

**2019-2020**

**Supplementary  
Information Booklet**

# BLANDFORD SCHOOLS' NETWORK

## BLANDFORD SCHOOLS' NETWORK

THE FOLLOWING HAS BEEN AGREED BY THE HEADTEACHERS OF THE BLANDFORD SCHOOLS' NETWORK

This school is part of the Blandford Schools' Network.

The group comprises:

- The Blandford School, for students aged from 11 – 18.
- Eight primary schools for children from 4 – 11 years: Archbishop Wake, Blandford St Mary, Downlands, Dunbury, Durweston, Milldown, Pimperne and Spetisbury.

The schools aim to offer to all the Blandford area children a rich, inclusive and challenging education which will enable them to reach their maximum potential as future citizens. To this end, the schools work in close partnership at all levels through planning and evaluation meetings, joint teacher and staff development and shared resources. Schools in the Network communicate and work together on key pastoral issues such as attendance, behaviour, punctuality and safeguarding. We offer to our children:

- A happy transition from primary to secondary.
- Continuity and progress in their learning.
- An inclusive curriculum that ensures creativity, breadth and coverage.
- Increasingly, agreed policies and approaches across the schools.

The children in the Blandford Schools' Network are entitled to attend a school which provides a safe, secure and orderly environment, safeguarding the rights of teachers to teach and children to learn. The Network schools are grateful for the support of parents, carers and the community in reinforcing the schools' principles at home and in approving the schools' actions to ensure good behaviours.

## PURPOSE AND STRATEGIC OBJECTIVES

### OUR PURPOSE

Every student to achieve their full potential and be equipped to make a positive contribution to society.

This will be fulfilled through achieving the following strategic objectives:

- To focus rigorously on student progress
- To ensure leaders and governors relentlessly pursue excellence
- To provide outstanding guidance and welfare provision
- To ensure our curriculum is rich, relevant, broad and balanced
- To recruit, retain and develop specialist, motivated and innovative staff who take responsibility and achieve
- To maintain a good reputation and be secondary school of choice in the local community and beyond

A full copy of our School Development Plan is available by contacting the School Office.

### VALUES

All members of our community will value:

- Ambition, effort and resilience.
- Care, guidance and support for everyone.
- Celebration of talent.
- High standards and excellence.
- Integrity, manners and honesty.
- Motivation and intellectual challenge.
- Respect for individuality and uniqueness.

## GENERAL INFORMATION

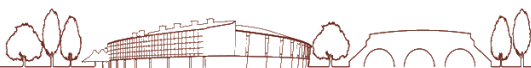
### ACCOMMODATION

In addition to general teaching areas, facilities include specialist rooms for music, art, dance, information technology, design and technology (including laser technology), science laboratories, and a joint use leisure centre including a sports hall, fitness suite and swimming pool. In recent years the school has benefited from an enormous capital project. We are particularly delighted with our large public spaces, the 'Hub', hall, terrace, lecture theatre, library and our state-of-the-art synthetic turf pitch.

### ADMISSIONS

Prospective parents seeking admission information should contact the Dorset Local Authority Admissions department on 01305 228 509 or apply on-line via Dorset For You.

1060 students are on roll September 2019, including 123 in the Sixth Form. The school has a very good record of Sixth Form success for all levels of entry. There



is a high percentage of University entrants, including Oxbridge candidates. In addition, our student trainees gain modern apprenticeships and F.E. places.

The admission number of Year 12 entry is 20 (over and above the number of students entering Year 12 from Year 11 within the school). Sixth Form admissions are at the discretion of the Headteacher and will normally be decided in the light of the student's commitment to study, attendance data and his or her suitability for the course which is applied for and offered.

Our admissions number for Years 7 – 11 is 210.

An Open Evening is held each year for parents of future (and current) students. This is advertised in the local press, and details are sent out to the local schools. During the Autumn Term an evening meeting is held for prospective Sixth Formers and their parents.

Places in The Blandford School are allocated to new students in line with Dorset Admissions Policy and in the following order of priority:

1. A "Child in Care" or who was "previously a Child in Care".
2. Children who the authority accepts have an exceptional medical or social need and where there is a need for a place at one specific school.
3. Children living within the school's catchment area who will have a sibling(s) attending the school at the time of admission.
4. Children living within the school's catchment area who are attending the preferred school's recognised maintained feeder school during the previous year and are on that school's roll at the time of application.
5. Children living within the school's catchment area.
6. Children living outside the school's catchment area who will have a sibling(s) attending the school at the time of admission.
7. Children living outside the school's catchment area and who are attending one of the preferred school's recognised maintained feeder schools during the previous year at the time of application.
8. Children living outside the school's catchment area and whose parents wish them to attend a CE Voluntary Controlled school on denominational grounds.
9. Children of staff with at least two years continuous service at the school or who have been recruited to a vacancy to meet a demonstrable skills shortage as at the date of application (in year) or relevant closing date under the LA co-ordinated scheme (normal year of entry) and who still intend to be employed at the school at the time of the child's admission.
10. All other children living outside the school's catchment area.

Places will be allocated by applying the priority order. In the event of there being more children than places available in any of these categories, the child's proximity to the school will be the determining (i.e. tie-break) factor (allocated on the basis of the shortest straight line measurement using a geographical information based system which identifies an Easting and Northing for the home address and the school and calculates the distance between the two locations).

Admission arrangements for students joining us at times other than the beginning of an academic year are made by the Assistant Headteacher in charge of Admissions after consultation with the Admissions Officer at Dorset Council.

If, in the categories listed above, the number of children seeking admission exceeds the number of places which are available, decisions as to which children will be admitted will be made in the following way:

- Priority 1 children – catchment area children
- Priority 2 children – out of catchment area children

In both cases, places will be allocated by applying the priority order. In the event of there being more children than places available in any of these categories, the child's proximity to the school will be the determining (i.e. tie-break) factor. Admission arrangements for students joining us at times other than the beginning of an academic year are made by the Assistant Headteacher i/c Admissions after consultation with the Admissions Officer at Dorset Council.

#### SIXTH FORM ENTRY

There are currently two levels of courses offered in the Sixth Form.

- Level 2. All students study GCSE Maths and English as necessary and BTEC Travel and Tourism plus a block work experience placement. Students have a choice of either CTEC Health and Social Care or CTEC Business
- Level 3 Advanced /A Level, Cambridge Technical Level 3 and BTEC Level 3 qualifications).

The main guide is the number of Good GCSE passes including English Language. Details of entry requirements can be found in the Sixth Form Options Booklet. Each individual's particular abilities will determine which course(s) are correct for them.

# GOVERNING BOARD AND OPERATION

Governing Boards of all schools have three core functions:

1. Ensuring clarity of vision, ethos and strategic direction.
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff.
3. Overseeing the financial performance of the organisation and making sure its money is well spent.

## GOVERNING BOARD

Governor

Mr M Richley

Mrs J Stevens

Mr P Slocombe

Mrs S Knight

Mr S Youngson

Mr J Tanner

Mrs R Disbrow

Mrs S Hough MBE

Mrs T Parsons

Mr J Vaughan

Mr J Seaton

Mr S Richardson

Mr M Dishington

Mr P Peplow

Mr M Roncaglia

Ms C Rawstron

Mrs S Wilson

Constituency

Co-opted

Co-opted

Co-opted

Parent

Parent

Authority

Co-opted

Co-opted (Chair)

Co-opted

Parent

Parent

Parent

Foundation

Co-opted

Co-opted

Staff

Headteacher

# OPERATIONAL ISSUES

## TERM DATES 2019-2020

### Autumn Term 2019

Monday 2 September	Staff Training Day
Tuesday 3 September	Year 7 & 12 staggered start
Wednesday 4 September	All students in
Thursday 19 September	Open Evening 6.00 – 8.30 p.m.
Friday 20 September	Staff Training Day

### Half Term Holiday

Monday 28 October – Friday 1 November

Friday 20 December Last day of Term

### Christmas Holiday

Monday 23 December – Friday 3 January

### Spring Term 2020

Monday 6 January First Day of Term

Friday 14 February Staff Training Day

### Half Term Holiday

Monday 17 February – Friday 21 February

Friday 3 April Last day of Term

### Easter Holiday

Monday 6 April – Friday 17 April

### Summer Term 2020

Monday 20 April	First day of Term
Friday 8 May	Bank Holiday (VE Day)

### Half Term Holiday

Monday 25 May – Friday 29 May

Monday 1 June Staff Training Day

Friday 17 July Last day of term

(Please note Monday 20 July is a staff training day, disaggregated throughout the year).

# PARTNERSHIP BETWEEN SCHOOL AND HOME

Education is a joint venture between the school and the home. We make every effort to provide our students with the necessary help to enable them to enjoy their schooling and then to move towards adult life. If we can count on good local support, particularly from parents, the achievements of our students will be that much greater.

Please help us to help your children. If you consider that matters could be improved in any way please let us know. We will be more able to help and guide your children if you keep in touch with us and give the school your full support.

## SCHOOL DAY

8.30 am	Students allowed into school
8.45 am	Registration
8.55 am	Period 1
9.55 am	Period 2
10.55 am	Break
11.20 am	Period 3
12.20 pm	Period 4
1.20 pm	Lunch
2.05 pm	Assembly/Tutor
2.30 pm	Period 5
3.30 pm	End of day

# GUIDANCE AND WELFARE

## AROUND SCHOOL

Students are expected to:

- Behave sensibly and not run in corridors
- Show respect for other members of the school community and the facilities
- Hold doors open for others
- Only eat and socialise in the designated areas
- Remain within the site boundary at all times and only use the fields when informed that they are available for student use. Not go beyond the rugby flood lights on the back field (the river boundary is out of bounds). Not use the front car park, footpath, drive, leisure centre (unless for lessons), front playing fields (unless used for lessons), area around Block 5 reception. Avoid the area by the roadway behind block three except for access to lessons.
- Observe breaktime/lunchtime rules regarding access to buildings

## ATTENDANCE/PUNCTUALITY

(see separate information sheet)

## BULLYING

We believe that all members of The Blandford School have the right to come to school, be in school and go home from school in safety without the fear that they may be bullied. We do not tolerate bullying at The Blandford School. Everyone has the right to feel safe in school. If anyone is being bullied, then an adult, (the tutor, Head of Year or another member of staff) must be told. We will then act appropriately. Bullying includes physical actions, verbal abuse, name-calling, excluding someone, cyber-bullying or any ongoing action that makes a student feel uncomfortable. Further details about our Anti-Bullying Charter and advice can be found in the Student Diary, or on our website. We also have a team of student Anti-Bullying Ambassadors.

## CAREERS

Students needing advice on careers will have access to the Work-Related Learning Coordinator, Careers Adviser (if the student is in years 9-13), Tutors and the Head of Year will be able to advise on access to careers advice and information. Post 16 students are supported by the Progression Coordinator.

## COMMUNICATION

Alongside regular telephone/email/text contact, newsletters and information letters from The Headteacher and the Heads of Year are published regularly. Colleagues are encouraged to contact parents where problems arise or where praise is due. Information is shared via the Blandford School app and parents can also access our VLE, Facebook Page and follow us on Twitter.

## EDUCATIONAL VISITS

We believe that school visits form a very important part of a student's learning opportunities, and a number of such visits are arranged each year. Some of these visits are essential components of examination courses. Parents/carers are always informed of such opportunities and then permission in writing will be sought before their son or daughter is taken on any school visit. The Visits Policy must be adhered to.

## EXTERNAL AGENCIES

Although we do our best to help any individuals in difficulty there may be occasions when we need to refer students to external agencies for more specialist help (eg Targeted Youth Support Worker, Attendance Officer, Social Care, Educational Psychologist, Student Support Worker, Behaviour Support Services, School Nurse, Drug and Alcohol Outreach Worker, Sexual Risk Taking Service). Parents/Carers will usually be informed of these referrals and, as appropriate, permission requested. The school also offers lunchtime drop-in sessions on Wednesday lunchtimes in Block 4. Agencies who hold drop-in sessions include the School Nurse, Drugs and Alcohol Worker and Student Support Worker. These drop-in sessions are confidential and are not monitored by the school. If

parents/carers do not want their child to access this facility, please inform the Head of Year.

#### FINANCIAL HELP

In cases of genuine need, help from the school is available for:

- Free Meals
- Pupil Premium support
- 16-19 Bursary
- Support with uniform purchase (Please contact the school).

We hope that no students will be unable to follow their chosen courses of study because money is not available at home to provide the necessary materials or equipment. We hope that every student will have an equal opportunity to participate in school trips and activities. If the home is unable to afford this, it may be possible for the school to help. In such circumstances the parent is asked to contact the teacher concerned, the child's tutor, the Head of Year or the Assistant Headteacher, Mrs Penny White. This will be treated confidentially.

SIMS LEARNING GATEWAY (please see separate information sheet)

#### HOLIDAY REQUESTS

A child's education will be severely disrupted if holidays are taken in term time. The effects on examination courses are obvious. Parents/carers are asked to not arrange family holidays outside normal school holidays. In line with government guidance, holidays will not be authorised unless there are exceptional circumstances. We follow the Dorset Council procedures in imposing fines where holidays are taken in term time.

#### MARKING OF WORK

(See Marking and Feedback Policy on the school website)

#### MERIT AND DEMERIT SYSTEM

(See the school website)

#### MONITORING PROCEDURES

We recognise that it is important for parents/carers to know how well their sons and daughters are doing at school. We have established the following procedures in order to relay such information:

- Letters of commendation from teachers, Heads of Year and Governors
- Parents/Carer's Evening - Each year group has a Parents/Carers' Evening during the year when parents/carers may book formal interviews with subject staff to discuss their son's/daughter's progress
- Reports - We produce two types of reports to keep parents/carers informed of how well their son/daughter is doing. Short progress checks provide a snapshot of attitude and behaviour. Longer reports are written once a year on every student. Students from Years 7-13 will receive one progress check, one report and one parents' evening per year according to the Reporting Calendar.
- Information Evenings for Year 7, 8, 9, 10, 11 and 12/13 parents/carers. These will be held in the first half of the autumn term, providing parents/carers with the opportunity to raise any early concerns with the Senior Leadership Team, Heads of Year and the tutor teams.

#### PARTNERSHIP BETWEEN SCHOOL AND HOME

Education is a joint venture between the school and the home. We make every effort to provide our students with the necessary help to enable them to enjoy their schooling and then to move towards adult life. If we can count on good local support, particularly from parents, then the achievements of our students will be that much greater. Please help us to help your children. If you consider that matters could be improved in any way, please let us know. We will be more able to help and guide your children if you keep in touch with us and give the school your full support. We would request that such matters are raised with us by telephone or email rather than on public social networks so that we are more easily able to address them.

#### REGISTRATION AND LESSONS

Students are expected to abide by the agreed expectations:

##### TBS Expectations

##### Learning

- 1. Students will be greeted at the door by the teacher/tutor and welcomed to the lesson.
- 2. Students will be asked to line up/enter the classroom in silence.
- 3. Students will unpack quickly and place equipment on their desk.
- 4. All students will open their diary on the Merit page and leave on their desk.
- 5. Students will promptly begin the silent starter and complete it.
- 6. Students will clearly respond to the register saying, 'yes miss' or 'yes sir'.
- 7. Students will be expected to listen attentively when either the teacher or another student is talking and will not 'fiddle' with equipment/stationery.
- 8. If students do not understand the instructions for a task, they should ask the teacher for assistance and extra guidance.
- 9. All tasks including homework should be completed to the best of their ability.
- 10. At the end of the lesson students will be asked to stand behind their places in silence with their shirts tucked in, they will be dismissed by the teacher row by row and should move quickly to their next lesson so that it can begin promptly.

## Behaviour (general)

- Take personal responsibility for behaving well and raise concerns if other students do not
- Always sit where they are asked to in class and place bags in the designated area, not on desks or tables
- Respect staff expectations
- Never eat or drink in class without permission. Water bottles may only be filled during social times
- Attend detentions if required on time and without needing to be reminded

## Uniform

- Abide by the agreed uniform and jewelry rules
- Make sure that make-up and hair styles are in line with expectations
- Take off all non-uniform and outdoor clothing in tutor bases and classrooms
- Remember that they are representing the school whenever they are in uniform

## Organisation

- Always have the correct equipment
- Always have a student diary
- Make sure homework is done on time
- Always have specialist equipment (calculators etc...)

## Respect

- Treat staff, other students, visitors and property with respect and courtesy
- Do not speak whilst the teacher is speaking and put up their hand if they wish to speak
- Keep phones and electronic equipment switched off and in their bag at all times during the school day
- Make sure that the language which they choose to use is always appropriate
- Look after those around them and help to keep everyone safe

## Attendance

- Arrive to morning and afternoon registration and all lessons on time.
- Come to school every day unless really too unwell to leave home.
- Make sure that the school is notified of the reason for any absences.
- Arrange for medical appointments to take place outside of the school day wherever possible.

## SCHOOL CLOSURE

The bus companies can, independently, decide whether it is safe to operate. If buses do not run in the morning, they will not run in the afternoon either. In circumstances of early closure due to poor weather, the buses will start the home run early and we need to be clear about domestic arrangements for students. Our emergency contact numbers must therefore be up-to-date. Tutors must ensure data is collected when requested by the office. Should we need to take the decision to close the school as a result (for example) of overnight snow, messages will be broadcast by Heart (102.3 FM) from 6.30 am. If the weather is very bad, staff are advised to listen to this radio station in the early morning. A message will also be available on the school telephone/email systems and the school website.

## SCHOOL RULES

(See Behaviour & Attendance Policy on the school website and summary of rules in the student diary).

## SCHOOL UNIFORM

Parental support is required to ensure that all students are well presented. It is expected that all students will take responsibility for their personal hygiene and arrive dressed in a clean, tidy and respectable manner. We ask parents to support the school in its desire for consistency with regard to uniform as it serves a vital role in creating a sense of belonging to the school. Parents are asked not to purchase items of clothing for school which do not appear in the list below. If you are in any doubt or difficulty, please contact the school and discuss the problem with your son's/daughter's Head of Year. **Examples of the acceptable uniform styles can be found on our website or from the Guidance and Welfare office.** We reserve the right to sanction or send a student home who does not comply, or to confiscate fashion articles not deemed part of our school uniform.

Students are required to wear a Blandford School shirt and tie or a Blandford School blouse, with a Blandford School jumper or cardigan. The reason for supplying these is so that parents can purchase quality items that wash well at a reasonable cost. A very small contribution goes into school funds to provide students with extras in school which we would otherwise be unable to afford. Uniform items are available from 'Ragtags' in Blandford.

### Students must wear the following:

<b>Skirt</b>	Plain black skirt with no slit. Tight fitting, lycra or stretchy skirts are not acceptable in a school environment. Skirts must be of a modest fit and length, the hem finishing no more than 10cm above the middle of the knee. Examples of preferred skirt styles are available on our website.
<b>Trousers</b>	Plain, unpatterned black school trousers, of full ankle length and not tight or close fitting to the ankle. Denim/cotton jeans-style, corduroy, leggings or stretch fabric and logos are unacceptable. Examples of preferred trousers styles are available on our website.
<b>Blouse</b>	A maroon/white striped Blandford School blouse with reverse collar worn neatly tucked into skirt or trousers and fully buttoned. These may not be worn in PE. Underwear should be natural coloured and discreet. No coloured or visible tops must be worn under blouses.
<b>Shirt</b>	A maroon/white striped Blandford School shirt worn neatly tucked into trousers and fully buttoned at the collar. A Blandford School tie worn correctly covering the collar button. These may not be worn in PE. Underwear should be natural coloured and discreet. No coloured or visible tops must be worn under shirts.
<b>Jumper</b>	A plain black jumper or cardigan with 'The Blandford School' logo. Should any additional outdoor clothing be required, this must be in the form of a coat or jacket as non-uniform jumpers, hoodies and sportswear are not allowed. Uniform must always be clearly visible.
<b>Name Tags</b>	It is very important that the above items of clothing and the sports kit are name tagged or labelled.
<b>Footwear</b>	Plain, black, low-heeled, leather-style smart school shoes or boots. Boots are only acceptable if worn discreetly and under trousers. Combat boots and steel toe-caps are not accepted. Sandals, soft/canvas shoes, trainers, open back shoes and shoes with logos or accessories are also unacceptable. Plain white, grey or black socks. Plain, unpatterned, black or natural colour tights. School shoes must be worn in all school buildings. Black daps will be issued to students who infringe this rule.



<b>Hair</b>	Should be clean and tidy and of natural colour. There should be no streaks or extremes of fashion or hair accessories. Facial hair is not permitted, shaved heads and styles shorter than a grade two cut are also unacceptable.
<b>Belts</b>	Must be plain, black and unobtrusive.
<b>Scarves</b>	May not be worn as an accessory without outdoor wear.
<b>Headgear</b>	No hats or caps may be worn in the school building.
<b>Nails</b>	Nails should be kept short for safety reasons. False nails are not acceptable. Nail varnish must be subtle and removed if requested by a member of staff.
<b>Jewellery</b>	This must be discreet, and only one pair of small, plain studs should be worn with a maximum of one earring in each ear. For health and safety reasons, any form of stretcher, nose, facial or body piercing is unacceptable. Retainers are also unacceptable and will not be allowed. Students who do not comply will be isolated. One discreet ring and one discreet necklace may be worn in addition to a suitable watch. No bracelets or charity bands. Jewelry must be removed if requested for safety purposes. Any jewelry worn in addition to the above will have to be removed and confiscated.
<b>Make-Up</b>	Make-up must be subtle and must be removed if requested by a member of staff.

## SPORTS KIT

Students and parents are reminded that the PE Faculty runs an 'Always Kit' policy, whereby students must always bring their kit to lessons **even if they are injured and have an accompanying note**. This is part of the Faculty's Effective Participant Development Plan and any student who does not bring their kit to lessons will receive a concern about organisation in their diary.

## BOYS

### Compulsory

Maroon rugby shirt  
 Black TBS shorts  
 Black football socks  
 Trainers with non-marking soles  
 Football boots (plastic/nylon or moulded studs are the only acceptable type for the synthetic turf pitch)

### Optional

Maroon polo shirt with TBS logo  
 Black tracksuit bottoms  
 Black TBS outdoor Sports Jacket  
 Maroon TBS Sports Hoody.  
 Maroon TBS Sports Fleece

## GIRLS

### Compulsory

Maroon polo shirt with TBS logo  
 Black TBS shorts or black TBS netball skirt  
 Trainers with non-marking soles  
 Football boots (plastic/nylon or moulded studs are the only acceptable type for the synthetic turf pitch)

### Optional

Maroon rugby shirt  
 Black Tracksuit bottoms  
 Black TBS outdoor Sports Jacket  
 Maroon TBS Sports Hoody.  
 Maroon TBS Sports Fleece

**We must also recommend that students wear shin-pads for football and hockey, and gum shields for rugby and hockey.**

\*There may occasionally be opportunities for students to purchase additional (optional) TBS sportswear for extra-curricular clubs, fixtures or tours. These will be for extra-curricular use only and will not be permitted to be worn in lessons.

**Bicycle Helmets** – These should be worn by students who travel to school by bicycle for their personal safety.

## Sixth Form Dress Code

**The Sixth Form is a fresh** start to school in a more adult environment. A Sixth Form student is an important contributor to the school and its image. Sixth Formers are not required to wear a uniform, but they are expected to show responsibility in the way they dress for school, educational trips and visits.

<i>Acceptable</i>	Smart/casual wear.
<i>Unacceptable</i>	Loud/offensive logos, beach wear, thin strapped or low-cut tops, bare midriffs, revealing clothing. Caps and hats should not be worn in school and hair style should be appropriate.
<i>Jewellery</i>	Must be discreet. Students may be requested to remove obvious facial piercings for health and safety reasons.

**Any concerns should be raised with the 6<sup>th</sup> Form office if staff are unsure...**

## MOBILE TECHNOLOGY

Research into the negative impact of mobile phones on mental health very clearly demonstrates that young people are finding it increasingly difficult to manage the pressures placed on them by their overwhelming reliance on social media. In addition to this, as a school, we are also finding ourselves in the unmanageable position of being required to deal with issues which arise outside of school, which fall over into the school day because of the use of mobile phones at school.

With effect from September 2018, the following changes took place to our mobile phone policy:

Students in Years 7 – 11 may not use their mobile phone or other mobile device at all on the school site. If a student chooses to bring their phone or other mobile device to school, it must remain in either their bag or locker at all times and not on their person, including in pockets. If a phone or mobile device is

seen, or is being used on the school site, it will be confiscated and on the first occasion, will need to be collected by the student from the Guidance and Welfare office at the end of the school day. Any subsequent confiscations will require a parent/carer to collect the mobile from the school at their convenience. As a consequence of this change in policy, parents/carers may wish to advise their children not to bring mobiles into school at all. The school does recognise many students have long journeys home and in the depths of the winter, may need to use mobiles on route. This is the reason why we are not proposing a complete ban on mobile phones/devices.

Students in Years 7 - 11 with special educational needs who are identified as requiring a mobile learning device will be able to use these as required by staff.

Sixth Form Students will be able to use their mobile phone/other mobile device on the school site only in the Sixth Form Social area and The Well during social times. They will not be permitted in Supervised Study sessions or in non-timetabled periods, including in the dining area which will be a mobile free zone for students

Staff will use mobile phones/devices for safeguarding purposes to ensure the safety and wellbeing of all students across the site.

## STUDENT DIARY

The student diary includes the following key features:

- Advice on dealing with bullying
- Design and Technology page
- English spellings
- Faculty detentions
- Home School Agreement
- Homework – blank template to be completed by students.
- ICT Acceptable Use Agreement
- Map
- Mathematics tables and Formula sheets
- Merits
- School ethos/mission statement
- Science Periodic Tables
- Self-Assessment in all three terms
- Timetable
- Traffic light cards
- Uniform and jewellery rules

The diary is an important document. Students need to see that tutors and subject teachers have high expectation of how it is to be used.

## POLICIES AND PROCEDURES

All of these are available from the school office or on our website.

## PROCEDURES FOR MONITORING THE DIARY

- Tutors will check every morning that every student has his/her Diary and other required equipment
- If a student has forgotten his/her Diary a grey replacement sheet will be given to him/her. If a tutor has run out of temporary Diary Sheets, the student will be sent to the office to collect one. Sanction for forgetting Diary: First time: Warning, Second time: Demerit and parental contact
- On the following day the tutor will note on SIMS System that the Diary had not been brought in
- Any serious graffiti on a homework diary will result in the Diary being replaced at a cost of £3.00
- A lost Diary will result in a letter sent home and it must be replaced within the week at a cost of £3.00. A school detention will also be given
- Tutors must check Diaries (and sign them) once a fortnight. If a Diary has not been signed by a parent for 4 weeks or more, the Head of Year should be informed and a letter sent home.

## TRAVEL

Whatever method of transport used; students will be seen by the local community as ambassadors for the school.

### Travelling to school by car

For safety reasons the driver should take students into the car park to drop students off and collect them. Cars must not wait on the road outside school.

### Cycles

If students cycle to school, it is their responsibility to make sure that they lock their cycles carefully. They should also keep a record of the frame number for further security. Students should wear helmets for their own protection and should not cycle on the school site.

### Buses

Students may only travel on the bus allocated to them. They must carry bus passes for all journeys. This ruling is a safety measure to ensure that there are not too many passengers travelling on any route. If students do not have their pass, the driver may refuse to take them on the bus or charge them if it is a service route. Unsatisfactory behaviour on buses will be reported and offenders may lose their right to travel on the bus, in addition to being sanctioned by the school.

### Walking

Students should:

- Walk on the inside of the pavement
- Use the pedestrian crossing to cross the road
- Take care of their own safety and be alert to the dangers of traffic at all times
- Be considerate to other road users and pedestrians.

## TUTOR GROUPS

All students are assigned a tutor group on admission to the school and wherever possible will remain with the same tutor up to and including Year 11. The tutor is the key link between home and school, together with the Head of Year.

# CURRICULUM YEARS 7-13

The school curriculum in both KS3 and KS4 follows the National Curriculum.

In Year 7 students follow a common curriculum. This comprises English, Mathematics, Science, Art, Performing Arts, French or Learning Support, Geography, History, Design, Computing/ICT, Music, Physical Education and Personal, Social and Religious Education. In Years 8 and 9 the same core curriculum is available with the opportunity to study Spanish in addition to French.

## YEARS 10 AND 11

During Year 9, students and parents (in consultation with the school) make choices of courses to be followed in Year 10 and 11. During these years, each student will study: English Language and Literature, Mathematics, Science, Physical Education, Personal, Social and Religious Education and four further GCSE subjects chosen from the option list. A number of BTEC/CTEC/Technical Award courses are offered in addition to GCSEs. Full details of the options will be supplied to parents nearer the time when choices need to be made. The choices which students make with their parents will be subject to advice from staff as to suitability and will be constrained where (for example) too few students choose a subject, thus making it not viable—see Year 10 course booklet.

## YEARS 12 AND 13

There are two main options available as programmes in Years 12 and 13. Students may select a combination of subjects to study at Advanced Level, these are mainly A level subjects, but the school also offers a small amount of BTEC and Cambridge Technical provision at Level 3. These courses are 2 years in duration.

Alternatively, it is possible to follow a one year course at Level 2 (for students not yet ready for a Level 3 programme). This comprises a BTEC in Travel and Tourism and a CTEC in Health and Social Care or CTEC in Business Studies. In addition, all Year 12 students on Level 2 courses are given the option of re-taking their English and Maths GCSE (or appropriate alternative). There is also a block work experience placement for all students in Year 12.

All students in the Sixth Form will be expected to be working towards GCSEs in English and Maths where 'good' passes have not already been achieved.

Details of all courses are available from the school on request and Year 11 students will be given guidance and support when selecting their level of study and choice of subjects or alternative progression route.

## HOMEWORK

Homework plays an important part in students' learning, and will be set regularly. DfE guidance suggests that students in Key Stage 3 should expect one to two hours per day, and that those in Years 10 and 11 should expect one and a half to two and a half hours per day. In Years 12 and 13 the amount of work done by students outside lessons will depend on their individual programmes, and staff will issue relevant guidance. Parents are asked to provide a quiet place for homework to be done, to take an active interest in the work set, and to check and sign the Student Diary every week. If work is not set students should use the time to review recent learning or read.

## CITIZENSHIP

Citizenship is a statutory National Curriculum subject that all schools have delivered since September 2002. However, it does not appear as a lesson on the timetable. Instead, it will be taught in a cross-curricular way through many subjects as well as the wider life of the school. In addition to Citizenship topics, PSHEE (Personal, Social, Health and Economic Education) topics are also built into the overall 'Personal Development Programme'.

So what is Citizenship?

Citizenship aims to empower students to participate in society effectively as active, informed, critical and responsible citizens of our society and of the wider world. The programme of study delivers the knowledge, understanding and skills needed for this through three interrelated strands of:

- Social and moral responsibility
- Community involvement
- Political literacy
- British Values

How is Citizenship taught at The Blandford School?

In three main ways:

- Some specific lessons or modules
- Through explicit parts of all different subjects
- Through wider opportunities for students to get involved in the life of the school and participate in different ways

How will it be assessed?

Students will be responsible for completing a 'Personal Reflection' booklet which encourages them to reflect on the citizenship/PSHEE topics covered in assemblies, tutor periods and special themed events. Some assessments will be carried out in normal lessons (e.g. History). There will also be an important element of self-assessment to give students the chance to summarise what they have achieved. Tutors will use this evidence and their knowledge of the students to write a

report on Citizenship, which will be included in the annual report.

#### SPECIAL EDUCATIONAL NEEDS

The school encourages and helps all students. Many of our students with special needs are properly provided for by subject teachers who ensure that a differentiated work programme of (if appropriate) an Individual Education Plan (IEP) is available. Some receive additional support in class from a Teaching Assistant (TA). The School's SENCO leads this work and monitors student progress. Where appropriate, and with prior consultation with parents, students may be referred to specialist agencies for extra help. Our school policy is available upon request and takes due note of the DfE's Code of Practice for Special Educational Needs.

#### RELIGIOUS EDUCATION

The Religious Education programme followed in the school is as specified in the Agreed Syllabus for Dorset, and a copy can be obtained upon request. There is an option to study GCSE RE in Years 10 and 11 and Philosophy at A Level. Students are offered the opportunity for reflection in their year assemblies and tutorial programme.

Parents are entitled to withdraw their children from all or part of the religious education and collective worship provided in the school.

We discuss any such request with parents, so would ask for such a request to be put in writing. Alternative provision will be made as appropriate. The school has no religious affiliation.

#### SPORT

The Blandford School is fully committed to promoting sport and physical activity. All students have PE lessons as part of their timetable. The option is also available for the study of A Level PE, CTEC Sports Level 3, GCSE PE or BTEC Sport Level 2. The PE faculty runs a large number of clubs and activities outside curriculum time including recreational activities and traditional team sports. Students have access to a large range of facilities including sports hall, gymnasium, fitness rooms, swimming pool, dance and drama studios, synthetic turf pitch and extensive fields. These facilities are also shared with the local community.

# KEY PERSONNEL

## SENIOR LEADERSHIP TEAM (SLT)

Mrs Sally Wilson	WIL	Headteacher
Mr Duncan Smith	SMI	Deputy Headteacher/Science Teacher
Mrs Victoria Moore	MOE	Assistant Headteacher/Head of Sixth Form/Health and Social Care Teacher
Mrs Penny White	WHI	Assistant Headteacher/MFL Teacher
Mr Barry Williams	WMS	Assistant Headteacher/PE Teacher
Mr Liz Bishopp	BIS	Business Manager

## HEADS OF YEAR

Mr Niall Clinton	CLI	Head of Year 7/PE Teacher
Ms Catherine Rawstron	RAW	Head of Year 8/Mathematics Teacher
Miss Emma Davidson	DAV	Head of Year 9/Business Studies Teacher
Mrs Nicola Fulker	FUL	Head of Year 10/Music Teacher
Mr Daniel Spry	SPR	Head of Year 11/Science Teacher

## HEADS OF FACULTY

Mrs Lucy Bowerman-Ellis	BOW	Head of Performing and Creative Arts
Mrs Feona Copley	COP	Head of Mathematics
Mrs Kirsty Cowley	COL	Inclusion Leader/SENDCo
Ms Laura Garland	GAL	Head of English
Mrs Yasmin Haymonds	HAY	Head of Science
Mr Dave Luxon	LUX	Head of Design Technology
Miss Alison Munro	MUN	Head of Modern Foreign Languages
Mr Richard Opalka	OPA	Head of Business, Economics & ICT
Mrs Alice Williams	WMA	Head of Humanities
Mr Adie Young	YOU	Head of PE & Community Sport