



Reward & Behaviour Policy

Policy title:	Reward & Behaviour Policy
Function:	For information and guidance about the management of behaviour at The Blue Coat School. This document form part of the portfolio of polices designed to inform students and parents
Status:	Approved
Statutory guidance:	<p>Education and Inspection Act 2006</p> <p>Equality Act 2010</p> <p>DFE: Behaviour and Discipline in Schools (September 2022)</p> <p>DFE: Exclusions from Maintained School, Academies and pupil Referral Units (September 2023)</p> <p>DFE: Searching, Screening and Confiscation (July 2022)</p> <p>DFE: Use of Reasonable Force (July 2013)</p> <p>DFE: Preventing and Tackling Bullying (July 2017)</p> <p>DFE: Sexual violence and sexual harassment between children in schools and colleges (September 2021)</p>
Audience:	Students, Parents, Staff, Leaders, Trustees, Local authority, General public
Ownership:	Trustees/ Headteacher/ Deputy Headteacher (PDBA)
Last reviewed:	July 2024
Reviewed by:	Full Trust Board
Next review:	Every two years – July 2026

RATIONALE

Good behaviour at The Blue Coat School is a key priority, as a calm, orderly learning environment is crucial to the progress and well-being of staff and students.

A strong realistic behaviour policy is therefore essential in establishing a positive culture in the school that underpins the achievements and successes of all the students.

We simply promote and reward good behaviour and ensure that bad behaviour, bullying in any form and racism, homophobia, biphobia and transphobia are not tolerated.

This policy reflects the values and principles that we consider to be important for our school.

The principles that underpin this policy are:

- **Students, staff, parents, carers and Trustees should understand and accept the principles on which the behaviour policy is grounded.**
- **All members of the school community should be listened to and responded to. (The school community is students, staff, parents, carers and Trustees).**
- **Students, staff, parents, carers and Trustees are always considerate towards the learning needs of each individual member and supportive of the school as a learning community.**
- **Students and staff are entitled to learn and work in a safe and secure environment.**
- **All school staff and students should show respect for one another.**
- **Good behaviour should always be encouraged, and fair and consistent consequences should be applied for unacceptable behaviour**
- **Appropriate action should be taken to reduce the risk of poor behaviour happening for all students, but especially vulnerable students.**
- **School staff should model positive behaviour and promote it through active development of students' social and emotional competencies.**
- **Students should be encouraged to act as ambassadors for the school. This includes school trips and holidays, volunteering and journeys to and from school.**

LINKS TO OTHER POLICY DOCUMENTS

This policy should be viewed alongside the following documents and The Blue Coat School policies:

- Education and Inspections Act (2006)
- DfE guidance 'Behaviour in Schools: Advice for Headteachers and school staff (2022)'
- DfE guidance 'Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies (2023)'
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023
- Keeping Children Safe in Education 2023
- Anti-Bullying Policy
- Safeguarding Policy
- Special Education Needs Policy

RIGHTS AND RESPONSIBILITIES

The Blue Coat School aims to provide the highest quality education, maintaining a disciplined, safe, caring environment in which teachers can teach and students can learn.

Our code of behaviour rests on a set of shared values and common expectations:

SHARED VALUES (RIGHTS)

- The right of all members of the school community to be treated with dignity and respect.
- The right of all members of the school community to work in a clean, well-resourced and well cared for physical environment.
- The right of all members of the school community to be secure at all times from any threat to their personal well-being.
- The right of all members of the school community to participate in learning activities without disruption or distraction.

COMMON EXPECTATIONS (RESPONSIBILITIES)

STAFF:

- To treat students with respect
- To know their students and know their names
- To have high expectations of themselves and the students
- To model good behaviour and challenge those who fail to meet behaviour responsibilities.
- To teach and promote social and emotional aspects of learning
- To investigate incidents carefully and promptly listening to both sides
- To ensure the classroom and other areas of the school provide a safe, clean and attractive environment which motivates individuals and stimulates learning
- To ensure that the school safeguarding procedures are applied and that students feel safe
- To prepare lessons carefully to meet the needs and abilities of all students.
- To apply rewards and sanctions consistently and fairly
- To work with Student Support, parents, carers and external agencies to ensure that each student's needs are met

STUDENTS:

- To arrive at school and lessons on time
- To always be in full uniform and have appropriate equipment (pen, pencil, ruler, rubber, etc every day plus PE kit when timetabled)
- To treat adults and other students with respect
- To work hard in class and allow others to work
- To obey the agreed Clear Boundaries for Behaviour both in and out of class
- To look after other students in the school
- To report bullying or any accident or incident that concerns them
- To look after school equipment and the school environment

PARENTS/CARERS:

- To ensure their child arrives in good time to school, with the correct uniform and equipment.
- To support regular school attendance and not take holidays in school time.

- To support students in completing their homework.
- To attend all meetings relevant to their child.
- To treat school staff and other school families with respect.
- To model good behaviour to their children particularly around the school site.
- To respect and support the school rules including uniform, jewellery and hair styles and colours.
- To notify the school of their child's needs as appropriate.

Commending students for their good conduct promotes a positive environment that is conducive to learning and personal development and encourages students to behave responsibly and respectfully. The overwhelming majority of students make a very positive contribution to the life of The Blue Coat School and should be recognised for this. Students are rewarded for going 'above and beyond' minimum expectations in accordance with the criteria set out in the Rewards Policy.

It has been agreed that a system of rewards should be used in the school rewarding good behaviour, politeness and effort. All staff are expected to participate in the rewards system and as a matter of course they should actively seek opportunities to praise students and compliment students, for example, by sharing successes with parents, showing work to members of the Senior Leadership Team or other members of staff.

Rewards and Behaviour Overview

REWARD PRINCIPLES

The merit reward system provides:

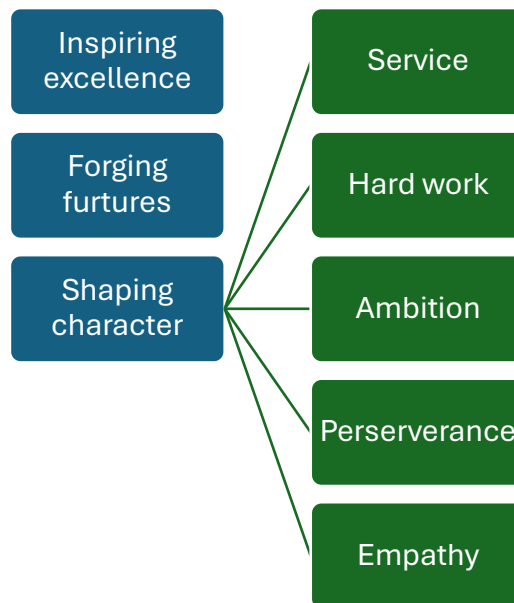
- An opportunity for students to have their best work celebrated and/or to highlight the progress and achievement they have made.
- Consistent and exemplary behaviour and conduct enables students to become academic and personal role models to others, both in and outside of school.
- It provides staff with exemplary work to support the scaffolding of expected work from all students
- It provides the opportunity for parents/carers to be made aware of the exemplary work their child has produced, their child's outstanding progress and achievement and/or their high standard of behaviour.

Our rewards and behaviour practice is constructed using 3 strands which are inspired by our school values. These strands are implemented across Key Stages Three, Four and Five:

1. Merits	2. Behaviour Incidents	3. Attendance and punctuality
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1. Merits

All merits are weighted the same. 1 merit.



S	Service: Contributing to the well-being of others and the community.
H	Hard work: Putting in consistent effort and dedication to achieve goals.
A	Ambition: Having a strong desire to achieve goals and aspirations.
P	Perseverance: Continuing to strive towards goals despite challenges and setbacks.
E	Empathy: Understanding and sharing the feelings of others.

All members of staff can issue merits, for any of the above reasons, both in and out of lessons. There is no limit.

Merits will also be given by the APLs at the end of each term for:

- Attendance above 97%
- No lates

All merits will be communicated with home automatically.

Merit milestones	
Bronze	Number of merits determined by Achievement and Progress Leader based on first term. Merit milestones will include bronze, silver and gold badges.
Silver	
Gold	

Merit trophy		
1 x year group	End of each term awarded to the form with the most merits.	Form receives prize Trophy
1 x whole school house competition	End of each term awarded to the house with the most merits.	Whole school house breakfast Trophy
There are also termly Achievement Celebrations that will take place throughout the year. During these events, nominated students will receive awards from across all areas of school.		

2. Behaviour Incidents

BEHAVIOUR PRINCIPLES

- The purpose of behaviour intervention strategies is to promote high standards of behaviour and modify unacceptable behaviour.
- Consequences form part of these strategies. These will be most effective if fair, staged, consistent and systematically recorded.
- Consequences should always be used in conjunction with positive strategies – well planned lessons which are inclusive, differentiated and challenging: praise, and celebration of achievement- to promote good behaviour.
- Students should always be encouraged to learn from their mistakes and to reflect on how to avoid unacceptable behaviour.

All incidents are weighted the same and are not point based. A list of the behaviour incident categories can be found below:

Incident type
Incorrect uniform/Jewellery
Failure to bring equipment/PE kit
Failure to complete classwork
No homework
Failure to follow instructions
Unacceptable behaviour in the classroom
Unacceptable behaviour outside the classroom
Disrespectful to a member of staff
Unauthorised use of mobile phone
Cheating/Plagiarism
Bringing the schools name into disrepute
Internal truancy
External truancy

Sixth form – failure to sign in/out
Bullying – verbal, cyber or physical
Racist incident
Incident of sexual harassment
Homophobic incident
Transphobic incident
Internet misuse
Damage to property
Bringing a prohibited item into school
Smoking/Vaping
Alcohol/drug misuse
Physical assault
Possible sanctions may include: 30 minute - Lunchtime detention 60 minute - Middle leader detention 90 minute - Senior leader detention Internal exclusion Fixed term suspension Permanent exclusion Further information regarding sanctions can be found within this policy.

List of prohibited items:

Staff have the power to search for the following items without consent:

- knives, bladed items and weapons
- alcohol
- energy drinks
- illegal drugs
- stolen items
- tobacco and cigarette papers
- Vape pens/E-Cigs
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the school rules as an item which may be searched for

Behaviour incident logs, including comments about the incident will be sent directly to parents.

Curriculum Team Leaders are responsible for monitoring incidents within their subject area.

Achievement and Progress Leaders are responsible for identifying patterns and monitoring incidents across all areas of school for their year group.

Detentions

All detention will be centralised. Each member of staff should use the centralised system to ensure that all detentions are logged.

How to issue a detention:

1. Inform the student that they have been issued a detention, the reason why and when and where the detention is.
2. Use Bromcom to issue the detention. Ensuring the reason is logged, this will be sent directly to parents.

Level 1	30 minute lunchtime detention	Everyday 12:30 – 1pm W15
Level 2	60 minute middle leader detention	Monday 3.30 – 4:30 Dining room
Level 3	90 minute senior leader detention	Friday 3:30 – 5pm C10

If a student does not attend their detention, it will automatically escalate to the next level and the member of staff who issued the detention will be informed. Students who fail to attend a Level 3 detention will automatically be isolated at the earliest opportunity the following week.

The expectation for all detentions is that these are formal not social occasions where all normal classroom expectations apply. Students are expected to work in silence. Any incident leading to a detention should be logged on Bromcom by 4.30pm the same day. Parents will be notified of any after school detentions by Parentmail.

3. Attendance and punctuality

At The Blue Coat School, we promote high standards of punctuality and attendance for all of our students as we believe that it is important to establish this in readiness for a student to be successful in their next steps and future careers.

Consistent high levels of attendance provides students with the opportunity to fully benefit from the educational experience offered at The Blue Coat School. Any absence has been proven to impact a student's progress and achievement within their subject areas. Students are all expected to have 100% attendance in school and information regarding attendance can be found in the school's Attendance Policy.

Punctuality to school is also important. Key messages and pastoral support take place during form time at the start of each school day. If students are late to school, this limits them receiving this information and support. Poor punctuality also impacts attendance as any student who arrives to school after registration closes, is marked absent for the morning.

- Merits will also be given by the APLs at the end of each term for attendance above 97% and/or no punctuality issues
- Any student that arrives after 8:40 will be issued a 30 minute lunchtime detention that day.
- APLs and FTs are responsible for checking patterns in attendance and punctuality.
- All students' attendance is expected to be 97% or above
- Should students' attendance fall below 97%, APLs will begin a staged support system to ensure that both students and parents are supported.
- Should attendance fall 90%, this is categorised as persistent absence. The school attendance lead will work the Education Welfare Officer to support attendance and escalate, if required.

BEHAVIOUR MONITORING & INTERVENTION

All behaviour incidents are monitored on a weekly basis by Curriculum Team Leaders (CTLs) and Achievement & Progress Leaders (APLs).

Each APL will review the behaviour incidents, and this will be discussed with the SLT link. A range of further intervention strategies, outlined below, will then be used if necessary.

MINIMUM EQUIPMENT FOR LESSONS

Every student is expected to attend school with the correct equipment. Form Tutors will use morning form period to check on equipment. Continued failure to bring equipment to school will result in a 30 minute detention. Repeated failure to be fully equipped for school will result in a further consequence and parents will be contacted. (A copy of the school's equipment list can be found in Appendix One.)

SCHOOL UNIFORM EXPECTATIONS

The school believes that uniform should be worn with pride and we have the highest expectations of our students. We publish a set of uniform requirements to ensure students and their parents clearly understand what is / is not acceptable. Where uniform expectations are repeatedly flouted, a consequence will be issued. Form tutors will use morning tutor period to ensure that students appear well-presented and are conforming to the uniform expectations. This time provides an opportunity for our students to take responsibility for their own uniform. Continued failure to adhere to the uniform requirements will result in a 30 minute detention. Repeated failure will result in a further consequence and parents will be contacted. (A copy of the school's uniform expectations can be found in Appendix Two.)

MOVING AROUND SCHOOL

We always encourage safe conduct around school and, in a busy school environment, courtesy and consideration are important. We encourage, for example, doors to be held open for others. Students should walk around the school building on the left-hand side of corridors and use the appropriate entrances / exits and staircases.

DINING HALLS AND SOCIAL AREAS

Encouraging a positive approach to our communal eating areas, ensuring food is consumed in a calm and orderly way, is important to the ethos of The Blue Coat School. We expect our students to develop healthy eating habits in the best environment we can provide. Food and drink are only to be consumed in the designated eating areas and no eating or drinking should take place in any other area of the school buildings. Litter must not be dropped anywhere inside or outside the school building and all members of the school community should take care to keep the school clean and pleasant. Plenty of litter bins are provided for use and students are expected to take responsibility for picking up any litter in their immediate vicinity.

BEHAVIOUR IN THE WIDER COMMUNITY

Students are ambassadors of the school and are expected to represent the school well when out in the community and show due regard for the school's neighbours. Under section 89 (5) of the Education and Inspections Act (2006), teachers and all persons acting on behalf of the Headteacher have a statutory power to discipline students for misbehaving outside the school premises. The school reserves the right, therefore, to discipline a student for misbehaviour when:

- the student is taking part in any school related or organised activity
- the student is travelling to and from the school

- the student is wearing school uniform or can be identified as a student of the school
- misbehaviour could have repercussions for the orderly running of the school
- misbehaviour poses a threat to other students or members of the public
- misbehaviour adversely affects the reputation of the school

The above includes any misbehaviour that may take place online.

Students in Years 7, 8, 9, 10 and 11 are not allowed to leave the premises during the school day unless they have permission to do so. Students in Years 12 and 13 may leave the premises at lunch times and afternoon study periods providing they behave responsibly and sign out on departure and sign in on their return to school.

ADDRESSING POOR BEHAVIOUR AND CONSEQUENCES

When dealing with incidents of poor behaviour, the following principles will be applied.

- Disruptive behaviour during lessons will not be tolerated – every student has the right to an education and the school will not accept behaviour by a minority of students that prevents others from learning.
- Where appropriate, the school is committed to working with other agencies in order to support students to bring about improvements in their behaviour.
- Students who use technology such as the internet and mobile phones to cause harm, distress or humiliation to others will be dealt with very seriously. This also applies to such behaviour which takes place outside school.
- The school seeks to make all students aware of the consequences should they choose to misbehave. Understanding probable consequences is important in guiding students to make the right decisions and is intended to promote good behaviour.
- Where a student has misbehaved, the matter will be investigated and, if considered appropriate, a consequence will be imposed.
- A student may be taken out of circulation whilst a breach of the policy is investigated.
- In most cases, the most effective consequences are completed expeditiously and as soon after the event as possible.
- Students will be given the opportunity to reflect on their behaviour and demonstrate that they have learned from their experience and their impact on others.
- A consequence will never be humiliating or degrading and blanket punishments will not be imposed.
- When issuing a consequence, a student's prior conduct may be taken into consideration.
- Disciplinary action taken against a student will not be discriminatory and the school will promote equality at all times.
- Any consequences will be reasonable and proportionate, and will consider the individual circumstances of the student.

PROCEDURES AND PROCESSES

Detentions

Schools have a statutory right (Education and Inspections Act 2006) to use detention as a sanction, both within the school day and out of normal school hours. The school believes detentions are a valuable tool in reinforcing behaviour expectations. Parents/carers will be given 24 hours' notice of a detention that takes place out of school hours. If a student misses a detention without good reason the matter will be escalated and further sanctions issued.

Suspension and Exclusions

The decision to exclude is not taken lightly and will only be used when serious breaches of the school's Behaviour Policy occur or when a student is persistently poorly behaved. The school would prefer to keep students in school and will consider imposing an internal exclusion before a suspension. In some circumstances, however, it may be necessary and appropriate to suspend a student for a fixed term. Where a student receives an internal exclusion, they will report to school at 8.30 am and will remain in school until 3:30pm, and will work under supervision in isolation throughout the day.

Suspension 'Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education'. The Government supports headteachers in using exclusion as a sanction where it is warranted. Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022). All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious.

The following are examples;

- Failure to comply with a reasonable request from a senior member of staff.
- Failure to wear School uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of prohibited item and/or related offences involving a prohibited item.
- Wilful damage to property.
- Homophobic, transphobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the school.
- Persistent defiance or disruption.
- Minor assaults or fighting.
- Other serious breaches of School rules.

A permanent exclusion is the ultimate sanction and will only be used where very serious breaches or persistent serious breaches of this Policy have occurred. The school follows the statutory guidance set out in. Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022

Where a student is excluded from school the Headteacher's decision may be reviewed by the Trust Board in accordance with the guidelines set out in the statutory guidance (Appendix 3). This function will be delegated to the Trustees' Disciplinary Committee. Where a permanent exclusion has been imposed, the Trustees' Disciplinary Committee must meet to review the decision and has the power to reinstate. In the case of a permanent exclusion, if the Trustees' Disciplinary Committee uphold the Headteacher's decision, the parents of the child have the right to make representations to an Independent Review Panel.

Permanent Exclusion 'A decision to exclude a student permanently should only be taken:

'In response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the students or others in

the school' (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2023

The following list is not exhaustive but indicates the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. The Headteacher may permanently exclude a student for:-

- persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or possession and/or use of an illegal drug or drug paraphernalia on school premises; or
- an offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

The following offences are considered so serious that a student may be permanently excluded for a first- or one-off offence:

- possession of a knife, irrespective of length, constitutes an offense appropriate to permanently exclude a child for a first or 'one-off' offence.
- serious actual or threatened physical assault against another student or a member of staff;
- sexual abuse or assault;
- possession of an illegal drug;
- possession of an illegal drug with intent to supply;
- intent to use an illegal drug;
- carrying an offensive weapon; In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the school to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.
- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.

ROLE OF PARENT/CARERS

On admission to school parents/carers, students and the Headteacher sign the Home School Agreement (Appendix 4), clarifying the roles and responsibilities of all parties, and clarifying expectations. Where breaches of the Behaviour Policy have occurred, the school will seek to involve parents from the outset and will strive to provide them with accurate and timely information. Where there may have been a serious breach of the behaviour policy, the student's parents/carers will be contacted to arrange a meeting with a member of the Senior Leadership Team. On other occasions, it may also be necessary and appropriate for parents/carers to attend a meeting in school concerning their child's behaviour with other key members of staff.

CONFISCATION OF AND SEARCH FOR INAPPROPRIATE ITEMS

Under Section 90 of the Education and Inspections Act 2006 and Part 2 of the Education Act 2011, the school has the right to confiscate, retain or dispose of a student's property and protect the school from liability of damage. The school reserves the right to search without consent for prohibited items. These include: e-cigarettes, vapes, lighters, aerosols, cigarettes, alcohol, illegal drugs, stolen items, weapons or any other item

which the school deems could be considered harmful to a student. Sanctions will be imposed if a prohibited item is found, depending upon the judgement of the Headteacher. Refusal to comply with a search will be treated as a serious breach of this Policy.

The school also reserves the right to search for, and remove from students, the following: e cigarettes and vaping paraphernalia, and any other items which they believe may be sold for financial gain. All searches will be conducted in the presence of two members of staff, one of whom must be the same sex as the student being searched. Where a student has been searched, his / her parents will be informed. Where a member of staff finds an item which is banned under the school rules, they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it. Where any weapon or illegal drug is found on a student and this compromises the safety of all students and staff, this may result in the Headteacher imposing a permanent exclusion and the police may be informed (in accordance with DfE guidelines).

SMOKING/VAPING

Any student caught smoking/vaping on the site or with smoking/vaping related paraphernalia will be isolated for the remainder of the day and will remain in school until 3.30pm pending a suspension. and parents will be informed. This includes smoking outside the school grounds, or on the way to and from school. Subsequent offences will result in more serious sanctions being issued.

THEFT AND VANDALISM

Theft of school property or wilful destruction to school property will not be tolerated and consequences will be imposed depending on the seriousness of the incident based upon the judgement of the school.

POSITIVE HANDLING

DfE guidelines state that “All school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property and to maintain good order and discipline.” Teachers and support staff may use reasonable force in the aforementioned circumstances. The school does not require parental consent to use reasonable force.

STUDENTS WITH SEND

Students with an Educational Health Care Plan or with identified educational needs are expected to follow the school’s Behaviour Policy and comply with all consequences. Where behaviour places a student at risk of exclusion, all appropriate support agencies will be contacted, and every reasonable step will be made to ensure the needs of the student are being supported and that ‘reasonable adjustments’ are set in place to support the student’s needs. It may still, however, be appropriate to impose an exclusion following the implementation of reasonable adjustments.

SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH) NEEDS

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students’ knowledge about health and wellbeing

- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students’ health and wellbeing. All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student’s mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. The school’s SEMH Policy outlines the specific procedures that will be used to assess these students for any SEMH-related difficulties that could affect their behaviour.

LOOKED AFTER CHILDREN

Looked after Children are expected to follow the school’s Behaviour Policy and comply with all consequences. Where behaviour places a student at risk of exclusion, all appropriate support agencies will be contacted, and every reasonable step will be made to ensure the needs of the student are being supported.

SEXUAL ABUSE AND HARASSMENT

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling child-on-child sexual abuse and harassment are detailed in the Child Protection and Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other students are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

LOSS OF PERSONAL ITEMS ON SCHOOL PROPERTY

The school cannot take responsibility for any personal items lost within the grounds of the school property. This includes bicycles, electrical equipment, musical instruments, items of uniform (sporting and non-sporting) jewellery and money.

FALSE ALLEGATIONS AGAINST MEMBERS OF STAFF

Under the Education Act (2011), the school reserves the right to take disciplinary action against any student who, in the view of the Headteacher based on the evidence before him/her, has made a serious, malicious allegation against a member of staff, which is unproven. This may result in exclusion from school.

COMPLAINTS

If a parent has a complaint about a disciplinary matter, he/she should follow the procedures laid down in the school’s Complaints Policy.

Equipment List

Essential equipment:

- ✓ Pens in black, blue, red, purple, and green
- ✓ Pencils and a pencil sharpener
- ✓ Eraser
- ✓ Ruler
- ✓ Highlighters
- ✓ Compasses
- ✓ Protractor
- ✓ Scientific* calculator (recommended model: Casio FX-83GTX)
- ✓ A4 ring binder for Geography
- ✓ Full PE kit
- ✓ Appropriate footwear for PE

Ideal extras:

- ✓ Pencil case
- ✓ Glue stick
- ✓ Scissors
- ✓ Colouring Pencils

Optional extras:

- ✓ Notebook
- ✓ Oxford English Dictionary and Thesaurus
- ✓ Collins French Dictionary
- ✓ Collins Spanish Dictionary

*Please note, some calculators say they are scientific calculators, but they struggle to deal with the formulae used in secondary school. Although it is not a requirement to get the recommended model, it may be worth checking that the model you intend to buy or use has the same functionality as the model highlighted.

School Uniform Expectations

School expects students to wear the school uniform smartly when at school and when travelling to and from school.

All items of uniform should be clearly marked with your full name.

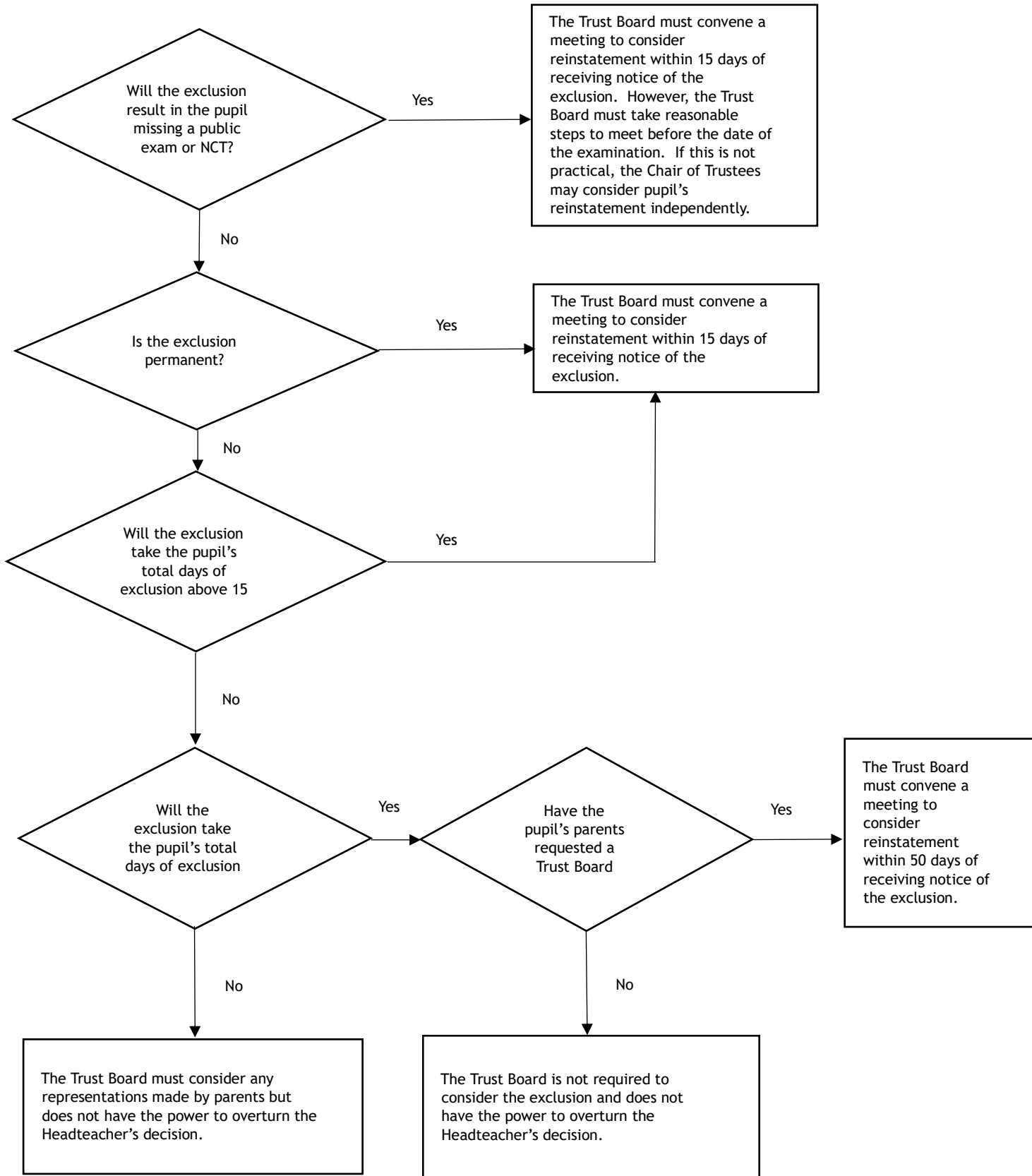
Uniform – Years 7-11

- ✓ School Blazer, blue braid and blue cord.
- ✓ Grey V neck jumper or cardigan with Blue Coat crest.
- ✓ White shirt.
- ✓ Charcoal grey regular fit trousers (not slim-fit, tight-fitting or bootleg).
- OR
- ✓ Knee length pleated charcoal grey skirt.
- ✓ Plain black shoes that can be polished.
- ✓ Grey socks or grey tights.
- ✓ School tie.
- ✓ Dark hair bobbles to tie back hair that is shoulder length or longer.
- ✓ No jewellery is permitted, including earrings and facial piercings.
- ✓ Nail polish, false eyelashes and make-up are not permitted.

Uniform – Years 12-13

- ✓ School Blazer, yellow braid and yellow cord.
- ✓ Grey or navy V neck jumper or cardigan with Blue Coat crest.
- ✓ White shirt.
- ✓ School tie.
- ✓ Grey regular fit trousers (not slim-fit, tight-fitting or bootleg).
- OR
- ✓ Knee length pleated navy skirt.
- ✓ Either grey or navy socks or navy tights.
- ✓ Plain black shoes that can be polished with heel no greater than 3cm.
- ✓ Dark hair bobbles to tie hair back where required.
- ✓ A single stud earring in each ear is permitted.
- ✓ Any other jewellery including facial piercings are not permitted.
- ✓ Natural nail polish is permitted.
- ✓ Make up, including false eyelashes is not permitted.

Trustees' Disciplinary Committee



(Reference to 'days' means 'school days'.)

Home-school agreement

Our purpose	The Blue Coat School serves to ensure that its students are confidently prepared for the opportunities, experiences and responsibilities their futures will present. We challenge our students to achieve the best they can academically, personally and socially.	
Our people	We seek to establish the strongest partnerships between school staff, students and their parents . Each has an equally vital contribution to ensure the very best outcomes for students at the Blue Coat School. It is by working together we achieve the most.	
Our individual commitments		
<p style="text-align: center;">I/We Will (School)</p> <ul style="list-style-type: none">• contact parents if there is a problem with attendance, punctuality or equipment• let parents know about concerns and problems that affect their child's work or behaviour• send home regular assessments• set, mark and monitor homework• arrange Parents' evenings during which progress will be discussed• keep parents informed about school activities through regular letters home, newsletters etc.• care for your child's safety and well being• not authorise holidays taken in term time	<p style="text-align: center;">I Will (Students)</p> <ul style="list-style-type: none">• attend school regularly, punctually, properly dressed and bring all necessary equipment• do all my classwork and homework as well as I can• be polite and helpful to others• obey all school rules	<p style="text-align: center;">I/We Will (Parents)</p> <ul style="list-style-type: none">• see that my child goes to school regularly, punctually and properly dressed in school uniform and equipped• let the school know about any concerns or problems that might affect my child's work or behaviour• support the school's policies for behaviour• support my child with his homework and other appropriate home learning• attend Parents' evening and discussions about my child's progress and behaviour• inform the school immediately if my child is absent from school and complete the online absence request form for known absences• ensure that the school is informed of changes of address and contact numbers immediately• not arrange holidays in term time
Signature: Date:	Student Name: Student Signature: Date:	Parent Signature: Date: