BEECHEN CLIFF

Tutor Programme

2026 - 2027

Pastoral SLT Lead: Mr KP Morris

Theme of the Week Lead: Mrs A Wilmot

Tutor Programme Intent:

***"Intelligence plus character – that is the goal of true education."* – Martin Luther King Jr.**

At Beechen Cliff, our vision is to enable our students and students to achieve their aspirations and become well-rounded, confident and compassionate individuals who go on to live fulfilled lives and make a positive contribution to society.

A key element in delivering this vision is the Tutor Programme, which seeks to complement the academic curriculum by focussing on the school's Core Values of Aspiration, Compassion, Independence and Respect, whilst ensuring that students are ready to engage in the day's learning. It is the intention of the Tutor Programme that all students will develop a clearer understanding of the school values, helping them to embody those values through their actions in their lives as students at Beechen Cliff and in their adult lives ahead.

Personal Development

Students will gain a strong understanding of how to keep themselves safe and healthy. Students will also gain a good understanding of equality and British Values and through spiritual, moral, social and cultural development will be prepared to be active and positive citizens ready for life in modern Britain. We believe that by doing so, we increase the likelihood that Beechen Cliff students will go on to live fulfilled lives and make a positive contribution to society.

The Tutor Programme intends to deliver these goals through a rich and varied diet of activities, including a number of 'taught' sessions each week. These include assemblies, which alternate each week between one from the Senior Leadership Team and another from the Head of Year, as well as activities with their tutor group on the 'Theme of the Week', The Character Award and opportunities to engage in silent and Tutor led reading as well as numeracy sessions. The intention is for these activities to explore and develop a central idea each week, tying together the week's activities to deepen understanding, whilst also complementing the PSHE curriculum by revisiting and extending themes and knowledge.

***"Good character is not formed in a week or a month. It is created little by little, day by day. Protracted and patient effort is needed to develop good character."* – Heraclitus of Ephesus**

We believe that this helps to equip all students for life after leaving the school, whether that be after Year 11, or post-Sixth Form, and make a valuable contribution to society. For further information on our Character Development programme, see the school website page here.

Preparedness for Learning

Tutor time also serves to ensure students are on site and present prior to the start of their subject lessons to ensure they are able to make the most of their learning opportunities. The time is used to ensure that students are suitably dressed and have with them all necessary equipment for the day and that their mobile devices are switched off, in their pouches which are to remain in their bags. Students will be fully prepared, calm and focussed on the day ahead.

There are formal and recorded checks which take place on Mondays (Ready to Learn), whereas tutors should also be ensuring that students are appropriately prepared every morning during their tutor time.

Reading and Handbooks

This includes checking that all students in Years 7-11 have a reading book with them and that they are using their handbooks effectively to organise homework and record their reading. In support of the school's Reading Strategy, there are regular days allocated to reading in tutor groups (for all year groups) to ensure that all students are reading outside of their Reading and English lessons and to encourage the idea of reading for pleasure. This will encourage an appreciation of the importance and value of reading and further support their ability to access learning across the curriculum.

Attendance & Punctuality

Tutor Time also aims to instil an appreciation of the value of good attendance and punctuality at school, by ensuring all students are aware of their personal attendance level, pupils record this regularly and by providing opportunities to remove barriers to attendance and support students who have been forced to take time off school for a variety of reasons. As a result, students will understand the impact of absence on their progress and recognise that 97% or higher is good attendance.

Cultural Capital

Finally, through regular current affairs quizzes, theme of the week sessions and our character development sessions pupils will develop an understanding of the world around them, increasing their cultural capital and their ability to successfully navigate their curricular studies and their adult lives ahead.

Tutor Programme Implementation:

The Tutor Programme is designed to complement the academic curriculum, and has natural links to the PSHE and RPE curricula. The content delivered through Assemblies and the Theme of the Week sessions forms part of the delivery of our PSHE programme.

All tutor groups access a weekly diet of reading sessions, reflecting our commitment to developing a reading culture in school, as well as a 'Theme of the Week' and fortnightly taught character development sessions. We also have a fortnightly current affairs quiz to support the school's aim to develop cultural capital for students. An example of the rotation (accurate for 2025-26) can be seen below. Each session is 30 minutes.

Tutor Time Routine

Daily

- Arrive before pupils
- Welcome all pupils - set a positive tone for the day
- Check uniform and equipment standards
- Ensure mobile devices are in their pouch which is locked
- Reminders of detentions and collection of phone pouches of those that have detentions
- Take the register between 8.25 am - 8:30 am
- Deliver tutor content

Weekly

- Check behaviour report
- Praise - raise with HoY who deserves rewards
- Sanctions - report cards/conversations/emails home/escalations
- Attendance conversations

Example plan for tutor time

8:25 a.m.	Students enter in a calm and orderly manner. They should take off coats, ensure that phones are off, in their locked pouches and in their bags and have uniforms checked by the tutor (pupils must be wearing their school blazer, have their shirt tucked in, have their top button done up with tie worn correctly and be wearing the correct footwear). Those without a blazer, correct footwear etc. will be sent to the Conduct Support Room (Reset) to borrow the correct uniform in exchange for their phone and pouch. Students then get reading books and pencil cases containing their equipment and handbooks out on their desks Tutor takes the register and reads out any notices.
8:30am	Any pupils arriving after this time should have a pink late slip, if not they should be sent to the Conduct Support Room (Reset) to be marked as late and obtain a slip with the number of minutes noted. Following the guidance of the tutor time 'Starter Slide', which will be on the screen, equipment, books, handbooks are checked. Notices and detentions are read out, those with a detention that evening hand their phone inside their pouch to their tutor

	The planned activity for the day is completed (ie. Character Development, Assembly, Theme of the Week, Reading or Quiz)
8:55 a.m.	Students pack away, tutors ensure students are wearing their blazers, and shirts are tucked in, to depart for period 1 so this lesson can start promptly at 9:00a.m.

Usual schedule

	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Monday	Ready to Learn formal checks & silent reading	Ready to Learn formal checks & silent reading	Ready to Learn formal checks & silent reading	Ready to Learn formal checks & silent reading	Ready to Learn formal checks & silent reading
Tuesday	Assembly in the Gym	Assembly in the Hall	Newsletter/ Attendance Tracking/ Character Award/ Weekly Quiz	Newsletter/ Attendance Tracking/ Character Award/ Weekly Quiz	English Revision/ Intervention
Wednesday	Newsletter/ Attendance Tracking/ Character Award/ Weekly Quiz	Newsletter/ Attendance Tracking/ Character Award/ Weekly Quiz	Assembly in the Hall	TotW	Maths Revision/ Intervention
Thursday	TotW	TotW	TotW	Assembly in the Hall	Science Revision/ Intervention
Friday	Tutor Led Reading (wk A)/ Numeracy session (wk B)	Tutor Led Reading (wk A)/ Numeracy session (wk B)	Tutor Led Reading (wk A)/ Numeracy session (wk B)	Tutor Led Reading (wk A)/ Numeracy session (wk B)	Assembly in the Hall

Initial Explanation, more detail on page eight

- Ready to Learn formal checks & silent reading - pupils equipment and uniform checked and recorded, pupils read own book choice in silence, attendance conversations with specific pupils take place
- Assembly - Head of Year, SLT or House Assembly, please see the schedule
- Newsletter/Attendance Tracking/Character Award/Weekly Quiz - Tutor accesses the most recent Newsletter and takes students through recent events and highlights further opportunities, Attendance percentages from Arbor are shared and recorded in Planners, Character Award portfolio with Positives, Reading, Extra curricular involvement is added to handbook. Weekly Quiz/Character Teaching - content provided
- Theme of the Week - to follow the schedule in the below table, content provided
- Tutor Led Reading / Numeracy Session - literacy/numeracy strategy session, content provided

Schedule for the penultimate week of each term with House Assemblies

	Byron	Kipling	Milton	Shakespeare
Monday	Ready to Learn formal checks & silent reading	Ready to Learn formal checks & silent reading	Ready to Learn formal checks & silent reading	Ready to Learn formal checks & silent reading
Tuesday	Newsletter/ Attendance Tracking/ Character Award/ Weekly Quiz	Assembly in the Hall	Newsletter/ Attendance Tracking/ Character Award/ Weekly Quiz	Newsletter/ Attendance Tracking/ Character Award/ Weekly Quiz
Wednesday	TotW	Newsletter/ Attendance Tracking/ Character Award/ Weekly Quiz	Assembly in the Hall	TotW
Thursday	Tutor Led Reading (wk A)/ Numeracy session (wk B)	TotW	TotW	Assembly in the Hall
Friday	Assembly in the Hall	Tutor Led Reading (wk A)/ Numeracy session (wk B)	Tutor Led Reading (wk A)/ Numeracy session (wk B)	Tutor Led Reading (wk A)/ Numeracy session (wk B)

Assemblies

Our weekly Year Group assemblies follow the planned Theme of the Week and are designed to offer students the opportunity to reflect whilst also ensuring consistent messaging around our values and expectations for all students. In addition we have the House assemblies, which include termly celebrations linked to the school's rewards system.

A typical term might cover a range of topics such as the list below;

- New beginnings - start of term
- Expectations - in school and in the community - Core Values - British Values - School Charter
- The Careers pathway through school and support for Work Experience and Post 16 destinations in Key Stage 4 - This is particularly pertinent in Year 10 as careers is not in PSHE for this year group; support is around Work Experience and Post 16 steps
- Religions across Europe (linked to British Values)
- Mental Health Awareness and Online Safety
- Black History Month
- The Beechen Cliff 'Pledge of Respect' and Show Racism the Red Card

Character Development Sessions

As part of the programme and interspersed with TotW and Character Award sessions, students receive year-group specific taught character sessions focussing on a particular virtue. These virtues are linked to our school 'Core Values' as can be seen in the table below.

Character: Values & Virtues

Independence	Aspiration	Compassion	Respect
Curiosity Reflection Judgment Resourcefulness Reasoning Critical thinking	Confidence Determination Perseverance Resilience Teamwork Celebration	Courage Gratitude Honesty Humility Integrity Justice	Citizenship Community awareness Neighbourliness Service Volunteering Friendship Diversity

Further information is available here:
https://www.beechencliff.org.uk/about/character-development/

Theme of the Week Sessions

The 'Theme of the Week' sessions typically consist of a prepared slideshow for tutors to work through with their tutor group, featuring a range of taught ideas, discussion tasks and media stimuli to encourage students to broaden and deepen their thinking around the given theme (forming part of the delivery of the PSHE curriculum). This is designed to complement the assembly and character development content, and gives students opportunities for introspection as well as learning from their teacher and peers. The themes are linked to the weekly assemblies, for example, looking at the impact of racism during the same week as the 'Black History Month' assembly. These sessions are differentiated: KS3, Year 10 and Year 11. As can also be seen, careers plays an important role within tutor time for Year 10 as it is not delivered within PSHE for this year group. This allows for Work Experience investigation, planning and organisation. The programme is also tailored for Year 11s as they prepare for their exams. The content of Theme of the Week for this year is contained below:

Term	House Char Terms		Wk	Theme of the Week	Assembly
	07/09	A	1	Start of the Year	HoY
	14/09	B	2	Expectations - Roles in Society	SLT
	21/09	A	3	European Day of Languages	SLT
	28/09	B	4	Importance of Careers (Unifrog TOTW 1)	HoY
	05/10	A	5	Mental Health - Awareness Week (Online safety)	SLT
	12/10	B	6	Show Racism The Red Card	House
One	19/10	A	7	Black History Month (Yr 11 entry to 6th Form - KMA)	HoY
	02/11		1	Safeguarding & Knife Crime	HoY
	09/11		2	Remembrance - poetry	SLT
	16/11		3	Anti Bullying Ambassadors	HoY
	23/11		4	Info on Ignite Day / Careers Focus - IGNITE DAY	SLT
	30/11		5	Solution Focused Reflection	House
	07/12		6	What is grief (Year 10 Careers)	HoY
Two	14/12		7	Christmas - RE Input	HoY

	04/01		1	New Year Resolutions	Headteacher
	11/01		2	Careers - Political Systems and Parliament	HoY
	18/01		3	MLK Day - What and Why	SLT
	25/01		4	Holocaust Memorial Day	House
	01/02		5	Ramadan	HoY
Three	08/02		6	Safer Internet Day & National Apprenticeship Week assemblies	HoY
	22/02		1	Basic First Aid Info	HoY
	01/03		2	World Book Day & National Careers Week (Unifrog)	SLT
	08/03		3	International Women's Day	House
	15/03		4	British Values	HoY
Four	22/03		5	Easter - RE Input	Progress and Attainment Awards HoY
	12/04		1	Stress Awareness Month	Headteacher
	19/04		2	Earth Day	HoY
	26/04		3	Revisison (SSU to design)	SLT
	03/05		4	Sustainable Careers (UNIFROG)	HoY
	10/05		5	Mental Health/Deaf Awareness Week	House
	17/05		6	What and why IDAHOBIT?	HoY
Five	24/05		7	Staying Safe (Year 11 Exams - Summer Staying Safe) (May Half Term)	HoY
	07/06		1	Pride Month	SLT
	14/06		2	International Men's Health Week	HoY
	21/06		3	Learning Disability Week (Year 10 WEX checks / Ignite prep)	SLT
	28/06		4	World Views - Summer Solstice/Humanist Day	House
	05/07		5	Solution Focused - Mental Health	HoY
	12/07		6	Summer safety (assembly - Year 10 Careers - WEX Final info)	HoY Awards
Six	19/07		7	Activities Week	Headteacher
Key				RE Input	
				Equalities	
				Well being	
				Careers	
				School and/or British Values	
				Additional Exam content	

Quiz

The fortnightly quiz encourages students to engage in current affairs and develop their cultural capital to enable them to appreciate and engage positively in the wider world around them..

Reading

All students are expected to carry a reading book with them at all times (checked by the tutor). These books should be appropriately challenging, as directed by the NGRT and Accelerated Reader assessments. Students read independently in silence throughout one of the two weekly

sessions, allowing the tutor to carry out their attendance interventions or to speak with individual tutees.
During the other weekly session tutors will lead a reading session looking at a specific aspect of reading.

Attendance
On Tuesday (Wednesday for Years 7 & 8), after reviewing the school newsletter, all students complete their attendance tracker grid and update their weekly and year-to-date attendance figures in their handbook.

During independent reading sessions, tutors complete supportive tutor conversations with students whose attendance has fallen below 97%. These are completed one-to-one, following a similar script to the following:

"I've noticed your attendance has dropped / you've been off lately: Is everything ok?
Are you keeping up with your work?
Is there anything school can do to help you keep up with your studies?"

Tutor conversations are logged on Arbor and a letter is then sent home to parents to confirm this has occurred.

Beechen Cliff Character Award
Our vision for every Beechen Cliff pupil is:
" To enable you to achieve your aspirations and become a well-rounded, confident and compassionate individual who goes on to live a fulfilled life and make a positive contribution to society."

In order to achieve this, students develop and progress throughout their time at Beechen Cliff enhancing their understanding of a challenging and developing world, their place within it and the ability to make informed, correct decisions and articulate these appropriately. These developments and expectations are appropriate for each year group. Through the Character Award we encourage students to record and reflect upon their character journey, evaluating and articulating their progress in conjunction with their tutor, acting as a mentor and coach to celebrate their achievements and identify any further progress that can be made.

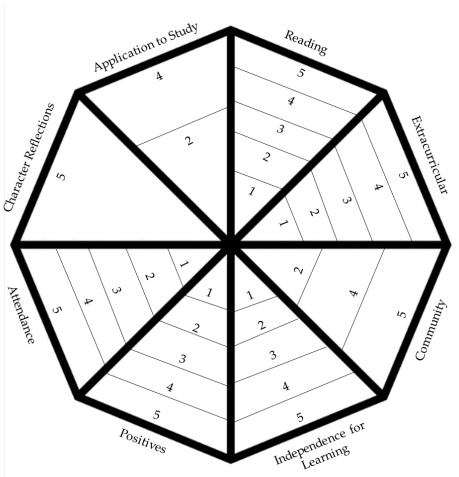
There are two weekly opportunities for tutors and pupils to engage in the conversations around the Character Award, these can be during reading sessions where tutor conversations are also expected and anticipated, as well as the Character Development sessions, in particular towards the end of the term where reflection activities are also required.

Students reflect in eight different areas:

- Application to Study
- Reading
- Extracurricular
- Contribution to the Community
- Independence for Learning
- Positives

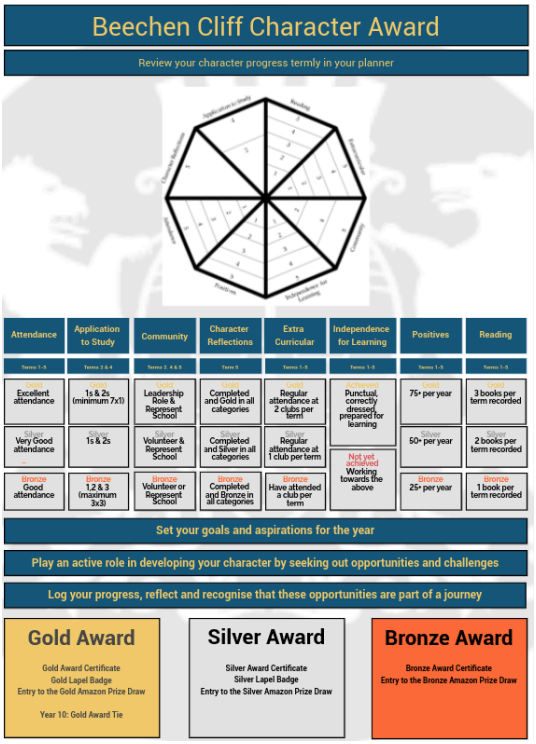
- Attendance
- Character Development and Reflections

Students review these elements at the end of each term with their tutor where they are able to tangibly prove their good character and be recognised and rewarded; in line with the published criteria, a Gold, Silver, Bronze or working towards assessment is agreed for each area with the tutor signing off of the appropriate Character Award segment and term.



During Term 6 tutors make an overall judgement about whether students have reached Gold, Silver or Bronze level for their Beechen Cliff Character Award which is relayed to the Assistant Head Personal Development and appropriate awards are then presented in a timely manner.

Tutor Room Character Award Poster



Progress Reviews

Following school reports and in addition to reviewing application to study tutors will review progress with their tutees at two points in the academic year in Term 2 and Term 4. This helps support pupils with any identified issues and enables tutors to encourage and celebrate success.

Appendices

1. Timings for the day
2. Week 1 and 2
3. Tutor Teams
4. Behaviour for Tutors and pupils

Appendix 1

Timings of the School Day

8.25am	Registration
9.00am	Period 1
10.00am – 10.25am	Period 2a (Break for Yr 7, Yr 8 & Yr 9)
10.00am – 11.05am	Period 2a (Lessons for Yr 10, Yr 11, Sixth Form)
10.25am – 11.30am	Period 2b (Lessons for Yr 7, Yr 8 & Yr 9)
11.05am – 11.30am	Period 2b (Break for Yr 10, Yr 11, Sixth Form)
11.30am – 12.30pm	Period 3
12.30pm – 1.15pm	Period 4a (Lunch for Yr 7, Yr 8 and Yr 9)
12.30pm – 1.30pm	Period 4a (Lesson for Yr 10, Yr 11 and Sixth Form)
1.15pm – 2.15pm	Period 4b (Lesson for Yr 7, Yr 8 and Yr 9)
1.30pm – 2.15pm	Period 4b (Lunch for Yr 10, Yr 11 and Sixth Form)
2.15pm	Period 5
3.15pm	Room tidying, notices and dismissal

- The total compulsory hours per week are 34 hours and 10 minutes.
- Breakfast in the school Refectory is available from 8.00am – 8.25am.
- Optional clubs and activities also take place before and after school.

Appendix 2

Beechen Cliff School

Week A - Week B Rota 2026-2027

Autumn		
Term 1		
Start	07 Sept 26	Monday
End	21 Oct 26	Wednesday
Monday	07 Sept 26	Week A
Monday	**14 Sept 26**	**Week B**
Monday	21 Sept 26	Week A
Monday	**28 Sept 26**	**Week B**
Monday	05 Oct 26	Week A
Monday	**12 Oct 26**	**Week B**
Monday	19 Oct 26	Week A

Christmas		
Term 2		
Start	02 Nov 26	Monday
End	18 Dec 26	Friday
Monday	**02 Nov 26**	**Week B**
Monday	09 Nov 26	Week A
Monday	**16 Nov 26**	**Week B**
Monday	23 Nov 26	Week A
Monday	**30 Nov 26**	**Week B**
Monday	07 Dec 26	Week A
Monday	**14 Dec 26**	**Week B**

Winter		
Term 3		
Start	05 Jan 27	Tuesday
End	12 Feb 27	Friday
Tuesday	05 Jan 27	Week A
Monday	**11 Jan 27**	**Week B**
Monday	18 Jan 27	Week A
Monday	**25 Jan 27**	**Week B**
Monday	01 Feb 27	Week A
Monday	**08 Feb 27**	**Week B**

Easter		
Term 4		
Start	22 Feb 27	Monday
End	25 Mar 27	Thursday
Monday	22 Feb 27	Week A
Monday	**01 Mar 27**	**Week B**
Monday	08 Mar 27	Week A
Monday	**15 Mar 27**	**Week B**
Monday	22 Mar 27	Week A

Spring		
Term 5		
Start	12 April 27	Monday
End	28 May 27	Friday
Monday	**12 April 27**	**Week B**
Monday	19 April 27	Week A
Monday	**26 April 27**	**Week B**
Monday	03 May 27	Week A
Monday	**10 May 27**	**Week B**
Monday	17 May 27	Week A
Monday	**24 May 27**	**Week B**

Summer		
Term 6		
Start	07 June 27	Monday
End	23 July 27	Friday
Monday	07 June 27	Week A
Monday	**14 June 27**	**Week B**
Monday	21 June 27	Week A
Monday	**28 June 27**	**Week B**
Monday	05 July 27	Week A
Monday	**12 July 27**	**Week B**
Monday	19 July 27	Week A

Appendix 3

		BYRON (BY) *Red*	KIPLING (KP) *Gold*	MILTON (ML) *Green*	SHAKESPEARE (SH) *Sky Blue*
Head of Year 7 Ms Milland 6 tutors	**7a**	Patryk Tomczynski (PTO) **S3**	Chloe Williams (CWI) **S6**	Andy King (AKI) **M2**	Beth Cox (BCO) **S1**
	7b		Jack Dalby **Klimpt**		Caroline Cook (CCO) **P1**
Head of Year 8 Mr Burnell 6 tutors	**8a**	Eleanor Angel (EJA) & FCA (Wed) **S2**	Qi Zhang (QZH) & HGA (Tues/Fri) **Mu1**	Ryan Bowett (RYB) **PE1**	Maria Huntley (MHU) **E5**
	8b	Andrew Sayles (ASA) & Lindsey Leonardi (LAL) **E3**		Sanaa El Ammouri (SEA) & Nimrah Maryam (NMA) **M3**	
Head of Year 9 Mr Utton 6 tutors	**9a**	Liam Hollis (LHO) **S7**	Maria Nunez (MNU) **BL3**	Pete Simmons (PS) **T6**	Sophie Westlake (SWE) **BL2**
	9b		Owen Kelly (OKE) **T1**		Robbie Burnby (RBU) & SHE (Wed) **M4**
Head of Year 10 Mr Firth 6 tutors	**10a**	Sam Thompson (ST) **MUS2**	Adrian Cottle (ACO) **C2**	James Higgins (JHI) **P7**	Mhairi Sinclair (MSI) **P8**
	10b	Lucy Hall (LHA) & RTH (Thurs) **BL4**		Ernst Bakker (EB) **T5**	
Head of Year 11 Mr Macdonald 6 tutors	**11a**	Brandon Dodsworth (BDO) **E2**	Jenny Costa (JCO) & FCA (Fri) **M8**	Vicky White (VWH) **P3**	Gavin Hawkins (GJH) **PE2** ML/SH
	11b		Dave Brewer (DB) (Tues/Wed/Thurs) Robert Hayer (RHA) (Mon/Fri) **P6** KP/BY		Anne Marie Simpson (ASI) **E6** ML/SH
Lower Sixth/Upper Sixth - 8 tutors all together	**L6a/U6a**	Katherine Gallagher (KGA) **T3**	Rhiannon Sampson (RSA) **Y2**	Nadia Blaskiewicz (NBL) **Y8**	Andy Hall (AHA) **M9**
Lower Sixth/Upper Sixth	**L6b/U6b**	Polly Netto (PEN) **Y5**	Lisa Jarvis (LJV) & RTH (Wed) **Y1**	Belinda Pretorius (BPR) **Y9**	Will Saunders (WJS) **Y3**

Aspiration Compassion Independence Respect

Appendix 4
Taken from the following document: Beechen Cliff Behaviour Policy - updated April 2026 (includes school rules)

The School Rules as shared with parents and pupils
Beechen Cliff School Rules – (Years 7-11)

Our school vision is to enable our pupils and students to achieve their aspirations and become well-rounded, confident and compassionate individuals who go on to live fulfilled lives and make a positive contribution to society.

We aim to develop pupils' character by developing their understanding of the school's Core Values of aspiration, compassion, independence and respect. We aim for pupils to fully embrace and live out these values which are best summarised by the following slogans:
Independence: Be ready
Aspiration: Be your best
Compassion: Be kind
Respect: Show respect

The school rules are based around enabling us to achieve our vision for our pupils and the 'living out' of these Core Values. At all times pupils are expected to behave in a reasonable and responsible manner having full consideration for others including other pupils, staff and members of the public.

Uniform/Dress Code

- Pupils must wear full school uniform. Trainers, hoodies and branded jumpers are not permitted.
- Blazers must be worn in tutor time/assembly and when entering/exiting classrooms. With the permission of the class teacher they may be removed in the classroom and placed on the back of the chair.
- Coats may be worn when moving between lessons but not in place of a blazer.
- Hats must not be worn and/or coat hoods up whilst inside school buildings.
- Pupil's hair must be cut at a Grade 2 or above. It must be a single, naturally-occuring colour. Extreme hairstyles, tramlines or other shaved patterns or designs are not permitted.
- Top buttons should be done up, ties pulled up and shirts tucked in.
- Beechen Cliff PE/Games kit must be worn for PE/Games lessons.
- Jewellery (including necklaces, rings or bracelets) must not be worn in school. Pupils may wear a single plain stud earring per ear. Any other piercing required for cultural or religious reasons must be covered by plasters.

Equipment

- Pupils must have a school bag suitable to carry A4 books, a pencil case and water bottle.
- Pupils must have a pencil case with them with all their equipment (black pens, purple pen, ruler, calculator etc.) with them every day.
- Pupils must have their Pupil Handbook (previously called Pupil Planner) and reading book with them every day.

- Mobile phones may not be used in school. The School and Trust Policy must be followed at all times including use of pouches. They must not be taken into an examination room.
- Pupils are encouraged to bring water bottles to school.

Around the School

- Pupils should walk around the school sensibly and must not be a threat to the safety of themselves or others. They must keep left when moving along the corridors.
- Pupils must use the designated areas only e.g. yards/school field/tennis courts at breaktimes and lunchtimes. Everywhere else is deemed 'out of bounds'.
- Entering the wrong toilets is deemed 'out of bounds'.
- All play during breaktimes and lunchtimes must not put pupils' safety at risk. Games are played in accordance with the rules of that sport.
- Pupils are not permitted to engage in physical interactions that could lead to an escalation in physicality. We do not tolerate 'play fighting'.
- Pupils must stay on site during the school day. Pupils may only leave the school site with staff permission and they must sign out before going.
- Pupils look after all property and respect other people's property. They must use the litter bins and recycling bins provided to keep the site clean and tidy.
- Pupils are not permitted to participate in gambling, or bring articles onto the School site for the purpose of buying and/or selling.
- Pupils are not permitted to bring dangerous objects or illegal substances (such as cigarettes, vapes and alcohol) into school. Nor should these items be used or consumed before or during school time.
- No medication should be brought into school without the School's prior knowledge and approval.

In the Classroom:

- Pupils should arrive on time for lessons.
- Pupils must enter the classroom wearing their blazer.
- Pupils should sit quietly in their designated seat, put their pencil case, planner and reading book on the desk in front of them and place their bag under the desk.
- Pupils should sit up in their seat. When a teacher or pupil is talking to the class, the rest of the class is silent and listens attentively.
- Pupils raise their hand and wait until the teacher is able to respond if they have a question or wish to contribute to the lesson.
- All pupils follow all reasonable instructions of staff at all times
- All pupils must try their best and ensure their behaviour allows others to learn too - remember :

Independence: Be ready

Aspiration: Be your best

Compassion: Be kind

Respect: Show respect

In the Refectory:

- Pupils should queue quietly and respectfully in a single file wearing the correct uniform.
- Pupils should eat and drink at the tables and return trays with plates, cutlery and cups to the collection points. Litter should be put in the bin. Tables should be left clean and tidy.

- Packed lunches/snacks can be eaten in the Refectory, picnic sites or designated areas but not in classrooms or corridors.

To and from School:

- Pupils behave in line with these school rules when travelling to and from school.
- Pupils wear the school uniform with pride when travelling to and from school.
- Pupils are encouraged to cycle to school and use our cycle storage facility. Pupils must make sure that their bikes are locked properly and that they wear a helmet. Scooters and skateboards are not permitted.
- Pupils must take extra care when crossing roads or getting on or off buses and always make use of pedestrian crossings.
- Pupils must not act in a manner that could be considered offensive, dangerous or damaging to the reputation of Beechen Cliff.

School Trips, Visits and Fixtures

- Pupils behave in line with these school rules when taking part in school trips, visits or fixtures.
- Pupils should make themselves available for selection for school teams and fixtures if required.
- Pupils should represent the school with pride.
- Pupils should uphold the school Core Values at all times.