to our students; this includes telling them unwelcome news if necessary. Occasionally, this will mean refusing entry to a course, or not entering a student for an exam if our professional judgement tells us that a student is on the wrong track.

- Progression to Year 13 from Year 12 depends on students passing their end of year exams. If students do not receive a grade D or above in their forecasts, there will be a collections exam in the final week of the year, and if they do not show enough foundational knowledge at Year 12, they will not be allowed to re-enrol in Year 13. It is unlikely that students will be able to re-take Year 12 at KAA, as this would take a space away from a Year 11 student (only students with a strong case for mitigating circumstances may repeat Year 12 at the senior team's discretion). Students and parents will always be consulted fully on such issues.
- In addition, we will not allow students to sit public exams where there is a high probability of failure; getting E/U grades on their permanent academic record is not in a student's best interest, and is likely to make future applications harder. This will be flagged up well in advance, in reports following assessments, in letters home, in meetings with parents, and conversations with students.

Punctuality

Students must arrive at the academy by the correct time each day. Our doors open to students at 8.00am and the school day begins for Years 7 to 11 at 8.30am. Sixth form students are required to be on site by 9am, ready for period 1. Any student arriving after that time will be issued with a lunchtime detention for the same day (after school detention for the sixth form), which they must attend (failure to do so will result in a longer detention after school until 5.00pm).

Please make sure students do not arrive at school earlier than 8.00am. If early, students will be told to wait outside until the school opens.

R

Reception

Parents cannot wait in reception for their child at the end of the school day. This is for the safety of the whole school community, but also because it is not sustainable in a school of 1,250 students. Instead, we ask that you wait outside for your child at a spot that you pre-arrange with them.

The school would be very grateful if parents could avoid asking us to deliver messages and items to their children during the school day, except where there is an urgent medical or safeguarding reason. It absorbs a significant amount of staff time and our numbers are too big to accommodate these requests. It is also not teaching students the important life-skills of organisation and planning. Students must learn to pack their bags carefully the night before and make any after school arrangements with their parents in advance.

S

Safeguarding

Safeguarding is a critical part of keeping your child safe. The academy has a very comprehensive safeguarding policy, which outlines all the actions we will take to help all our young people. To help support your child in the academy, please be aware of the following avenues for your child to inform us of any safeguarding issues:

- Concern box – secure green readily available for students to express worries or concerns
- Email – students can report directly to the safeguarding team via safeguarding@kaa.org.uk
- E-safety reporting - All students can access student e-portal and report any concerns regarding using IT facilities, which includes the use of social media
- PSHE - We have a personal, social and health education curriculum that addresses many aspects of safeguarding, including cyberbullying, but more importantly how your child can develop their understanding, skills and knowledge to minimise risk in many different situations
- Pastoral system - Our pastoral care, led by Mr Bernard and Miss Gurnell, has an excellent team of Directors of Learning, Learning Mentors, and Form Tutors readily available to help. The Form Tutor will always work on developing an excellent relationship with students and parents / carers to be the first port of call.
- Supporting vulnerable students - we understand that there are certain cohorts in the student body who are more vulnerable and we provide exceptional inclusion support to help them throughout their time at KAA, with a generous allocation of therapists, learning support assistants, and learning mentors.
- Involvement with external agencies - We work closely with a number of organisations, which includes Place2Be, Early Help, social services and the police to provide additional support

The academy's designated safeguarding lead is Miss Gurnell (Vice Principal - Pastoral). Miss Gurnell can be contacted via email at a.gurnell@kaa.org.uk.

Safeguarding - Key legal requirements

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism”.

This duty is known as the Prevent duty. Indicators of extreme behaviour include some of the following:

- Verbal comments - praising ISIS or Jihad; praising extreme figureheads (e.g. Hitler); discussing other religions in a disparaging way
- Peer actions - refusing to work with others owing to their religion/beliefs
- Personal beliefs - extreme views on foreign policy; claims they should fight for their people abroad
- Communications - the use of social media to publicise extreme views; drawing inflammatory images (e.g. swastikas)

What is the prevent strategy?

Prevent is part of the Government CONTEST strategy designed to stop people becoming terrorists or sympathising with extremist causes. Prevent is a crucial element in safeguarding the vulnerable, therefore it is a positive duty that KAA, its staff and governors safeguard children from radicalisation and extremism and are trained to recognise concerns, maintain an open mind and report. **The academy Prevent lead is Mr Adam Whitlock (Assistant Principal - Sixth Form).**

What we look for and who to report

At KAA we understand that extremism and radicalisation can be a sensitive topic. We expect all staff to uphold and promote the fundamental principles of British Values and to educate all our KAA children on these values.

British values include:

- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of different faiths and beliefs

It is KAA's responsibility to ensure that all staff are trained to recognise and report concerns and report disclosures with sensitivity. All concerns and information will be reported and documented to our safeguarding lead, Miss Gurnell, and designated Prevent liaison officer, Mr Whitlock. Our designated Prevent liaison officer will then liaise with our tri-borough Prevent officer on behalf of the school and the tri-borough Prevent officer will assess the risk and advise on whether to refer the case to the Channel deradicalisation programme; a multi-agency approach to preventing radicalisation and extremism. The Prevent strategy is an overt operation and therefore requires mutual consent from students and their parents, unless there is a parental safeguarding risk.

Senior Leadership Team

Role	Area of responsibility	Name	Email
Principal	Whole school	Anna Jordan	a.jordan@kaa.org.uk
Senior Vice Principal	Pastoral / School Operations	Ryan Bernard	r.bernard@kaa.org.uk
Vice Principal	Pastoral / Designated Safeguarding Lead (DSL)	Amy Gurnell	a.gurnell@kaa.org.uk
Vice Principal	Teaching & Learning	James Waller	j.waller@kaa.org.uk
Assistant Principal	Assessment	Ross Dunning	r.dunning@kaa.org.uk
Assistant Principal	Curriculum	Clare Kitteringham	c.kitteringham@kaa.org.uk
Assistant Principal	Personal Development	Jasmine Vines	j.vines@kaa.org.uk
Assistant Principal	Sixth Form	Adam Whitlock	a.whitlock@kaa.org.uk
Assistant Principal	Teacher Development	Lisa Blount	l.blount@kaa.org.uk
Assistant Principal	Timetable	Sophie Pedley	s.pedley@kaa.org.uk
Assistant Principal	Timetable	Robert Davies	r.davies@kaa.org.uk

Sims Parent App

The relationship and communication between school and home are crucial to the success of each student. The SIMS Parent App allows parents/carers to track details related to your child.

The SIMS App will allow you to:

- See real-time information regarding behaviour, detentions, attendance, punctuality and rewards
- View school term dates
- Update your contact details, so we always have the most up-to-date information in case of emergency

How to register

All new parents and parents who are yet to register for the App will receive an email with instructions on 2nd September to invite you to register. You can then log in using your normal Facebook, Twitter, Google or Microsoft username and password. To start using the SIMS App:

- You can download the app from the Google Play or Apple App Store - search for “SIMS Parent” on your phone/tablet.
- From a PC or Windows phone, login online at www.sims-parent.co.uk.
- Should you be unable to register for the app via this link, you can contact our support team by email at simsparent@kaa.org.uk to get assistance.

Please contact your child’s Director of Learning if you have any questions or queries about the data displayed via the SIMS App.

Sixth Form Admissions

The admissions criteria for admission to the Sixth Form are published in the prospectus and on the website. Careful attention should be paid to the overall grade requirement and also the requirement for individual subjects, which vary for some subjects. For example, mathematics requires a grade of 7 at GCSE, but further mathematics requires a grade of 8. We usually expect a grade 6 in English language and literature for all humanities subjects (politics, RS, geography and history). Current Year 11 students are encouraged to attend our Sixth Form open evening, on Thursday the 3rd of October from 5 pm-7.30 pm. Applications for KAA Sixth Form should be made via the online application portal (Applicaa) by Monday 2nd December midnight, where the link can be found on the school website from the autumn term. Conditional offers will be made from January based on predictions and references and late applications will be considered with offer holders taking priority on enrolment day in August.

Progression to the Sixth Form from Year 11 is not automatic, and progression from Year 12 to Year 13 depends on students meeting the attendance and assessment points criteria by the end of the year.

Social Media & Internet Use

As outlined in the KAA Behaviour Policy, inappropriate social media use or online activity can result in internal exclusion (I.E.), suspensions, or Permanent Exclusion (PEX) depending on the severity of the incident.

Misuse of social media instances includes but is not limited to:

- Personal comments about teachers or students
- Misappropriation of photographs of teachers or students
- Impersonating staff or students on social media
- Posting malicious accusations about staff members
- Posting homophobic remarks
- Posting racist remarks
- Posting sexual remarks or images

Whilst instances such as the above may occur via fake accounts or accounts created by non-KAA students, this won't matter when it comes to disciplinary action, as knowledge of these accounts without reporting them, or any active agency at all (even just following the account) is strictly against the academy behaviour policy.

T

Timings of the Day 2024/25

Monday to Thursday

	Start	Finish
Prep	08:30	09:00
Lesson 1	09:00	09:55
Lesson 2	09:55	10:50
Break	10:50	11:10
Tutor Period	11:10	11:30
Lesson 3	11:30	12:25
Lesson 4	12:25	13:20
Lunch	13:20	14:00
Lesson 5	14:00	14:55
Lesson 6	14:55	15:50
ENR/Intervention/Academy Society/Detention	16:00	16:30 / 16:45 / 17:00

Friday

	Start	Finish
Prep	08:30	09:00
Lesson 1	09:00	09:55
Lesson 2	09:55	10:50
Break	10:50	11:10
Tutor Period	11:10	11:30
Lesson 3	11:30	12:25
Lesson 4	12:25	13:20
Lunch	13:20	14:00
Lesson 5	14:00	14:55
Detention	15:00	15:30 / 15:45 / 16:00

Term Dates 2024/5

Autumn Term 2024

FIRST DAY OF AUT1 TERM: 2 September 2024 (Y7 & Y12 only), 3 September 2024 (for Y8, Y9, Y10, Y11 & Y13).

HALF TERM: 21 October 2024 – 1 November 2024

FIRST DAY OF AUT2 TERM: 4 November 2024

LAST DAY OF TERM: 20 December 2024 (half day)

FURTHER INFORMATION:

Staff Planning Days (school closed to students): 27 August 2024 (New Staff Induction Day) & 1 November 2024

Staff Training Days (school closed to students): 28 August 2024, 29 August 2024 & 30 August 2024

Building Works Contingency Day (school closed to students: 13 December 2024 (please note that this may be subject to change based on the schedule of the building works)

Spring Term 2025

FIRST DAY OF SPR1 TERM: 8 January 2025

HALF TERM: 17 February 2025 – 21 February 2025

FIRST DAY OF SPR2 TERM: 25 February 2024

LAST DAY OF TERM: 4 April 2025 (half day)

FURTHER INFORMATION:

Staff Training Days (school closed to students): 6 January 2025, 7 January 2025 & 24 February 2025

Summer Term 2025

FIRST DAY OF SUM1 TERM: 23 April 2025

HALF TERM: 26 May 2025 – 30 May 2025

FIRST DAY OF SUM2 TERM: 4 June 2025

LAST DAY OF TERM: 17 July 2025 (half day)

FURTHER INFORMATION:

Bank holiday (school closed to students & staff): 5 May 2025

Staff Planning Days (school closed to students): 21 July 2025 & 22 July 2025

Staff Training Days (school closed to students): 22 April 2025, 2 June 2025, 3 June 2025 & 18 July 2025

Travelling to and from school

Having a safe journey to and from school is important for all KAA staff and students. Students are encouraged to make this journey by foot or by bike. We have secure bike storage facilities outside KAA (via the community entrance) but students should bring their own bike lock.

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Uniform

We are proud of our young people and encourage them to be proud of their school and their community. One key aspect of this is that all of our students in KS3 and KS4 will wear a smart uniform. This promotes safety, a sense of community and demonstrates that students are ready to work. Students must be impeccably presented in the correct school uniform at all times.

If a student arrives at school with the incorrect uniform we will contact you and, with your permission, send the student home to resolve the issue. If we are unable to contact you the student will be provided with the item to borrow, and a sanction will not be applied. Should the student refuse the borrowed item they will be placed in internal exclusion. We cannot have students in incorrect uniform in lessons and around the school for the obvious reason that it will lead to more general slippage in uniform standards.

KS3 & KS4 Uniform (items that must be KAA branded only in bold)

Boys Uniform	Girls Uniform
KAA house tie KAA burgundy jumper with logo KAA grey blazer with logo White shirt Grey trousers Leather school shoes KAA school bag with logo KAA PE drawstring bag with logo KAA PE T-Shirt – navy & sky blues KAA mid-layer PE top KAA PE shorts (or plain navy shorts) KAA PE microfibre tracksuit bottoms (or plain navy tracksuit bottoms) PE trainers KAA technical leggings (or plain navy leggings)	KAA house tie KAA burgundy jumper with logo KAA grey blazer with logo White blouse KAA grey tartan kilt style skirt (or grey trousers) Leather school shoes KAA school bag with logo KAA PE drawstring bag with logo KAA PE T-Shirt – navy & sky blues KAA mid-layer PE top KAA PE skirt (or plain navy shorts) KAA PE microfibre tracksuit bottoms (or plain navy tracksuit bottoms) PE trainers KAA technical leggings (or plain navy leggings)

Non-Compulsory Items also available from the uniform shop

- KAA rain jacket with logo
- KAA reversible fleece jacket with logo
- KAA football socks- navy and sky blue

Where can I buy the uniform?

You can purchase your child's uniform from our supplier at School Uniform Direct, 343 North End Road, London, SW6 1NN or online at:

<https://www.schooluniformdirect.co.uk/schools/119/kensington-alldridge-academy>

Ties

When a student first joins the academy in year 7, they will be issued a tie on their induction in September once their house has been allocated. This charge will be automatically added to their ParentPay account – you do not need to purchase your child's school tie before they begin school. If a student misplaces their tie, they will be required to purchase a new one from the academy via the School Shop.

Uniform Pointers

- Students must have their shirts tucked in at all times
- Ties must be tied professionally (6 buttons in length)
- Leather school shoes are compulsory - no trainers, ballet-pumps or canvas shoes. Trainers cannot be worn at any time except in PE lessons.
- No jewellery (except watches and one small stud earring - 'one small stud up to 5mm in diameter is permitted in each ear). To be clear, the following things are not permitted and will be subject to sanction and confiscation:
 - Multiple studs in a single ear
 - Face piercings inc. nose, lip, eyebrow etc.
 - Hooped or pendant earrings in each ear
- Nail polish and make-up are not allowed
- Sensible, 'professional' haircuts for boys and girls. Short hair on boys should not be cut below a 'grade 2'.
- School bags must be the official KAA version
- Coats must be the official KAA version or a plain black, dark grey or dark blue coat without any visible logos
- No hats are allowed other than the official KAA hat or a plain black, dark grey or dark blue woollen hat.

Sixth Form Uniform

Sixth form students are expected to wear smart, professional business dress for the workplace. In particular, they should not wear denim, leather, trainers, T-shirts with bold logos or hoodies. Further details are available on the Sixth Form section of the website:

<http://www.kensingtonaldridgeacademy.co.uk/sixth-form/life-at-kaa/>

UCAS

Students are helped to research and choose the right course throughout Year 12, and submit their applications by December of Year 13. Additional training is provided for candidates applying for courses where there is an admissions/entrance test (E.g. Oxbridge, medicine, dentistry, some law applications) with an earlier deadline of mid-October. Advice is also available on US university applications via the Common App with further support from the Fulbright Commission and our partner school, Godolphin and Latymer. In addition, there is a dedicated careers coordinator based in the sixth form centre for advice on all matters related to UCAS and future careers.

More information is available through Mr Whitlock (AP, Sixth Form) or Mr Jones (Director of Learning, Year 13).