



# THE SMITHDON WAY

Student Handbook



SMITHDON HIGH SCHOOL  
HUNSTANTON



# Welcome

The learning culture at Smithdon High School is strong, thanks to your hard work as students, and that of your parents and our staff. We have clear daily routines; an ambitious and interesting curriculum, supported by a full, varied co-curricular programme and high expectations for all. The learning culture ensures that we all follow and show our values, to Work Hard, Be Kind and Smile.

This document - "The Smithdon Way" - sets out the principles, roles and responsibilities for all staff and students that work and study here. It ensures a positive learning culture is maintained, and helps all students to go on to lead successful and happy lives.

The learning environment that you help to shape at Smithdon High School will make sure that all students learn the knowledge they need to progress through key milestones in their education journey and get into careers of their choice - including you.

This environment will allow you to become confident future citizens of your community and to develop into adults who will champion change in society, guided by a strong sense of discipline and moral purpose.

It is everyone's responsibility at Smithdon to study and work consistently to implement "The Smithdon Way" creating a shared culture at the school.

At Smithdon, our values are represented in our motto to

***"Work Hard, Be Kind and Smile"***

and we follow

## **The Smithdon Seven**

1. We believe in ourselves and are proud of our achievements.
2. We aim high and accept challenge to achieve our ambitions.
3. We take responsibility for our choices, our actions and our environment.
4. We work together to support our community.
5. We are present, we are equipped to learn, we work hard and we always give our best.
6. We are respectful and we listen to others.
7. We take pride in the presentation of ourselves and our work.



SMITHDON HIGH SCHOOL

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## Self-Belief

**Ambition**

**Responsibility**

**Community**

**Prepared**

**Respect**

**Pride**

# Rewards and Consequences

|    |  |          |
|----|--|----------|
| R1 | Being noticed for the right reason - work or kindness  | 1 Point  |
| R2 | Exceptionally good work or exceptional act of kindness   | 2 Points |
| R3 | A postcard for being a positive role model to others/<br>significant achievement;<br>A Letter for 96-99% attendance each half term | 3 Points |
| R4 | A special commendation - letter home from the<br>Headteacher (nominated by staff);<br>A Letter for 100% Attendance each half term  | 4 Points |

|    |  |          |
|----|--|----------|
| C1 | Being noticed for the wrong reason - formal warning.   | 1 Point  |
| C2 | Repeated disruptive behaviour - teacher conversation after<br>class                              | 2 Points |
| C3 | Persistent disruptive behaviour or failure to attend C2 -<br>Removal from lesson and a detention | 3 Points |
| C4 | Truancy/defiance/failure to attend C3 -<br>SLT detention   | 4 Points |

# Uniform Expectations



- ✓ Smithdon Blazer and Smithdon clip-on tie
- ✓ Smithdon navy PE jumper (worn under blazer when cold)
- ✓ White shirt/blouse, tucked in at all times
- ✓ Full length, tailored, grey trousers, Smithdon skirt with logo, unrolled at all times, or Smithdon shorts (Easter to October half term only)
- ✓ Black socks or tights
- ✓ Plain black polishable school shoes – no other colours or logos, no trainers, no high heels, platforms or backless shoes. Shoes need to be safe to wear in a variety of school environments
- ✓ PE Kit - Smithdon red T shirt with logo, navy shorts, Smithdon navy jumper with logo, white sport socks, no jewellery, long hair tied up
- ✗ Hair may not be dyed bright or 'unnatural colours', shaved or stylised in a distracting way
- ✗ One pair of stud earrings, no other facial or body piercings permitted (including retainers)
- ✗ No rings, bracelets, necklaces. Traditional wrist watch only - no smart watches
- ✗ No nail polish or false nails (acrylics/gel/hexgen/tips etc)
- ✗ Discreet, natural make up only - no false eyelashes

# Student Behaviours

*“All behaviour which distracts from learning within the classroom, or damages the culture within the school, must have clear and fair consequences for students.”*

Smithdon High School has clearly set out expectations of behaviours in the Smithdon High School Behaviour Policy. We are all aware of how unfair it is when there is lost learning caused by others and how damaging this can be to your own learning and the learning of others. We want everyone to know what we expect of them and why. When you or other students do not follow these expectations, it is the adults' responsibility to address this, because we want to make each of you a better person in the long run.

When you meet the expectations, it is logged as reward points. Failure to meet the expectations is logged as consequence points. The logs help the leadership and pastoral teams to ensure that the rewards and consequence systems are applied consistently, effectively and fairly. We use consistent language with you - R1s, R2s, etc for rewards and C1s, C2s, etc for consequences. We will discuss the events (reward or consequence) in relation to the Smithdon Seven characteristics.

It is vital that you are rewarded when you exhibit good behaviour and you uphold the principles and values of the school, especially when you are acting in a way that reflects the Smithdon Seven. We want to let you and your parents know when you have done well. We also enjoy celebrating with you on rewards days and assemblies - showing pride in you and giving you the opportunity to be proud of yourself.

# Relationships

*“Kindness and Consistency are key.”*

For staff, getting to know our students at Smithdon High School is a vital part of our job and helps us to build strong relationships with you and your families. We work hard to create a warm atmosphere that is welcoming: where staff and students feel safe, are happy and enjoy their work and learning; where we are all kind to each other. Staff are encouraged to get involved in co-curricular activities, such as clubs, trips and visits, so that we see each other in different ways outside of the classrooms.

However, we also need to ensure we all know where the boundaries are in the student/teacher relationship - built upon mutual respect.

- You are expected to refer to your teacher by their title and surname or “Sir”/“Miss”.
- We make eye contact when we are spoken to.
- We say “thank you”.
- We say “excuse me”.
- We say “please”.
- We smile when we greet people, both inside and outside school.
- We help others: if someone trips up, we check to see if they are alright.
- If you hear anyone being unkind to someone else, you tell an adult immediately.

All staff have been asked to look for opportunities to reward positive student behaviour, as it is essential that we focus on the vast majority of you, who try hard and do your best in every lesson, every day. However, staff have also been told to follow the behaviour policy and to tackle any poor behaviour that distracts from learning or our culture. Every time an adult gives a Consequence, they are reminding you of the behaviour we really want.

At Smithdon High School we all work hard and we are all kind to one another.

# Consistency

*“Consistency is the true foundation of trust. Either keep your promises or do not make them.”*

Roy T Bennet

We all know the importance of being consistent, and the fairness this creates.

It is unfair on everyone if we do not apply the rules of the school consistently. If one teacher allows you and other students to listen to music on your phones in a lesson, then the next member of staff challenges this, it will seem unreasonable to you. You would soon become confused as to why you can do it in one classroom and not another.

This sort of example can be damaging to the strong positive relationships we have with you, as you may want to challenge the teacher who rightly upholds the school's expectations.

We therefore ask that all students and all staff know what the school expectations are and follow them at all times.

Being inconsistent undermines our culture and shows everyone that some people may not care as much as others.

The Smithdon Way sets out a culture where we all understand the high expectations we have of each other; that we apply these consistently to avoid confusion or damage to positive relationships and so that learning time is maximised for all of you.

# Manners

*“Good manners reflect something from inside - an innate sense of consideration for others and respect for self.”*

Emily Post, American writer

**Respect is one of the school's Smithdon Seven core characteristics to become a good citizen.**

As adults at Smithdon, we are aware that we bring with us different experiences from our own upbringing and - just like the students for whom we are responsible - we will have varying ideas of what “good manners” are.

It is therefore vital that we are clear about what our expectations of good manners are, and that we consistently reinforce these with you, our students.

Consequently, we take time to teach you how to respond to each other. We model this when we meet and greet you at the door; we ask you to respond with a similar response when we say “good morning”, “good afternoon” or “hello”. We appreciate it when you say “excuse me”, “please” and “thank you”.

We will reward students when we see you demonstrate respect towards others - in a classroom, in the dining hall, in the corridors or on the playgrounds/playing fields. We will also challenge and remodel this with you (issuing a consequence if necessary) if we see respect is not being upheld.



# Lessons

*“Knowledge is cultural capital, the more knowledge and skill a person has the more they can acquire.”*

E.D. Hirsch

## Lesson Entry Protocols

- ★ Your teacher will be at the doorway to greet you, check uniform and ensure you are ready to learn.
- ★ You should enter the classroom silently and stand silently behind your allocated seat with all your equipment out.
- ★ When instructed by the teacher you should take your seat.
- ★ A 'Do Now' task will be on the board.
- ★ You should promptly open your books, write and underline the date and title and start the 'Do Now' task.
- ★ Your teacher will take the register. Students should respond with 'Yes Sir/Miss' (except MFL).
- ★ If you arrive after the majority of students, you will be marked as late.

Your learning environment is important, therefore you and your teacher will keep it tidy.

## During Lessons

*“Our main focus is to support students' learning.”*

We will use consistent language across the school to make sure you know what the expectations are.

Staff are asked to be clear on what they want you to do - where possible giving direct prompts, such as:

- ★ “Begin the task now, you have three minutes”
- ★ “Pens down, face me”

We will never try to teach when students in the class are talking, and you should not try to talk over the teacher. We cannot deliver the lesson content without the attention of the WHOLE class.

We will therefore challenge you, if you are not focusing on learning, using the staged behaviour system to support everyone. You must follow teachers' instructions **FIRST TIME EVERY TIME**.

We expect you to take pride in your books so they stay neat and tidy at all times: this is why we have our Smithdon Book Agreement. All work in books should have a date and title, underlined. Space should not be wasted and books must be free from graffiti.

All your books must have a copy of the book agreement and a Learning Journey for the subject - ask your teacher if you are missing these.

## Lesson Exit Protocols

- ★ Your teacher will end promptly with enough time to tidy away and allow you to get to your next class quickly
- ★ You must follow instructions from your teacher to tidy away and then stand silently behind your seat
- ★ You will be dismissed in an orderly fashion by your teacher after your uniform has been checked
- ★ When moving between lessons you should move quickly and quietly using the most direct route.
- ★ Staff will monitor transition between lessons, reinforcing “quickly and quietly” and addressing any uniform issues.

## High Expectations

*“High achievement always takes place in the framework of high expectation.”*

Charles F. Kettering

Student and staff expectations do not end when you leave the classroom - you have an investment in the culture of Smithdon as much as anyone.

Staff and students are encouraged to speak up if you see something which doesn't fit with the school's ethos. This may be as simple as saying “You know you should be walking the other way around the building”. A simple request is enough to remind each other of our expectations. Sometimes, however, adults may be rushed for time and may only let you know that we have seen an error and that we do not agree with it. Occasionally we may have more time, and will stay with you to discuss it, and expect you to comply with the school's expectations.

The important thing is that when we forget, we all continually remind each other of the high expectations we have at Smithdon High School. You may hear some common language and phrases such as:

- ★ “Keep moving to your lessons quickly and quietly, thank you”
- ★ “Well done, your uniform looks great”
- ★ “Well done for queuing to the side and being respectful of others”

***“The danger for most of us is not that we aim too high and miss our goals, but that we aim too low and reach them.”***

Michaelangelo



# Lesson Sequence Rubric

Lesson sequences are planned and taught in line with the Smithdon High School lesson procedures. Lessons are delivered in a way that supports our students whose learning is most vulnerable. One way we do this is to ensure that there is a high level of consistency in our lessons.

## Do now

We start our lessons with a 'Do Now' retrieval of knowledge learnt in previous lessons, including some knowledge relevant to the current lesson. This helps make sure core knowledge is being stored in your brain and can be recalled and used quickly and correctly when you need it. It also allows us to review your understanding and change how we teach the next learning, if we need to.

## I do

- In the 'I do' section the teacher leads the information, including asking lots of questions to check you understand, and to increase how much you know. The teacher models for you and provides guided instructions.
- This way of delivering new content makes sure we deliver lessons in a way that helps to ensure you will learn what is needed.
- As learners, you are not passive during this stage of the lesson, but you need to be actively thinking about the content the teacher is showing you.
- Teachers check your understanding here, because everyone comes into our lessons with different experiences. You all build knowledge differently, so we have to make sure that you have understood what was intended. If you have not, we re-teach it.

## We do

- This is a stage of learning where the teacher completes an activity together with you.
- You need to practise what you have been taught and apply your knowledge to solve problems. We do this gradually so that your brains can remember it.
- We do this together because we know that when you feel successful, it helps you to try more and be more successful in the long term.
- It is through the scaffolding in the 'we do' that we support you to understand the processes which then helps you to meet your learning goals.
- We also check your understanding to inform our decision about the next steps in our teaching and if you are ready to have a go on your own, independently. One way we do this is by asking you questions to help complete the shared task.

## You do

In the 'you do' section, you apply what you have been taught independently.

It is the stage of the lesson sequence where we are giving you more responsibility for the learning process. This happens at different rates and the teacher will respond to your needs as a learner in the most appropriate way. For example: you will apply what you have been taught, and scaffolds may remain on the board or in your books to support you.

During this task, the teacher moves around the room and provides live feedback, including the "pink for think" and "green for great" highlighting.

# Reading at Smithdon

*“Reading is essential for those who seek to rise above the ordinary.”*

Jim Rohn

We value reading. We know that when you are engaged in reading it is one of the most important ways you can make a difference to your own life chances.

To make sure all students leave Smithdon High School as fluent and experienced readers, we follow the following:

- **Reading for pleasure:** each week in KS3, English lessons dedicate time for your independent reading. You will have the opportunity to select books from our library. You will be signed up to the Sparx Reader programme. You use Sparx Reading to track your progress as a reader and to complete quizzes on your reading, but you also have opportunities to join reading competitions and challenges aimed at your reading level - including the amount of reading you complete.
- **Disciplinary reading:** your teachers will guide you to read, think and “write like a scholar” in their subject. Teachers will support your reading by pre-teaching key vocabulary and modelling fluent reading. As a student, you will be asked to read aloud in lessons, sometimes rereading extracts of a text that your teacher or a classmate has read. To support pronunciation of key vocabulary, you will also have opportunities to respond chorally, repeating words in unison.
- **Fluency:** fluency is the ability to read accurately and automatically with the right intonation and expression. Fluency brings meaning to the words on the page, helping a text to make sense. Your teachers will give you some complex texts because we know you can rise to the challenges we set. Your teachers will remind you that to understand what we read: we must read to the punctuation; we must read with expression and volume; we must read accurately, correcting mistakes, and we must read at the pace of a conversation with our friends.
- **Reading interventions:** because we want every student to make progress as a reader and feel confident about reading (both silently and aloud), we have several reading interventions suited to your individual needs. These include Toe-by-Toe and Read, Write, Inc, Fresh Start. Some of you will also complete IDLS intervention for literacy, reading intervention. We also have a Reading Ambassadors programme, where Year 9s can offer to help Year 7s read. In the summer term Year 7s can also go to the primary schools to help Year 5s to read.

## Spotlight

Spotlight is an important part of our school routine and helps us come together as a community and settle our focus towards learning each day.

Every morning, we begin the day in our tutor lines on the playground. The Headteacher addresses the whole school with a weekly focus area from the Smithdon Seven. Each day praise is given to student activities, competition successes and other key positive events, and any updates and notices are shared. All of this sets you up for the day and reminds you of Smithdon High School's expectations.

At the beginning of Spotlight, we ask tutors to check your uniform.



# Knowledge Organisers & Homework

At Smithdon you are set homework in order to help your classroom learning and to revise previous learning, to help it stick in your long term memory.

All homework is posted on Google Classroom and you have a minimum of one week to complete each task - this gives you plenty of time to ask for help if you need it. You should not leave it until the night before it is due! Staff run various subject clubs after school where you can get help with your homework, as well as a Homework Club in the Library at lunchtime and after school.

## Key Stage 3

In Years 7-9, at the start of each term every student will be given Knowledge Organisers. These include a summary of the content you need to know for every subject, as well as a reading log, learning techniques and your timetable. You must have the Knowledge Organisers with you in school at all times.

Homework is also based on your Knowledge Organisers. Your teachers will set work using the current or a previous Knowledge Organiser, often using one of the learning techniques: this helps you develop these techniques to become a good independent learner. Homework will be set as follows:

- Maths (set on Sparx) - once per week
- English - Read daily. Update reading logs weekly.
- Science and MFL - once per week
- Humanities (History, Geography or RE) on rotation - once per week
- All other subjects on rotation - once per week

## Key Stage 4

In Years 10 and 11 every student is given a 50 Questions Booklet, which has a section for every possible GCSE subject offered at Smithdon High School. You are expected to have this booklet with you in school at all times.

Each subject will set a weekly homework, based on revising and reviewing in preparation for exams. All work will be set on Google Classroom, and may be linked to the 50 Questions Booklet.

## Break & Lunch times

At breaks and lunchtimes you are able to get something to eat and drink from the canteen, or go to the Hall to eat from your home pack up. You are also able to play football in designated areas for each year group or sit on the field.

Whether you are getting food from the Main Canteen or the Snack Shack, there is a queuing system to follow. This ensures that you are all kept safe and there is a fair system to getting food. The queues are monitored by staff and you must follow their instructions while you line up.

During this time, staff are on duty as a key part of keeping you safe and monitoring positive relationships. We walk around and we wear High Vis jackets so that you feel safer as you can see us: it is as simple as that.

We may ask you to clear litter, calm any boisterous play and will always challenge any negative behaviour. If we sense any change in atmosphere we will move quickly to de-escalate and maintain a calm and enjoyable space for all students.

We do not tolerate any play fighting of any sort. Students are often keen to wrestle and play at a young age, but this is not appropriate behaviour for school and often leads to accidental injury. We are very clear on this – no forceful physical contact is allowed.

We also take the opportunity to talk to you and get to know you a bit more. This helps build strong relationships between staff and students, including those we don't teach and wouldn't otherwise speak to.

# Pastoral Responsibility

*“Every child deserves a champion - an adult who will never give up on them, who understands the connections and insists that they become the best they can possibly be.”*

Rita Pearson (Educator)

## The role of the Form Tutor

Your teachers are experts in their subject and their job is to pass on their exceptional subject knowledge so you can also become experts. However, at Smithdon High School, teachers also hold a key pastoral care role as form tutors.

Tutors are encouraged to be your champion as they will get to know you and your families best, so ensure you establish a strong relationship with them. They will also, however, have the highest expectations of you and are likely to be the first to meet you in the mornings. They will remind you of the high standards expected of your uniform, behaviour and attendance. They will be keen that no student within your group lets you or them down with poor standards.

They will make sure that you are lined up tidily and in the correct order for Spotlight and assemblies, and they will monitor that you are being respectful to those presenting.

Your tutor will be the one who understands you and your needs best. They will help to remove any barriers to learning you may have and will fight your corner if needed.

For your tutors your tutor group represents all of you and them, so please do not disappoint them in any way.

## Pastoral Managers and Assistant Headteachers (pastoral)

The Assistant Headteacher in charge of your year group, supported by your pastoral manager, will set the tone with you and your peers. They will develop a sense of belonging for you and ensure that the School's ethos is understood and followed by all of you.

They will meet regularly with your tutor and other Senior Leaders to share information, and monitor data regularly to ensure that any dips in your attendance, progress or behaviour are picked up, and that you are given the support you need to meet Smithdon's expectations.

They will spend time every tutor period with the tutor groups or students in your year and will follow up on any issues. They will also make regular contact with your tutors and your parents about your wellbeing and learning.

# Senior Leadership Team

The Senior Leadership Team supports all adults (teachers and support staff) and all students in everything that you do. The team will remove barriers where we can and monitor that the culture within the school is happy and supports learning.

We maintain high expectations constantly, ensuring that students and staff know WITH CERTAINTY what is expected of them. We lead by example, ensuring that we are visible to staff and students daily.

We remain positive and optimistic - we are relied upon by staff and students to maintain a positive atmosphere. We always smile and we use positive language at all times, as staff and students look to us for support and reassurance.

Between us, we walk around the entire school throughout every day. This supports staff and students, and is vital in maintaining a positive atmosphere.

If you need help, any member of the Senior Leadership Team can help you.

## On Call

If a student is disrupting the learning of others, and will not correct their behaviour through the staged warning system, then they must be removed from the lesson to reduce the impact they are having on the education of others. You all deserve the chance to learn without disruption.

Pastoral Managers and/or the Senior Leadership Team are on call throughout the day.

[The on call system provides support for teachers and students.](#)



Personal, Social, Health and Economic (PSHE) education is an important and necessary part of your education. At Smithdon we deliver your PSHE content via the ASPIRE programme. It is taught in three learning areas:

- Living in the Wider World
- Health and Wellbeing
- Relationships

All students take part in our ASPIRE programme, delivered by tutors twice a week. We also hold various assemblies, trips, activities and events to support the Aspire programme.

Through the Aspire programme we aim to ensure that all students are taught British Values and how to be well rounded, involved and engaged citizens.

Smithdon High School is committed to ensuring all our community reflect British Values in society.

## British Values

**Democracy** – The people vote to choose the government using a fair system.

**The Rule of Law** – The law applies to everyone equally and fairly; nobody is above the law.

**Individual Liberty** – people have the freedom to make their own choices.

**Mutual Respect** – We respect everyone's point of view, even if it differs from our own.

**Tolerance of different Cultures and Religions** – Together we are one community who care, respect and understand one another.

# Equality & Diversity

Diversity is a key part of Smithdon High School's identity, and we are committed to fair and equal opportunities for all. The diversity of our student population and staff body is something we celebrate and view as a strength.

We are committed to developing a school community that improves the experiences for all students and staff regardless of their race, sex (gender), sexual orientation, disability, age, religion, pregnancy and maternity, gender reassignment and marriage and civil partnership. Smithdon High School will not tolerate any form of behaviour or activity that discriminates on the grounds of these protected characteristics.

We take a zero-tolerance stance on bullying, and we keep records of incidents of bullying which relate to equality issues and protected characteristics, such as instances of racism. This helps us to better understand the nature and scale of these issues within our school community, and to target our resources at addressing them effectively.

By seeking engagement from you as students, and representation from a range of different perspectives, we encourage you to use your diversity as a source of strength.

## Learning Support

At Smithdon High School we want all our students to succeed and to feel part of the school community where everyone is valued equally. We believe that it is vital that students with SEND receive the right support. Our excellent team of Learning Support Assistants (LSAs) support your learning in the classroom and in small group interventions.

Your teachers are trained to adapt lessons so that every one of you is able to learn at your own pace and in your own way, especially those of you with SEND, from Specific Learning Difficulties (including dyslexia) and Autistic Spectrum conditions to Speech, Language and Communication needs, as well as Social, Emotional and Mental Health difficulties.

Progress is carefully and regularly tracked by the SEND team and we use that information to ensure that each individual's needs are identified and met as early as possible. We will investigate the best way to support you through data, talking to you and your parents as well as special testing.

## Safeguarding

We are committed to ensuring that you are kept safe at all times. Smithdon High School has various staff trained to full Designated Safeguarding Lead (DSL) level, and all other adults receive annual and regular in-house safeguarding training and updates. Our Lead DSL also ensures that our staff are trained according to locally common risk factors.

As students, you are also given regular safeguarding messages and are encouraged to raise concerns.

You can report any concerns you have to any member of staff, but also make sure you know who the designated safeguarding team are. Use the posters around school to remind yourself who the main safeguarding leads are.

All staff of Smithdon High School are responsible for safeguarding students. All students should

report anything you experience, see or hear which makes you feel uncomfortable.

Safeguarding is one of the reasons lesson registers must be completed quickly at the start of a lesson and accurately, so that any missing students can be found and confirmed safe as quickly as possible. If you notice your mishears or **doesn't call a student's name** - make them aware straight away.

All adults on Smithdon High School site should be wearing a lanyard. If they are not - you should tell a trusted adult. Staff members wear a black lanyard. Visitors who have safeguarding checks wear a blue lanyard. All other visitors wear a red lanyard and should be with another adult with either a blue or black lanyard. If someone with a red lanyard is walking around alone, please report them immediately to the nearest adult wearing a blue or black lanyard.

# Home-School Agreement

## As a school, we will:

- Provide a supportive, safe and caring environment where all students can achieve their potential.
- Provide a carefully planned curriculum matched to the needs of the individual student.
- Give regular feedback on work and tell students how they can improve.
- Provide a range of enrichment and co-curricular activities.
- Keep parents informed about the progress of their child, through regular reporting and parents' evenings.
- Make every effort to enable all students to achieve high standards of work and behaviour by building positive relationships and developing a sense of individual responsibility.
- Regularly reward students for working hard and showing kindness to others.
- Provide clear expectations of behaviour in our behaviour policy and deal with disruptive or poor behaviour appropriately, fairly and consistently.
- Challenge students whose uniform does not meet the expected standard.
- Make timely contact with parents if there are problems or concerns regarding wellbeing, attendance/punctuality, behaviour or uniform.
- Listen to and respond quickly (within 48 hours where possible) to any concerns students or parents may have.
- Communicate between home and school through emails, text messages, the school magazine and School apps, to keep parents informed about key information, including the school's achievements and activities.

## As a Student, I will:

- Attend school every day and be on time
- Be on time for all lessons, with the correct books and equipment to be ready to learn
- Try my best
- Try to build positive relationships with all members of the school community and show respect for others both in and out of school
- Wear the correct school uniform with pride
- Keep any mobile devices (phones, smart watches, ipods, ipads, etc.) switched off in my bag at all times when on site (or preferably leave them at home)
- Take responsibility for my own learning
- Take responsibility for my own actions
- Be proud of my progress and success
- Respect school property, equipment, the school environment and the local community
- Tell an adult about any issues that might affect my work or behaviour
- Have a positive attitude towards, and participate fully in, the life of the school.
- Help to keep other students in the school safe by avoiding any bullying behaviour and reporting any bullying incidents.
- Complete any homework on time.

## Equipment Mat

Blue/Black Pen

Pencil

Purple Pen

Yellow Highlighter

Rubber

Scientific  
Calculator

Ruler

Knowledge Organiser (Y7-9)  
Folder with 50 Questions Booklet (Y10-11)  
Reading Book