



COOMBESHEAD
ACADEMY
'Inspiring Excellence'

Behaviour for Learning Policy

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Purpose:

Our aims and values make clear the importance the school places on excellent behaviour which allows every individual the right to learn in a safe, secure and disruption free environment in order to reach their potential. We will achieve this by:

- Promoting a positive culture.
- Having high expectations and a clear, stepped behaviour policy that is shared with all stakeholders.
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention, support and help
- Providing a safe environment where any form of violence, bullying, harassment or sexual harassment is followed up swiftly and effectively.

Excellent behaviour is most likely to result when the school and parents present a consistent and united response to young people. We always seek to involve parents in promoting excellent discipline and behaviour

It has been established in law that students must follow the schools code of conduct and live up to its expectations for a reasonable time at the beginning and end of the school day. We therefore expect excellent behaviour and can sanction poor behaviour at such times, including the journey between home and school, directly outside the school including the bus stops and during break and lunchtimes.

The expectations of this policy will be implemented on all trips and visits.

OUR PRINCIPLES

These are based around “The Coombeshead Way” which is made up of 3 overarching rules:

1. Turn up and be ready
2. Work hard
3. Be nice.

RESPECT & CORE VALUES shared with students

No student has the right to disrupt the learning of others. Teachers must have disruption free classrooms in which they can teach and pupils must have disruption free classrooms in which they can learn. We all must also have a school site where we feel safe and respected

We are a school that treats others kindly and accepts that not everyone is the same. If we are worried about something we ask for help. We talk to our tutor, our student support officer or any other adult in school. We do not take matters into our own hands and have arguments or hurt other people verbally or physically.

At Coombeshead we have 5 values PEACE; P – Positive attitude, E – Endeavor, C – Community, A- Achievement, E- Enrichment. You can be rewarded for any one of our values throughout the school day. Good behaviour in lessons and around the school site results in positive behaviour points which accumulate towards further praise and rewards.

Leadership and Management:

The Headteacher is responsible for overseeing the implementation and impact of the school behaviour policy. SLT also have key roles in the implementing of the policy specifically the Pastoral Team including the Deputy Headteacher for Behaviour and Attitudes, Assistant Headteacher Safeguarding and the SENCO. The Inclusion team is made up of Student Support Officers, Student Support Officer Team leader, Year Team Leaders, the inclusion room manager and attendance officer as well as the Learning Hub team. All staff, including governors, have a responsibility to make the school a safe and orderly environment where students can reach their potential.

CLASSROOM EXPECTATIONS

As a **Rights Respecting School (RRS)** the UN convention on the rights of the child Article 28 says *“Every child has a right to an education”*. Therefore, our policy supports this statement ensuring students do not have their education disrupted in lessons.

Students are **“taught”** how to behave via assemblies, form activities and classroom teachers. Students new to the school will have extra support and induction around the behaviour policy. The culture, expectations, social norms and procedures are built into the school transition programme to support new Year 7 students.

Pupils responsibilities:

- Arrive on time, enter lessons **silently** when greeted by the member of staff, leave bags in a designated area of the room and begin the **‘do it now’** activity immediately. Have **all** their equipment ready for the lesson.
- **Sit silently** whilst the register is taken whilst completing the initial activity.
- Listen in **silence** whilst the member of staff speaks and raise their hand to ask a question without calling out.
- Work **exceptionally hard** without disrupting any other pupils learning.
- Be **kind and polite** to everyone at all times.
- Follow **all teacher instructions** quickly.

Staff Responsibilities:

- **Meet and greet** their pupils at the door of the classroom, keeping active supervision of the corridor at lesson change. Staff greet the students politely with a positive attitude, viewing **each lesson as a fresh start**.
- Ensure pupils **enter silently**, leave their **bags in designated area** and sit in the **seating plan**.
- **Provide a “Do It Now” activity** so that pupils are immediately involved in purposeful activity.
- **Will “teach” students** how to behave in their classroom. The knowledge needs to be broken down into small building blocks which build up over time to the knowledge needed for excellent behaviour. This is supported through step by step guidance and use of modelling.
- **Model positive behaviours** and build relationships with their students.
- Plan lessons that **engage, challenge and meet the needs** of all pupils.
- Use the **stepped behaviour system** to modify any unacceptable behaviour. Know how to **“adapt”** the policy and sanctions to support individual SEND student’s needs.
- Be **calm in their dealings with students**. Staff should use a **de-escalation** approach alongside the behaviour policy. Staff respond in a **consistent** manner to misbehaviour.

- Staff **follow up every incident**, recording the behaviour appropriately, engaging in **restorative dialogues** with pupils and **speaking to parents** as soon as possible (that evening where possible) and putting appropriate sanctions in place.
- Staff attend their **identified duty periods** and proactively enforce the rules.

Training: Staff have regular planned CPD in relation to understanding, delivering and supporting the behaviour policy consistently and fairly including support/adaptations for SEND students. This includes CPD sessions, weekly briefings and Inclusion follow up. Individual staff can access support from CTL's or the Inclusion team. Staff new to the school or NQT/ECT will have additional induction and support.

Stepped behaviour systems in lessons:

Low level disruption – see **warnings in Appendix 1**. These are incidents that disrupt teaching and learning. The student will receive a warning each time they do this and are reminded to stop. On the third occasion they are sent with work to the RESET ROOM where they work quietly for the rest of the lesson. The sanction is to attend a break 2 detention in the reset room.

High level disruption – see **warnings in Appendix 1**. This is for more serious incidents which will result in an immediate move to the RESET ROOM or the Bridge (Internal Exclusion).

RED LINES – please see **RED LINES in Appendix 1**. These are really serious incidents that could result in instant **suspension**.

Stepped behaviour sanctions in lessons	
Clear instruction from staff	Pupil follows instructions. Pupil will receive a reward point at the end of each lesson for good effort and behaviour.
W1 – first warning Students name is written on board.	Teacher gives the student instructions. Pupil changes behaviour and complies with teacher.
W2- final warning. Move student seat. Tick name on board.	Teacher gives the student instructions. Pupil takes advice and follow instructions from staff immediately to stop removal. Pupil moves away from distraction if asked by teacher.
R – Reset. Staff send the name immediately to the reset room.	Student is sent to the RESET ROOM with appropriate work to finish for that lesson or they complete their knowledge organizer. They have to arrive within 5 minutes. The sanction is to attend the next break 2 detention. Teachers record the incident, contact home and see the student in the break 2 detention for a restorative conversation. If students do not attend the detention they will go to IE for the day.

Relationships and pupil support:

There is a wide range of support available for students including their teachers and form tutors. If issues escalate the Inclusion team including SSOs, YTLs, the SEND team and members of SLT all have clear roles in supporting students. The Inclusion team work well with and often refer to outside agencies when appropriate (see Inclusion Protocol – appendix 2). It is also key that staff, especially the Inclusion team, build positive relationships and trust with parents/carers to enable them to work as a team to support students. The Inclusion team roles are shared with students regularly.

Sanctions and follow up

Teachers and CTLs (Curriculum Team Leaders) will issue students with sanctions in the first instance. These can include, but are not restricted to, the following:

- Detention for any student who is sent to the RESET ROOM.
- Contact with parents, change of seating plan, report card, withdrawn from lessons – short term, change of class, parental contact or meeting, etc.

SSOs (Student Support Officers) and SLT will support and implement strategies based on behaviour data to support students who are having repeated issues across a wide range of subjects. They will use an appropriate range of support from the **Inclusion Protocol (Appendix 2)**

Sexual harassment/child on child abuse

The school works on the basis that even if incidents are not being reported they are still likely to be happening. We take any form of harassment or reports of abuse very seriously and there is a clear line of action and follow up outlined in the schools safeguarding policy (specifically following KCSIE – part 5). There are a number of measures in school to educate and support students about these matters including information via PSHE/life skills lessons, form time activities, targeted assemblies, individual targeted support, and referral to outside agencies. Serious sanctions may be put in place, this would be decided on an individual case basis. If a report of sexual abuse is shown to be deliberately invented or malicious then that student could receive a sanction based on the individual case.

Use of Internal Exclusion – The Bridge Centre

Removing a student from the classroom is a serious sanction, but can be used as a response to serious incidents or if continual disruption is impacting on the learning of other students. The student has access to a wide range of appropriate work to complete whilst in the Bridge. We will also use internal exclusion for students who have not attended detentions. Where possible, we will limit time away from their timetabled lessons by providing an 'exit' card. If they complete 2 lessons plus a break time they will 'exit' the bridge.

Use of Managed Moves/Directed off site provision/Alternative Provision

Students who are at risk of permanent exclusion may be offered a managed move or directed to offsite provision or alternative provision. Managed moves should be offered as a permanent transfer. The school must involve Devon Inclusion and follow procedures set out by the DfE. Students can be referred to Alternative Provision in a part time or full-time capacity. Devon Inclusion would be aware of the students and the reason for referral

The school is responsible for ensuring students are safeguarded and are receiving appropriate education. Directed off site provision is in place to give a 'reset' and change in setting whilst keeping the student in education.

Use of restraint/reasonable force

Coombeshead Academy would only use restraint/reasonable force as a last resort. It can be used if a student is a danger to themselves, another student or member of staff or is causing damage to property. A number of staff have completed specific training in restraint. All incidents are recorded on classcharts and CPOMS. The school follows the guidance in the DfE Use of Reasonable Force July 2013 document - <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Detentions

All detentions given are to be completed initially within school hours. Detentions are set for break times, 15 minutes, students will have time to access the toilet or buy/eat food. If students do not attend break times detentions this then escalates to after **school detentions 3.15pm to 4pm.**

Detention System:

If a student is sent to the **Reset room** they will receive an immediate detention. If removed from a lesson, they have the detention the next free time they have;

Lesson 1 & 2- Break 1 reset: 11:10-11:30

Lesson 3 & 4- Break 2 reset: 13:40-14:00

Lesson 5- After school reset DT- after school 15:10-15:30.

These detentions are in place to help support and protect the learning of all students.

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Parents will be able to see detentions via the school app.

If a student misses a detention, they will escalate to 2 lessons plus a break in the bridge (IE)

On Site Truancy

Any students who are not in their lessons (truancy on site) will immediately go to the Bridge (IE) students who are more than 5 minutes late to lessons (without a genuine reason) are classed as truancy and will therefore spend 2 lessons plus a break in the bridge.

***** Reasonable adjustments will be made for students with SEND who may need a different and more patient approach in order to regulate behaviour.***

Behaviour outside of lessons:

As a **Rights Respecting School (RRS)** the UN convention on the rights of the child Article 19 says "Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment". Therefore, our policy supports this statement ensuring students feel safe around the school site.

This includes:

- Transition between lessons including the one-way system
- Arrive and leave school
- Break times
- Use of the school canteen
- On transport – buses.

Please see **Appendix 1** for an overview of the rules, routines and social norms students must follow when in these areas.

Uniform:

Students are expected to wear the correct uniform every day and wear it in the correct manner (**Appendix 3**). If a student arrives at school in incorrect uniform, they will need to borrow correct uniform from the uniform store. Students may need to work in the Bridge center until the issue is resolved. Students can receive a standards detention for being in incorrect uniform or wearing it in an incorrect way.

Equipment:

Students are expected to bring the “Everyday 8” (**Appendix 1**) to school every day. If students do not have the correct equipment they will be expected to buy the equipment from the school shop (at a minimum cost) in order for them to be ready to learn.

Mobile Phones

The use of mobile phones is not allowed at Coombeshead Academy.

- **Devices must be in bags and be switched off or on silent at all times.**
- Pupils are not allowed to phone or text home during the day. If they need to contact home urgently, they can go to the student support office and phone from there.
- If a student has a mobile phone out it will see it confiscated until the end of the day to be collected from the student support office. Students using the phone i.e., speaking or playing music will go immediately to the RESET ROOM. **For repeated instances parents will have to collect.**
- This includes at anytime before or after school while on school site.
- If a pupil refuses to hand in a device it will result in the student going to the Bridge (IE).
- Students are not to access them between 8:40 and 3:10 unless directed by a member of staff.

Smoking/Vaping

Smoking/Vaping is not allowed on school site or directly outside the school.

If a pupil smokes or chooses to associate with smokers the consequences will be as follows:

- Smoking/associating with smokers on site, at the bus stop or on the school bus or directly outside the school will lead to time in IE (Bridge).
- Refusal to hand over smoking paraphernalia when asked will lead to a serious sanction.
- All vaping, tobacco and smoking related paraphernalia will be destroyed.

Alcohol/Drugs

Pupils are not allowed to bring alcohol or drugs onto school or come onto site under the influence.

If staff suspect pupils may be under the influence or have drugs or alcohol on them, they must:

- **Call for duty** - Duty will then speak to a **member of SLT** who will carry out a bag search and then decide on the follow up. Any alcohol/drugs will be destroyed or forwarded to the police.
- Any drug related incident will be reported to the police and dealt with appropriately under our safeguarding policy.

Offensive Weapons

Students must NEVER bring any item that could be considered an offensive weapon onto site. This includes knives including penknives and kitchen knives, screwdrivers, bats/batons, any “tools”, corkscrews, etc. (This is not an exhaustive list). Any incidents of this may be forwarded to the police and the items destroyed.

Searching, screening and confiscation

Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps schools establish an environment where everyone (staff and students) is safe. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive. The school and our staff are an important part of the wider safeguarding system for children.

This system is described in the statutory guidance Working together to safeguard children:

(<https://www.gov.uk/government/publications/working-together-to-safeguard-children—2>) .

Keeping children safe in education (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>) makes clear that all school staff have a responsibility to provide a safe environment in which students can learn. Where there are reasonable grounds to suspect that one of more of the following is being secreted by a student he or she may be searched (clothing and bags as appropriate) by a member of staff with or without consent. Searches without consent should be carried out by staff of the same sex as the student being searched and the second member of staff will, if possible, also be the same sex as the student being searched. A metal detector wand may be used to aid students with their right to expect a reasonable level of personal privacy.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to the local authority children’s social care services. Under common law, school staff have the power to search a student for any item if the student agrees. The member of staff should ensure the student understands the reason for the search and how it will be conducted so that their agreement is informed. Staff must be authorised by the Headteacher to conduct a search without consent. Currently the following staff are authorised to lead searches: Student Support Officers and members of the Senior Leadership Team. Staff may confiscate any prohibited item found as a result of a search. They may also confiscate any other item which they consider to be harmful or detrimental to discipline in the school. Weapons, illegal drugs and extreme pornography will always be handed over to the police. Otherwise the school will decide if and when to return other items. Staff authorised to do so may use reasonable force to execute a search if deemed appropriate to search for any prohibited items.

Staff should record searches on CPOMs • the date, time and location of the search; • which student was searched; • who conducted the search and other adults or students present; • what was being searched for; • the reason for searching; • what items, if any, were found; and • what follow-up action was taken as a consequence of the search.

The school is increasingly working with, and having greater presence of community agencies in college, such as local police. Whilst they are present in the school and build up relationships with the school community, they may also be involved in searches and screening of students using their own resources, for example, a police dog, to ensure the safety and protection of our school community. The decision to use these resources will be made within the context of the wider local community and the priority given to identifying if prohibited drugs have been brought into the school community. The school follows the DfE guidance for searching, screening and confiscation. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Behaviour on buses to and from school:

Students are expected to behave in a calm and orderly manner on buses to and from school. Students should remain in their seats and wear their seatbelts throughout the journey and behave in a way that does not upset other students or the general public, they must not cause a distraction to the driver. For repeated poor behaviour or a one-off serious incident student can have their bus passes withdrawn for a period of time OR permanently withdrawn, or additional sanctions.

The following items are not allowed in the Academy:

- Any non-uniform clothing items such as hooded tops.
- Energy drinks.
- Alcohol and drugs including “legal highs”.
- E-Cigarettes, Vapes, Cigarettes, matches, and lighters.
- Anything that could be considered a weapon.
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material.
- Speakers.
- Water pistols or other toys.

If any of these items are found on pupils they will be confiscated and destroyed. Pupils can collect in the first instance (mobile phones and hooded tops). If repeated parents have to collect.

Interventions SSOs and CTLs

CTLs (Curriculum Team Leaders):

- Analyse weekly and half termly behaviour data for their curriculum areas and identify any repeating behaviour patterns.
- Discuss these with individual teachers and offer support and strategies, especially restorative justice conversations.
- Ensure all staff are following correct procedures and recording incidents correctly.
- Support staff in terms of putting suitable strategies in place and contacting home. Ensure these strategies are recorded on Progresso.
- Ensure staff are following any individual student plans and adapting their lessons to the students’ needs.

SSO (Student support Officers):

- Analyse daily and weekly behaviour data for their year groups and identify any repeating behaviour patterns.
- SSOs work with/highlight any students who may have **undiagnosed SEND** needs that are impacting on their behaviour. The graduated response tool is then used to support these identified students.
- **SSOs follow the Inclusion Protocol** (supports the graduated response tool – appendix 2) to support students who have repeated episodes of poor behaviour.
- The Inclusion team will identify students who are **“at risk of permanent exclusion”**

Data and Patterns

Behaviour data is looked at daily, weekly and termly. The Inclusion team as well as CTLs, SLT and Governors look regularly at data. The Inclusion team meet weekly to look at data for individual students and agree the follow up actions. Inclusion Protocol appendix – 2). SLT gives regular reports and feedback to Governors on patterns, follow up actions and impact.

The Behaviour Policy is used in conjunction with:

- **The SEND Policy.** Students with SEND are expected to follow the behaviour policy however teachers must make reasonable adjustments based on the information in their learning plan or EHCP in relation to the use of this policy and follow up sanctions.
- **The Exclusion Policy.** The headteacher makes any decision to exclude a student based on the individual incident. Please see the exclusion policy for processes and the legal framework.
- **The Safeguarding Policy.**
- **The Anti-Bullying Policy.**
- **The Rewards Policy.**
- **DfE Use of Reasonable Force document – July 2013.**

Protecting learning spaces; The following spaces can be used to help protect the learning of individual students or whole classes;

Reset room

- Used when a student has been removed from a lesson.
- The student must go straight to the reset room as directed by the class teacher.
- The student will register with the member of staff in the reset room.
- The student will continue with their knowledge organizer in the reset room.
- If the student is removed from reset, they will be sent to the bridge.
- If a student receives two resets in one day they will be in the bridge.
- The reset room remains a silent room at all times.

The bridge

- Will be used for an escalation of sanctions inside/ outside of lessons.
- Students will be escorted to the bridge by the SSO team.
- Students will store all personal items in a locker and remain in silence whilst in the bridge.
- Work is assigned through online learning to include Sam learning, Sparx learning and Seneca learning.
- Students for low level disruption will receive a bridge exit card. They must successfully complete two lessons and a break time. They will have to repeat the failed lessons
- Failure in the bridge may result in suspension.
- The duty team and SLT may use the bridge for longer periods of time for students depending on the circumstances and their behaviour.
- The bridge must remain a quiet work space for students.

Coombeshead Academy - Inclusion Protocol

	Universal Provision			Specialist Provision
	Level 1	Level 2	Level 3	Level 4
	Universal Provision (Green)	Cause for Concern (Amber)	At risk of Permanent Exclusion (Red)	Permanent Exclusion / Alternative or Specialist Provision to meet need
	<i>Quality first teaching and tutoring methods are inclusive and meet the needs of the majority of learners. Follows the cycle of assess-plan-do-review.</i>	<i>Some students may require additional interventions. Follow the cycle of assess-plan-do-review.</i>	<i>A few students may require more personalised interventions, e.g. with specialist teacher input. Follow the cycle of assess-plan-do-review.</i>	
Pastoral support/ Behaviour/Social and Emotional and Mental Health	• Creating a safe and calm environment and (for students with sensory issues) a low-stimulus environment • Equipping pupils to be resilient so that they can manage the normal stress of life effectively • Life Skills and assembly programme teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos • Teacher and Tutor follow up to issues / incidents • Application of Behaviour & SEND Policy • Whole school rewards Policy • Pupil Profile (SEND students) • Attendance policy – 97-95% above	• Quality 1st teaching and tutoring – targeting identified need • Pupil Profiles (SEND Students) • Teacher and CTL involvement • TAF Process-SSO/SENDCO/SLT • Evidence-based early support and interventions: ➢ Social Skills group eg Space, Y Smart ➢ Kooth online ➢ Young Carers ➢ Mental Health Support Team in Schools scheme ➢ Emotional Logic approach/Emotion Coaching ➢ Thrive-learning coach ➢ ELSA- learning coach ➢ School Nurse • Exam Access Arrangements, e.g. separate venue • END Quick checker to identify underlying SEN • Educational Psychologist referral • Access to specialist support/ external agencies, e.g. mental health professionals (CAMHS, medical professionals (GP, paediatrician), Early Help, SEMH Referral, MASH • Virtual School support/ input for LAC/CIN/CP • Flexible approach to curriculum delivery which meets pupil's needs and strengths and more personalised timetable • Reasonable adjustments to behaviour policy • Risk assessments in place- SSO • Pastoral Support Plan-SSO • Behaviour Support Plan-SSO • Boxall Profile completed-SSO • ELSA • YIT- moving up together project • Attendance A1 and A2 concern letter	• As Level 3 regarding scope of concerns • Quality 1st teaching and tutoring – targeting identified need • Alternative Provision for part time / respite purpose, e.g. Chances /Abrooke Farm • Directed offsite provision DOF - considered / negotiated • Short term placements in local school • Work experience – part time • Specialist Intervention Teacher used to supplement programme-SB • SEMH Referral by SSO • SLCN Referral • Pastoral Support Plan • Attendance – below 90% (PA) • Amended timetable • Reduced timetable (medically supported) • Attendance ME letter, • Attendance A3 letter, final warning	• Actions completed in line with inclusion protocol and all aspects of Level 3 are in place and reviewed. • TAF process in place – led by SSO / SENCO / SLT including external agencies • EHCP application made or in progress if underlying SEN • Alternative setting being sought / utilised • Specialist Provision being applied for if has EHCP • Permanent Exclusion – last resort • Attendance A4, formal Attendance meeting, • Referral to DCC

THE COOMBESHEAD WAY

RED LINES

**Please do not cross these lines
as you will be given an automatic
Suspension:**

1. Swearing directly at a member of staff
2. Racist, sexual or homophobic incident
3. Physically attacking another student
4. Failing to meet expectations in
Internal Exclusion
5. Continuing failure to follow
instructions set by any members of staff



Unicef Rights Respecting Schools Article 36.
Governments must protect children from all other
forms of bad treatment.



THE COOMBESHEAD WAY LESSON SYSTEMS

Lesson System:

1. **Warning 1** - Name on the board
2. **Warning 2** - Name ticked. Move seat/ other intervention where required.
3. **Sent to the Reset Room**- immediate notification. Incident recorded, contact made with home. Restorative conversation to take place.

IE for: refusal to go to reset; not arriving within 5 minutes, sent to reset 2 or more times in a day, poor behaviour in the reset room, not attending break 2 detention.

Detention System:

1. **Reset room** – immediate break 2 detention, if missed IE
2. **Basics detention** (late to school or lessons, uniform, equipment, poor behaviour outside of lessons, poor behaviour in the canteen, chewing gum, etc



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COOMBESHEAD ACADEMY UNIFORM

- Footwear; School shoes not trainers or canvas style shoes
- Grey Trousers/ School Skirt rolled down to show Coombeshead logo and of appropriate length
- School Tie
- Coombeshead Blazer
- School white shirt/top button fastened
- Socks must be plain black or white
- Make up must be discreet

Jewellery

- One nose stud is permitted.
- One set of ear studs is permitted
- One ring and one bracelet is permitted



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THE COOMBESHEAD WAY SCHOOL ROUTINES

Before and after school

- Students need to be in full school uniform from the time they enter the school gates in the morning to when they leave after school. Students are not allowed to change into other clothes including trainers or hoodies
- Students are not allowed use of mobile phones or headphones from when they enter the gates before school to when they exit the gates at the end of the day.
- Students who arrive early can use the canteen to sit or buy breakfast but they should not wander the corridors or go into empty classrooms
- All students should use the subway gate to enter and exit the school. The gate will close at 8:43. After which time they will be deemed as 'late'.

Bus Routines

- Students using the transport system must wait in an orderly way behind the cycle path line.
- They should remain in school uniform at all times
- When entering the bus they must present their bus pass and enter in single file.
- High expectations of behaviour are expected on the school bus. If a student does not meet these expectations, then they risk the removal of their bus pass.



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Appendix 3 - Uniform list - September 2024

All uniform (specifically items with the school logo on) are available from our uniform supplier **Proserve**. All items can be viewed on the website: www.proservegroup.com - Choose Coombeshead Academy from the drop-down menu. Their phone number is **01395 222975**. Uniform is delivered free to school and can be collected from reception.

The uniform consists of:

Girls:

- **Colchester jacket** grey and embroidered with logo
- **Pleated check skirt** (a maximum of 2" above the knee) skirts **must not** be rolled up at the waistband.
- **Grey school trousers** grey tailored (skinny fit not allowed)
- Tailored grey school shorts (Easter to October half term)
- **Plain white shirt**
- **School tie** (all students must wear a tie)
- **Plain black leather (or leather look) waterproof shoes – no trainer style shoes, boots or shoes that are canvas or non-leather type material are allowed.**
- **Thick black tights or black or white ankle socks**
- **Large bag** large enough for carrying all equipment and books
- Any hair accessories must be plain black.

Boys:

- **Saville jacket** grey and embroidered with logo
- **Saville trousers** grey (skinny fit not allowed)
- Tailored grey school shorts (Easter to October half term)
- **White shirt with tie** top button must be done up and shirt must be tucked in.
- **Plain black leather (or leather look) waterproof shoes – no trainer style shoes, boots or shoes that are canvas or non-leather type material are allowed.**
- **Grey, black or white socks**
- **Large bag** large enough for carrying all equipment and books

ITEMS NOT ALLOWED:

- Hoodies or Non-uniform jumpers
- Trainers, Boots, canvas shoes
- Black leggings
- White ankle socks over black tights
- Short skirts/shirts rolled up
- Nose rings (one stud only permitted)

Optional – black V-neck jumper

Coats – sensible outdoor coats

PE Kit –The branded polo top is required for all students. The branded shorts can be purchased from Proserve or students can wear plain navy shorts. Students can wear non-branded, plain, navy socks and navy leggings. Additional items can be purchased from Proserve. During PE lessons hair must be tied back and all jewelry removed for health and safety reasons.

Jewellery – is discouraged and the school cannot take any responsibility for it. Only the following items are acceptable; watch (**not a smart one**), one small ring, one discreet bracelet, one small pair of stud earrings. **A small transparent nose stud will be allowed.** No jewellery is allowed to be worn during PE lessons.

Hair – no extreme colours or styles, no close shaven heads or tramlines of any kind.

Make up – discreet and not extreme

Students are expected to wear correct uniform on the way to and from school. All staff will do their best to consistently implement the school uniform policy and we ask all parents/carers to fully support the school in upholding these rules.

If parents/carers are in doubt over any items of uniform please contact your child's Student Support Officer or Year Team Leader before you make any purchases. Please contact your child's SSO if you would like support from the schools nearly new uniform store.

Boys:



Girls:



Acceptable shoes - Examples:



Unacceptable Shoes (this includes any trainers such as Nike Air Force 1's or Vans) - Examples

