

2024-2025

**Supplementary
Information Booklet**

BLANDFORD SCHOOLS' NETWORK

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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.
- Bryanston Independent School, for students aged from 3 - 18.
- Eight primary schools for children from 4 – 11 years:
 - Archbishop Wake;
 - Blandford St Mary;
 - Downlands;
 - Dunbury;
 - Durweston;
 - Milldown;
 - Pimperne;
 - 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.

VISION AND VALUES

OUR VISION

For every member of our community to show respect, high levels of ambition and effort, a positive attitude and perseverance in all they do.

VALUES

REAP which is as follows:

- Respect (ensure we are polite, well-mannered and respect the rights we all have).
- Effort (challenge ourselves, be ambitious and do our best).
- Attitude (have a positive attitude in every situation).
- Perseverance (show resilience and determination).

GENERAL INFORMATION

ACCOMMODATION

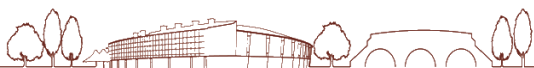
In addition to general teaching areas, facilities include specialist rooms for music, art, dance, information technology, design and technology (including laser technology), science laboratories, and a joint use leisure centre including a sports hall, fitness suite and swimming pool. In recent years 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 the Dorset Council website.

1159 students are expected to be on roll September 2024, including 147 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 medical and veterinary candidates. In addition, our student trainees gain higher and degree 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. Students should also meet the subject entry requirements for each course.

Our admissions number for Years 7 – 11 is 210.

An Open Evening is held each year for parents/carers 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 open evening is held for prospective Sixth Formers and their parents/carers.

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 Business Manager 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 Business Manager 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 alongside a CTEC in Business Studies and a BTEC Travel and Tourism plus a block work experience placement.
- Level 3 Advanced /A Level, Cambridge Technical Level 3 and BTEC Level 3 qualifications.

The main guide is the number of GCSE passes at Grade 4 and above 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 J Bertelsen

Mr M Richley

Mr P Slocombe

Mr J Seal

Mr J Vaughan

Mr P Peplow

Mrs M Lee

Mr S Cronin

Mrs S Wilson

Mrs G Dunning

Mr P Cosway

Mrs J Lacey

Mr H Mieville

Constituency

Co-opted

Co-opted

Co-opted

Co-opted

Parent (Chair)

Co-opted

Staff

Foundation

Headteacher

Co-opted

Co-opted

Co-opted

Co-opted

OPERATIONAL ISSUES

TERM DATES 2024-2025

Autumn Term 2024

Tuesday, 3 September	Staff Training Day
Wednesday, 4 September	Staff Training Day
Thursday, 5 September	Years 7 & 12 staggered start
Friday, 6 September	All students in school
Thursday 19 September	Open Evening Year 5 17.00pm; Year 6 17.45 pm
Friday 20 September	Staff Training Day

Half Term Holiday

Monday 28 October – Friday 1 November

Thursday, 19 December	Last Day of Term
Friday, 20 December	Staff Training Day

Christmas Holiday

Monday 23 December – Friday 3 January

Spring Term 2025

Monday, 6 January	First Day of Term
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Half Term Holiday

Monday 17 February – Friday 21 February

Monday, 24 February	Staff Training Day
Friday, 4 April	Last day of Term

Easter Holiday

Monday, 7 April – Monday, 21 April

Summer Term 2025

Tuesday, 22 April	First day of Term
Monday, 5 May	Bank Holiday

Half Term Holiday

Monday 26 May – Friday 30 May

Wednesday, 23 July	Last day of term
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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

Time	
08.35 am	Student Arrival
08.45 am – 09.15 am	Zone/Registration/Personal Development
09.15 am – 10.15 am	Period 1
10.15 am – 11.15 am	Period 2
11.15 am – 11.35 am	Break
11.35 am – 12.35 pm	Period 3
12.35 pm – 13.35 pm	Period 4
13.35 pm – 14.15 pm	Lunch
14.15 pm – 15.20 pm	Period 5 (including Registration)

Please note: All students in all years must remain with their teacher until the end of the session. Students should go straight to the hub/terrace for breaks and lunches. Students who live locally are asked not to arrive on site before 8.35 am.

GUIDANCE AND WELFARE

AROUND SCHOOL

Students are expected to:

- Behave in line with our published expectations.
- Show respect for other members of the school community and its facilities.
- Only eat and socialise in the designated areas and observe breaktime/lunchtime rules regarding access to buildings.
- Remain within the site boundary at all times and not enter the out of bounds areas specified in the student diary.

ATTENDANCE/PUNCTUALITY

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

BULLYING

“The **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an imbalance of power”.

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 or discriminatory language at The Blandford School. If anyone is being bullied, then it must be reported, either directly to the tutor, head of year, or any trusted member of staff. It can also be reported to our team of Anti-Bullying Ambassadors or through the school website. We will then take appropriate steps to resolve the problem. Bullying includes physical or verbal abuse, social or emotional, 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.

CAREERS

All students learn about careers in a variety of contexts, both through the tutorial programme and learning in subject lessons. Students in Year 10 also have a Work Related Learning Week and those in Year 12 a Work Experience placement. Learning is supplemented through talks / assemblies with employers and employees. Students also have access to our Careers Advisor throughout their time at school with a particular focus on key transition points and the Sixth Form team will provide additional support with progression.

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 SIMS Parent App, Facebook Page and website.

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 are occasions when we need to refer students to external agencies for more specialist help (eg Targeted Youth Support Worker, County Inclusion/Attendance Officer, Social Care, School Nursing service, Drug and Alcohol Service (REACH), Sexual Health Team and Army Welfare and others). Parents/Carers will usually be informed of these referrals and, as appropriate, permission requested. The school also offers drop-in sessions with key partners, including the School Nursing Service, Drugs and Alcohol Service, Young Person's Coordinator (The Blandford Group Practice) and Targeted Youth Workers. 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

Please contact the school if you think your child is eligible for:

- Free School Meals
- Pupil Premium support
- 16-19 Bursary

In cases of genuine need, we can also

- Support with uniform purchase.

Refer to Nourish, the local food bank

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 Katherine Burrows. This will be treated confidentially.

SIMS PARENT APP (please see separate information sheet)

HOLIDAY REQUESTS

A child's education will be severely disrupted if holidays are taken in term time. The effects of low attendance on educational achievement are well documented. 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 SYSTEM

(See the school website)

MONITORING PROCEDURES

We recognise that it is important for parents/carers to know how well their child(ren) is/ 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/Carers' 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 child(ren)'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 parent/carers' evening per year according to the Reporting Calendar.
- Information Evenings for Year 7 (Meet the Tutor), Years 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. Registration periods will begin with a silent equipment check

- 3. Students will unpack quickly and place equipment on their desk (bags should be placed on the floor/in bag storage area)
- 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 sit upright and 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. Students should put their hand up and wait to be asked a question
- 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. Only fill water bottles during social times
- Attend detentions if required on time and without needing to be reminded

Uniform

- Abide by the agreed uniform and jewellery 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 as detailed on the student equipment list

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 and respectful to all
- Look after those around them and help to keep everyone safe
- Live by our shared values and 'Educate, Don't Discriminate'!

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 & Relationships Policy on the school website and summary of rules in the student diary).

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. Some uniform items are available from 'Ragtags' in Blandford, others are available from a variety of retailers. Ragtag prices have been reviewed this year and there has been a reduction in the price of the shirts.

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 must wear the following:

Skirt	Plain black skirt with no slit. Lycra or stretchy skirts are not acceptable as skirts must be of a uniform fit and length, the hem finishing no more than 10cm above the middle of the knee. Examples of preferred skirt styles and lengths are available on our website.
Trousers	Plain, un-patterned black school trousers, of full ankle length and with zip fastener. Denim/cotton jeans-style, corduroy, leggings or stretch fabric, tight-fitting cuts and logos are unacceptable. Examples of preferred trousers styles are on our website.
Shorts Blouse	Plain black tailored school uniform shorts with zip fastener. Uniform trouser material only, No 'chino' or sports shorts are allowed. A maroon/white striped Blandford School blouse with revere collar worn neatly tucked in and fully buttoned. Underwear should be natural coloured and discreet. No coloured or visible tops must be worn under blouses.
Shirt	A maroon/white striped Blandford School shirt worn neatly tucked into trousers and fully buttoned at the collar. A Blandford School tie worn covering the collar button. Underwear should be natural coloured and discreet. No coloured or visible tops must be worn under shirts.

Jumper	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.
Footwear	Plain, black, low-heeled footwear. No decorative items accepted on the shoes. Boots are only acceptable if worn discreetly and under trousers. Combat boots and steel toe-caps are not accepted. Sandals, soft/canvas shoes, open-backed/toed shoes and shoes with coloured logos or accessories are also unacceptable. Daps will be issued to students who infringe this rule. Plain white, grey or black socks or plain, un-patterned, black or natural colour tights. Tights or socks, not both.
Name Tags	It is very important that the above items of clothing and the sports kit are labelled.
Hair	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,
Belts	Must be plain, black and unobtrusive.
Scarves	May not be worn as an accessory without outdoor wear.
Headgear	No hats or caps may be worn in the school building.
Nails	Nails should be kept short for safety reasons. False nails are not acceptable. Nail varnish must be nude/clear in colour and removed if requested by a member of staff.
Jewellery	This must be discreet, and only one pair of small, plain studs should be worn with a maximum of one earring in the lobe of each ear (no cartilage piercings). For health and safety reasons, any form of bracelet/charity band, 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 chain necklace may be worn in addition to a suitable watch. Jewellery must be removed if requested for safety purposes, and always removed for PE. Any jewellery worn in addition to the above will have to be removed and confiscated.
Make-Up	Make-up must be subtle and must be removed if requested by a member of staff. No false eyelashes are permitted.

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.

Compulsory

Maroon TBS rugby shirt or Maroon polo shirt with TBS logo
 Black shorts or black netball skort (tight-fitting or lycra shorts are not acceptable)
 Black football socks
 Trainers with non-marking soles
 Football boots (plastic/nylon or molded studs are the only acceptable type for the synthetic turf pitch (STP). Please note that 'astro-trainers' are not suitable for use on the STP)

Optional

Black TBS PE Hoody or plain black hoody (no logos permitted)
 Plain Black tracksuit bottoms/Plain Black Leggings. These are for PE lessons only.
 Black TBS outdoor Sports Jacket
 Maroon TBS Sports Hoody.
 Maroon TBS Sports Fleece
 Black or Maroon underlayer.

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 for use in lessons unless they comply with the PE kit policy outlined above.

Mobile phones must be switched off and in bags at all times. Mobile phones are not allowed to be used or visible anywhere on site (i.e. within the gates opposite the hospital and those to the Milldown) as per our mobile telephone policy.

Bicycle Helmets – These should be worn by students who travel to school by bicycle or scooter 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. Hair style should be appropriate and natural in colour.
<i>Jewellery</i>	Must be discreet. Students may be requested to remove obvious facial piercings for health and safety reasons.

MOBILE TECHNOLOGY

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 mobile device to school, it must remain in either their bag or locker 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.

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. The need to ban mobile phones in school has now been recognized by government and our existing policy is compliant with national guidance. Please support us in this policy by not responding to messages from your child during the school day, but contacting the school directly to resolve any issues that we may not be aware of. Parents/carers may wish to advise their children not to bring mobiles into school at all. The school recognizes that many students have long journeys home and may need to use mobiles on route. This is the reason why we chose not to introduce a complete ban.

Students in Years 7 - 11 with special educational needs or a medical need, who are identified as requiring a mobile device will be able to use these as advised by specialists.

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
- Home School Agreement
- Homework – blank template to be completed by students.
- ICT Acceptable Use Agreement
- Map
- Mathematics tables and Formula sheets
- Merits
- Rewards and Consequences
- School ethos/mission statement
- Science Periodic Tables
- Self-Assessment in all three terms
- Timetable
- Traffic light cards
- Uniform and jewellery rules
- Tips for healthy living
- Useful contacts and school/community support networks

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. Consequence for forgetting Diary: First time: Warning, Second time: Repair time 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.
- 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. We respectfully request that parents drop students off-site as much as possible.

Cycles/Scooters

If students cycle or use a scooter to come school, it is their responsibility to make sure that they lock their cycles/scooters 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 or ride their scooters 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 (Lower Years) and KS4 follows the National Curriculum.

In Year 7 students follow a common curriculum. This comprises English, Mathematics, Science, Art, Performing Arts, French, 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 additionally. Additional needs will be met with support both inside the classroom and additional intervention sessions.

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/Cambridge National/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 on our website for more information.

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 number of BTEC and Cambridge Technicals provisions 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 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 if they have not already achieved a Grade 4). There is also a block work experience placement for all students in Year 12, and there are a range of enrichment and extra-curricular opportunities.

All students in the Sixth Form will be expected to be working towards GCSEs in English and Maths where A Grade 4 has 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, more information is available on our website.

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.

PERSONAL DEVELOPMENT

Citizenship is a statutory National Curriculum subject that all schools have delivered since September 2002. However, it does not appear as a discreet lesson on the timetable. Instead, it will be taught in a cross-curricular way through subject curriculum. In addition, Citizenship topics, PSHEE (Personal, Social, Health and Economic Education) and RSHE (Relationships, Sex and Health Education) topics are built into the overall 'Personal Development Programme'. The tutor reading programme enriches the delivery of PSHE with selected texts that cover key themes and promote inclusivity and challenge discriminatory thinking.

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 the interrelated strands of:

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

Citizenship is taught through specific lessons or modules as part of the Personal Development Programme and through wider opportunities for students to get involved in the life of the school and participate in different ways, including student voice and extra-curricular activities.

Citizenship is assessed in a variety of ways. Students will be responsible for completing reflections in a 'Personal Development' book which encourages them to reflect on the citizenship/PSHE topics covered in assemblies, Personal Development 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 (SEND AND DISABILITIES)

The school encourages and helps all students. Many of our students with special needs are properly provided for by subject teachers who ensure that differentiated work is available. Information, regarding student needs, is shared with teaching staff to aid them in their planning and teaching. Some students will have additional guidance made available in the form of a pupil passport. Some receive additional support in class from a Teaching Assistant (TA). The School's SENDCo 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 the Personal Development Programme as well as regular RE sessions and special events.

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.

SEX, HEALTH AND RELATIONSHIPS EDUCATION

These important elements of education are delivered by specialist teachers through the Personal Development Programme to all year groups in the school. The content is age appropriate and have been developed in conjunction with other specialists. If you would like more detail about what is covered in each year group please contact the school or consult our website.

CAREERS EDUCATION

This is delivered through our tutorial programme and a series of 'events' such as visiting speakers, trips and Work Related Learning Week in Year 10. Full details of the programme can be found on the careers pages of our website.

KEY PERSONNEL

SENIOR LEADERSHIP TEAM (SLT)

Mrs Sally Wilson	WIL	Headteacher
Mr Duncan Smith	SMI	Deputy Headteacher/Science Teacher
Mrs Katherine Burrows	BRW	Assistant Headteacher/Designated Safeguarding Lead/Art Teacher
Mrs Victoria Moore	MOE	Assistant Headteacher/Head of Sixth Form/Health and Social Care Teacher
Ms Johanna Mottaghi	MOT	Associate Assistant Headteacher/English Teacher
Mr Barry Williams	WMS	Assistant Headteacher/PE Teacher

HEADS OF YEAR

Mr Niall Clinton	CLI	Head of Year 7/PE Teacher (nclinton@blandfordschool.org.uk)
Ms Catherine Rawstron	RAW	Head of Year 8/Mathematics Teacher (crawstron@blandfordschool.org.uk)
Miss Emma Davidson	DAV	Head of Year 9/Business Studies Teacher (edavidson@blandfordschool.org.uk)
Miss Maisie Griffin	GRI	Head of Year 10/(English Teacher) (mgriffin@blandfordschool.org.uk)
Mr Daniel Spry	SPR	Head of Year 11/Science Teacher (dspry@blandfordschool.org.uk)
Mr Jason Langford	LAN	Head of Year 12/History Teacher (jangford@blandfordschool.org.uk)
Mr Tom Davis	DAT	Head of Year 13/Geography Teacher (tdavis@blandfordschool.org.uk)

HEADS OF FACULTY

Ms Annemieke Clements	CLE	Head of Performing and Creative Arts (aclements@blandfordschool.org.uk)
Mr Gary Potter-White	POT	Head of Mathematics (gpotter-white@blandfordschool.org.uk)
Mr Roger Hayball	HYR	Inclusion Leader (rhayball@blandfordschool.org.uk)
Mr Daniel Tovey	TOV	Head of English (dtovey@blandfordschool.org.uk)
Mrs Yasmin Haymonds	HAY	Head of Science (yhaymonds@blandfordschool.org.uk)
Mr Dave Luxon	LUX	Head of Design Technology (dluxon@blandfordschool.org.uk)
Miss Alison Munro	MUN	Head of Modern Foreign Languages (amunro@blandfordschool.org.uk)
Mr Richard Opalka	OPA	Head of Business, Economics & ICT (ropalka@blandfordschool.org.uk)
Miss Pippa Stannard	STA	Head of Humanities (pstannard@blandfordschool.org.uk)
Mr Adie Young	YOU	Head of PE & Community Sport (ayoung@blandfordschool.org.uk)