

Returning to Thomas Deacon Academy

A Guide for Students, Staff and Parents/Carers



September 2020

Minimising Risk

Our approach to welcoming back all students to a compulsory, full-time education from September, has been informed by the latest [government guidance](#), where the safety of all takes a priority.

The specific logistics contained in this guide are informed by the following advice:

“Minimise contact between individuals and maintain social distancing wherever possible.



Minimising contacts and mixing between people reduces transmission of COVID-19.

This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.

The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:

- children’s ability to distance;*
- the layout of the school;*
- the feasibility of keeping distinct groups separate while offering a broad curriculum.*

Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.

In secondary schools, and certainly in the older age groups at Key Stage 4 and Key Stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended.

Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible.

Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).”

In addition, Tom Bennett, the Government's behaviour advisor, offers the following advice:

1. Students may have partially or entirely lost the habits that enable them to flourish as learners and as member of the TDA community. This will matter more for some than others. Some students from secure backgrounds may be able to cope better with uncertainty, anxiety and change more than students who exist within more fragile, vulnerable or chaotic circumstances.
2. Staff themselves will also have been coping with a variety of new and anxious normalities such as home schooling their own children, setting remote work, working in schools in emergency circumstances and dealing with their own health issues. As such, clear and unambiguous guidance is needed more than ever.
3. Students will have to observe far higher standards of respiratory and tactile hygiene than ever before. Social distancing in the sense of portable 2m bubbles of exclusion may be impossible. To even partially compensate for this, a new set of behavioural norms of conduct are required. We will be asking for students to deconstruct many of their natural or habitual reactions (like hugging, touching their faces, shaking hands, going to the toilet in pairs, etc.) and replace them with new ones that may feel awkward and synthetic.
4. Many students are likely to have hygiene habits that become dangerous in the current climate and risk spreading the virus. Not washing hands, sharing cigarettes/vapes or spitting are, for some, difficult behaviours to unlearn.
5. Staff will also have to observe not only this type of etiquette but also be expected to train and maintain these behaviours in others. For staff members who feel that their behaviour management skills aren't yet secure, this is a challenge. Even for staff who do feel secure in these skills, it will mean a raising of expectations beyond what is normally expected.

Aims:

The aim of this document is, therefore, to ensure that students, staff and parents/carers understand the ways in which we must change our behaviour to keep everyone safe from the risk of infection, to understand that unsafe behaviour will be corrected quickly and fairly and that different approaches may be appropriate when supporting individual students on their return to the academy.

Good behaviour has always been a key feature of the 'TDA Way', enabling us to function as a mutually supportive organisation in a safe and secure environment. In addition, good behaviour enables effective teaching and learning within, and beyond, the classroom, allowing us to effectively support our students and better fulfil our core purpose: *To ensure that each student acquires the necessary knowledge, skills and character to make a positive contribution to society and thrive as a global citizen.*

TDA will, therefore, maintain a 'warm-strict' approach towards its behaviour management which balances the need for effective rules and routines with positive relationships which are supportive of students' learning and wellbeing.

Our approach:

We recognise that a full return to the academy presents a challenging set of circumstances. We accept that students will take time to settle in and establish themselves into a different routine whilst being back in classrooms with their peers. Some students may feel anxious or nervous about their return to the academy and so extra pastoral care and support will be targeted, where needed.

We are aware that the 'TDA Way' needs to be systematically taught and revised frequently. To reduce the risk of spreading the coronavirus, and keep students and staff safe, we are introducing some new rules which are detailed in this document.

We also recognise that things can go wrong when students are learning new habits and routines. Should this happen, staff will consider what risk has been posed and whether any immediate action needs to take place (e.g. washing of hands), before responding to the issue (e.g. by reminding and reinforcing the rules or providing a safer environment for the student to work in).

When a student behaves in a deliberately unsafe way (for example, by deliberately coughing or spitting on someone or by deliberately moving into someone's else's or another class' 'bubble' or learning zone), the school will take this very seriously. Again, the first course of action is to consider whether any immediate action is necessary to ensure physical wellbeing. Whilst the problem will still be approached as an opportunity for further learning, it will also prompt urgent discussion with the student's parents/carers and, where necessary, further action will be taken which may include seclusion and/or exclusion.

We are sure that students and staff welcome the opportunity of returning to TDA and that there should be little, if any, need to employ any of these sanctions for poor or unacceptable behaviour, but as the academy environment will be considerably different for the foreseeable future, it is important that we are all aware of the following expectations and follow the Minimising Risks guidance on page 1 of this document.

Anyone who is showing symptoms of COVID-19 as well as anyone living in a household with someone who is showing symptoms will be strictly prohibited to come onto the Academy's premises and will be instructed to stay at home, self-isolate and follow current government guidance.

The Academy Day

In order to meet the government ambition of a full-time return to a broad and balanced curriculum for all students from September, within a context where contact between individuals is minimised and social distancing is maintained wherever possible, TDA has adjusted the timings of day:

8:30am – 8:40am	Year team meeting (staff)
8:45am – 9:15am	Tutor time
9:15am – 10:05am	Period 1
10:05am – 10:55am	Period 2
10:55am – 11:10am	Break in Year Zone
11:10am – 12 noon	Period 3
12 noon – 1:15pm	Period 4 with 30 minute lunch



1:15pm – 2:30pm	Period 5 with 30 minute lunch
2:30pm – 3pm	Tutor time and staggered dismissal by year group.
2:40pm – 3:40pm	<p>‘Consolidation and Care’ with Year Teams:</p> <ul style="list-style-type: none"> • Failure to complete Homework; • removal from lessons; • Late to school or lesson; • targeted support work for subjects.

Pastoral Support and Leadership

The House system is not aligned with government guidance as each House contains multiple year group bubbles. Therefore, TDA has moved to a year-based pastoral system under the leadership of Mr Treverton (Director of Key Stage 3), Miss O'Donnell (Director of Key Stage 4). Given the additional complexity of students' timetables and a focus on GCSE examination requirements, Year 10 has been allocated a Head of Year and two Deputies whilst Year 11 have been allocated two Heads of Year and one Deputy. Due to smaller numbers in Years 12 and 13, the Sixth Form will continue to be led by and Mrs Jackson (Acting Head of Sixth Form) and Mr Mephram (Acting Deputy Head of Sixth Form) with administration support provided by the Sixth Form Administrators.

The leadership of individual year groups will be (Head of Year, Deputy Head of Year, Administrator):

Key Stage 3:

Year 7 - Mr Akhtar, Mrs Bird & Mrs Raines, based in Milton and Sandown offices and breakouts.

Year 8 - Mr Davison, Mrs German & Mrs Nair, based in Trinity and Atherstone offices and breakouts.

Year 9 - Mrs Grimwood, Mrs Scane & Mrs Witten, based in Castle and Highfield offices and breakouts.

Key Stage 4:

Year 10 - Mrs Lloyd, Mr German, Mr Ihsan & Mrs Hope, based on the bottom floor.

Year 11 - Mr Clarke, Mrs Hudson, Miss Connolly, Mrs Linton & Mrs King, based on the bottom floor.

Uniform

Students are required to wear full academy uniform as detailed on the final page of this document. Students should continue to wear the appropriate House tie.

The Academy Shop will be closed for personal visits from students and/or parents/carers. Purchases of uniform and equipment can be made by completing an online form available via the academy website, which can be returned to the Academy Shop for processing. Orders will be subsequently distributed by form tutors. *More details on this system will be issued separately.*

On those days when students have PE, they must attend in their PE kit as we are unable to provide changing rooms which allow us to maintain social distancing. If students attend in their school uniform they will still be expected to join in with the PE lesson. If possible, students should bring a change of footwear for their PE lesson, especially in poor weather.

Equipment

It is crucial that students come to school fully equipped and ready to learn; details of essential equipment can be found at the bottom of the uniform list. It is no longer safe to ask to borrow equipment from friends or members of staff, if an item is forgotten.

Students should also bring tissues so they can cover their mouth if they cough or sneeze. If students have hand sanitiser, they will be allowed to apply it at regular intervals. In addition, students should bring a full water bottle due to limited access to re-fill stations.

Students will not be able to use lockers for the foreseeable future due to the requirement to keep students in consistent bubbles and minimise movement around the academy.

Entering and Leaving the School Site

Where possible, we would like students to walk or cycle to TDA whilst maintaining social distancing measures; bikes can be stored in the bike sheds as usual. Please note that parents/carers will be unable to enter the building to drop-off students.

Students must arrive at the following entrances ONLY:

- Years 7, 8 & 9 to use the main entrance only;
- Years 10 & 11 to use the North entrance only, accessed via the left-hand side of the building;
- Years 12 & 13 to use the South entrance only, accessed via the right-hand side of the building.

Students should travel directly to their tutor base with Years 7-9 using the Milton stairs only to access the first and top floors. Duty staff will be on hand to ensure students do not congregate in groups and are guided to the appropriate learning zones.

Once in tutor bases, tutors will register students, record & challenge lates, check that students have correct uniform & equipment and deliver Personal Development (PD) topics as part of the Character Curriculum. In addition, tutors will provide regular opportunities for students to engage with reading as part of our ERIC programme (Everybody Reads In Class); as such, students should come prepared with reading materials every day.

Students will return to their tutor base at 2:30pm which affords the opportunity to reflect on the day and engage with appropriate support from their tutor. Students will then be dismissed in a staggered release and escorted to the nearest exit by their tutor.

Those students who have been late, removed from lesson or need a further opportunity to complete work, will be escorted to their breakout area where year teams and SLT will supervise 'care and consolidation' sessions.

Students should maintain social distancing at all times including during the journey home. Please note that at the end of the school day, there will be no facility for students to stay on site to wait for friends, siblings or transport.

Punctuality

Punctuality continues to be an important aspect of the TDA Way which aims to develop students' character. As such, students are expected to be in their tutor base by 8:45am each morning. Heads of Year and/or duty staff will be based at each of the entrances for their respective year groups. Students arriving after 8:45am will have their name recorded, receive a negative behaviour point and receive follow-up support and challenge from their form tutor and/or year team, if the issue persists.

When students are required to move between lessons, they will continue to be expected to be in class within 4 minutes of the official start of the lesson, except after break when students are expected to be at the lesson for the official start time:

- Tutor time by 8:45am
- period 1 by 9:19am;
- period 2 by 10:09am;
- period 3 (after break) by 11:10am;
- period 4 by 12:04pm;
- period 5 by 1:19pm;
- end-of-day Tutor time by 2:34pm.

If students arrive after these times, the teacher or tutor will record a late mark on the SIMS register, a negative behaviour point will be awarded by a year administrator and the student will sit a 10-minute, same-day detention with their year team and SLT. If students are late to a lesson more than once in a week, then parents/carers will be contacted by the tutor or year team and sanctions will be escalated.

At no point will ID cards change hands, in order to minimise contact and maintain social distancing.

Social Distancing

We will follow the latest government guidance on social distancing and students will be clearly guided and instructed to ensure their safety. All instructions must be followed, at all times, without exception. There must be no physical contact between students such as handshaking or hugging. Outside of the classroom bubble, students and staff should maintain a 2m distance from others, whenever possible, to minimise contact with the wider academy community.



Students must follow the instructions from staff at all times; this is especially important with regards seating instructions and entering and leaving classrooms.

Behaviour that wilfully undermines the safety measures that the academy has put in place, or risks the safety of students or staff, will not be tolerated. Examples might include:

- deliberately ignoring the social distancing measures including conduct in corridors and entering another other tutor or year group's 'bubble' (classroom or designated area of the academy);
- spitting at another student/member of staff;
- deliberately coughing at a student/member of staff;
- behaviour or language that is intended to cause alarm or distress to students/staff about the current situation;
- not following the one-way system on the ground floor.

If incidents occur then the student will be immediately isolated, parents will be contacted and the incident will be sanctioned accordingly which may include exclusion. Appropriate staff will continue to support students so that they understand how to make more positive choices in the future.

Hygiene Measures



Staff and students should ensure that they wash their hands frequently, using the hand sanitiser dispensers in each classroom, around the academy and after using the toilet. In addition, everyone must follow the mantra of 'catch it, bin it, kill it' when sneezing or coughing. In line with Government guidance, students and staff are not required to wear face coverings.

All areas of the school are routinely deep cleaned and will be thoroughly sanitised after use.

**This Room has been
Deep Cleaned
and Sanitised**

Travelling around the school

In order to minimise movement around the academy and contact between year group 'bubbles', students have been located in specific areas of the academy which will remain consistent until government guidance indicates otherwise:

- Year 7 - Milton, Sandown and Highfield rooms on the top floor.
- Year 8 - Castle, Trinity, Highfield and Atherstone rooms on the top floor.
- Year 9 - Milton, Castle, Highfield and Atherstone rooms on the middle floor.

As such, students in Year 7 - 9 will be based in one classroom, only moving to attend those subjects which are organised into sets, including maths, English and Year 9 technology options. Teachers will travel to these lessons which will all be based on the middle and top floor of the academy building.

Due to the varied nature of their curriculum, students in Years 10 & 11 will be required to move to classrooms mostly on the bottom floor of the academy. The exception to this will be when specialist classrooms are required, such as those used to deliver the Music and Technology curriculum. When moving around the bottom floor of the academy, staff and students must adhere to the one-way system, except in the case of a fire alarm.

Year 12 & 13 students will access lessons on all floors of the academy but will be based in designated areas for their study periods: Year 12 in the Sixth Form Study Centre and Year 13 in the staff Professional Learning Centre (PLC).

Students should follow the instructions of staff at all times, be mindful of all signage and maintain social distancing when moving around the academy. This will include our usual expectation for students and staff to 'Keep left, keep moving' whilst on stairs.



Entry into, and exit from, classrooms

All classrooms have been provided with a hand sanitiser station which must be used by all students and staff when they enter the classroom. Staff will remain at the front of the classroom whilst delivering the lesson and students must remain in their seats unless otherwise instructed, such as when leaving the room.

All lessons will begin with a silent starter activity which provides the teacher the opportunity to take the register and record late arrivals.

The door and at least one window will be kept open at all times in order to maximise airflow and staff will, whenever possible, follow government guidelines to maintain 2 metre distance from each other, and from students.

Classroom conduct



Our usual expectations regarding behaviour remain, such as those outlined by 'The TDA Classroom'.

Should a student be the cause of low-level disruption which adversely affects their learning or the learning of others, they will be reminded of our expectations and given the opportunity to correct their behaviour. If the issue persists, the member of staff will request on-call support which may result in the student being removed to the year group base for the remainder of that lesson.

Students will then sit a 60-minute, same-day detention, from 2:40 - 3:40pm, in their respective year group base; parents/carers will be contacted by year team administrators. If a student fails to attend or behaves in an unacceptable manner during the detention, then they will sit a 90-minute detention with a member of SLT on the following day.

Year teams will subsequently work with students to ensure that they understand our expectations and the consequences of not meeting them. In partnership with parents/carers, appropriate support will be put in place, where a longer-term solution is needed.

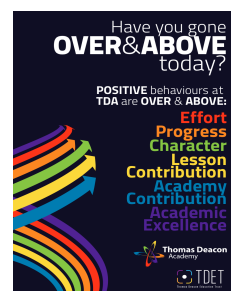
Negative points will continue to be issued to those students whose behaviour does not yet meet our expectations; this data will also be used by tutors and year teams to identify students who need our support.

Rewards

Staff will continue to acknowledge when students go 'over and above' in terms of their effort, progress, academic achievement, class contribution, academy contribution and/or character, by awarding positive behaviour points.

Positive conduct (the difference between positive and negative behaviour points) will continue to be formally acknowledged when a student reaches the following milestones: 50, 100, 150, 200 & 250 points.

In addition, staff will send 'Praise Postcards' to deserving students, via email.



Use of toilet facilities

Students should avoid using the toilet during lessons; this is a normal expectation of 'The TDA Way'. If unavoidable, students will be allowed to visit the toilet one at a time and must maintain social distancing. Students must only visit the toilet in their learning zone in order to minimise movement around the academy:



- Year 7 - top floor, Highfield (North rooms), Castle (South rooms).
- Year 8 - first floor, Trinity (North boys); top floor, Atherstone (North girls). Top floor, Trinity (South rooms).
- Year 9 - first floor, Highfield (North rooms), Castle (South rooms).
- Year 10 - bottom floor, Castle
- Year 11 - bottom floor, Highfield
- Year 12 - Sixth Form Study Area (boys); first floor, Atherstone (girls).
- Year 13 - top floor, outside the study centre, based in the PLC.

Students and staff must wash their hands for 20 seconds in line with official guidance.

Truancy

Any instances of unexplained absence from a lesson will be treated as a serious safety issue. As such, action will be taken which may include parents being contacted and detention, seclusion and/or exclusion.

Mobile Phones

The rules on mobile phones remain unchanged; they should not be seen or heard on the school site or within the school building. If they are seen in lessons, staff will request on-call who will instruct the student to place their phone in a clear bag which will then be locked in a safe in Central Admin. Students will be able to collect their phone at the end of the following day.

If the phone is seen on site, but outside of the classroom, then the student will be taken to Central Admin where the phone will be confiscated, locked away and returned at the end of the following day.

Breaks and lunchtimes

The academy will pause at 10:55am when staff and students will be provided with an opportunity to enjoy a 15-minute break within their year group bubble. A limited provision of food and drink will be available to purchase, either in students' learning zones (Years 7, 8 & 9), the Refectory (Year 10 & 11) or their study area (Year 12 & 13).

In order to maintain social distancing measures, students have been designated the following times for their 30-minute lunch break:

- Year 7 - North rooms at 12:00pm; South rooms at 12:10pm (period 4).
- Year 8 - North rooms at 12:45pm; South rooms at 12:55pm (period 4).
- Year 9 - North rooms at 1:15pm; South rooms at 1:25pm (period 5).
- Year 10 - 12:45pm
- Year 11 - 12:00pm
- Year 12 & 13 - 1:30pm

During this time, students in Years 7-9 will return with their food to their respective learning zone whilst Years 10, 11, 12 & 13 will eat in the Refectory and neighbouring Drama Theatre.

Fire Drill

In the case of the fire bell signalling an evacuation of the building, our fire evacuation protocols take precedent over Covid-19 guidelines.

Students must remain seated until otherwise instructed by a member of staff. Students should exit the building quickly, and in silence, as directed by staff and in accordance with the 'TDA Fire Evacuation Procedure':

- Ground floor occupants to evacuate the building using the nearest, quickest and safest fire exit.
- First floor occupants must evacuate the building using the **internal** stairs only, down to the ground floor and then out of the building using the nearest, quickest and safest exit.
- Second floor occupants must evacuate the building using the nearest **external** fire exit on the second floor that leads directly out of the building.

Students will line up, in their tutor group, in the designated year group zones, on the multi-use surface at the rear of the academy.

If symptoms develop

Government guidance instructs schools to, *"minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school...pupils, staff and other adults do not come into the school if they have [coronavirus \(COVID-19\) symptoms](#), or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home."*

If students feel unwell during the academy day, then they should immediately alert a member of staff who will request on-call to immediately remove the student from class to the Medical Room where they will be kept in supervised isolation until collected by a parent/carer.

Guidance from the DfE states:

"If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell, they must be sent home and advised to follow '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)', which sets out that they must self-isolate for at least 10 days and should [arrange to have a test](#) to see if they have coronavirus. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms."

The parent/carer must keep the Principal updated with the health of the student and the results of the test. If the test is positive then individuals that were in close proximity and will be told to leave the Academy premises safely and in a controlled manner, go home, self-isolate and follow the government guidance in the link above, including the requirement to apply for a test. Once again, we require these individuals to keep the Principal regularly updated on their health and the results of testing.

A Guide to Returning to TDA: Summary

1. Full-time attendance is compulsory for all students unless illness and/or isolation makes this impossible.
2. Wear full uniform except on those days when you have PE, when you should wear your PE kit.
3. Bring all of the equipment you need for the day.
4. Arrive at your designated entrance only and go straight to your tutor base. You should aim to be in your tutor base by 8:45am each morning.
5. Act responsibly - follow all instructions from staff and those given on signs without question.
6. Understand our expectations of your behaviour within, and outside of lessons. If you are unsure, ask your tutor.
7. Deliberately unsafe behaviour will be taken very seriously and is likely to result in seclusion and/or exclusion.
8. Whenever possible, you will work within a designated learning zone.
9. At the end of each day, you will return to your tutor base for a staggered release.
10. Follow government advice to stay safe: *minimise contact and maintain social distancing*.



Uniform List

Students will abide by our code of conduct and uniform policy at all times so that they are identifiable as a student at Thomas Deacon Academy. Failure to abide by the uniform policy may result in seclusion or other sanctions, including fixed term exclusion.

The TDA Way



BLAZER	Black with integral Academy badge on pocket. <ul style="list-style-type: none"> Sleeves must NOT be rolled up. Students will have their blazers on at all times around the Academy building. The blazer may be removed in lessons at the discretion of the member of staff.
TROUSERS	Black tailored trousers; no skin-tight/stretchy/slim fit trousers ; no 'jeans' type trousers. No trousers above the ankle or any form of cropped/turned up trousers . No modifications of trousers should be made.
SKIRT	Official Academy skirt with pleats available to buy from the Academy shop only. No other skirts are allowed.
SHIRT	White shirt buttoned to the neck with enough material to tuck in at the waist. ALL shirts must be worn tucked in - sanctions will be given if students' do not have shirts tucked in.
TIE	Official Academy tie in BLACK with House coloured stripes. Ties are always "clip on" version
KAMEEZ	V-neck, sleeveless in plain black - no longer than mid-calf (to be worn with tailored trousers).
HIJAB and PATKA	Hijab – plain black only, pinned under chin to stay on head comfortably. Hijabs worn around the neck are not permitted. Patka – plain black only. Bandanas are not permitted.
JUMPER	(optional) V-neck plain black ; no cardigans are allowed.
TIGHTS	Plain black or neutral ; no patterned tights, no ladders/holes visible, no socks with tights
SOCKS	Plain black or grey
SHOES	Black, low heeled . No boots or boot style shoes, plimsolls, canvas shoes or trainers allowed
JEWELLERY	One pair of plain small stud earrings of silver or gold colour. One small ring. No bracelets and no facial piercings .
HAIRSTYLES	Suitable for a professional working environment. No bright hair colouring or unnatural shades/tones. No logos, tramlines of 'shaved designs' . Any shaving must be a minimum of grade 2 .
EARPHONES/ MOBILE PHONES	No earphones/mobile phones to be visible in and around the academy- these will be confiscated by staff if seen in the building

MAKEUP	Discreet natural make-up is permitted suitable for a professional working environment. No acrylic nails or nails with bright designs/colours are permitted
SPORTS WEAR	<p>Black Academy Polo Shirt or Rugby Shirt Academy Fleece</p> <p>Black PE shorts/Black Tracksuit bottoms/Black Academy Skort/Plain Black Sports Leggings (These items either need to be purchased from the academy shop or alternatively they need to be plain black)</p> <p>Appropriate Footwear e.g. sports trainers or football/rugby boots if participating in these activities on grass (not available from shop).</p>
ESSENTIAL EQUIPMENT LIST	<p>Bag for carrying equipment and books</p> <p>Pencil case</p> <p>Pens - blue or black and purple (for feedback and assessment)</p> <p>Pencil and sharpener</p> <p>Eraser</p> <p>Ruler</p> <p>Scientific calculator</p> <p>180 degrees protractor</p> <p>Reading book</p>

Notes:

- Shaded items only can be obtained from the school shop, except where indicated.
- Piercings – clear retainers can be worn in existing piercings if necessary.
- Shirt, tie and school trousers will be worn with the kameez.
- Ties will be worn with the hijab.
- **Outer coats and hats will not be worn in the school building.**