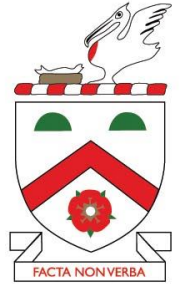


FRED LONGWORTH

HIGH SCHOOL



Belonging, **E**ngaging, **S**ucceeding **T**ogether



Introduction

The purpose of this handbook is to provide an overview of the key routines, systems and policies at Fred Longworth High School. It provides our families with the details that they need to make the most of their time in school and it should be read in conjunction with the [School's Behaviour Policy](#) and other [key policies](#).

Once you have read this handbook, you will need to confirm that you have read and understood it. The electronic link to do this can be found at the end of the handbook in Section 19. In instances where parents do not complete the linked form; the school will take this as a positive response to the questions within it regarding the acceptance and understanding of the policies and agreements of Fred Longworth High School which our handbook refers to.

Section 1 – The School Day

Morning Routines – Line Ups and Punctuality to School

Each morning students line up in their form groups before entering the school building. The first morning bell rings at 8:32 which is the signal for students to move into their lines. The second bell rings at 8:35. Students who are not in their Line Up at 8:35 will be marked late for school and will be given a lates detention. To avoid any risk of getting a detention we ask students to be on site by 8:30am.

Year 11 are the only year group who do not line up. Year 11 students need to be in their form rooms by 8:35 to avoid a lates detention.

On Assembly mornings, all students Line up at the rear of school outside of the Main Hall. Students who are late for their assembly Line Ups will be issued a lates detention.

- Year 11 Assembly Monday
- Year 10 Assembly Tuesday
- Year 9 Assembly Wednesday
- Year 8 Assembly Thursday
- Year 7 Assembly Friday

Times during the school day

We operate a two-week timetable which alternates between Week A and Week B. The timings of the school days are as follows:

Registration: 8.35am-9.00am

Period 1: 9.00-10.00

Period 2: 10.00-11.00

BREAK: 11.00-11.20

Period 3: 11.20-12.20

Period 4: 12.20-1.20

LUNCH: 1.20-2.00

Period 5: 2.00-3.00

Timing of the school day on Monday Week B Only

On Monday Week B school closes earlier to students at 2:00pm. The school is closed for staff training. Times in the afternoon on a Monday Week B are adjusted as follows:

LUNCH: 12.20-1:00

Period 4: 1.00-2.00 (school closes to students 2.00pm)

Section 2 – Attendance and Punctuality

We expect all our students to have good attendance at school. This means they should be in at least 97% of the time. If a student is not at school, then we cannot keep them safe. For this reason, we robustly challenge poor attendance in a number of ways:

1. Parents and carers must report all student absence the first day of absence and each subsequent day of absence. This must be done by telephoning the school on **01942 881986**. A clear reason for the absence must be provided (i.e. reporting that they are unwell is unacceptable) along with an estimation of when they will be returning to school.
2. Any student absence that is not reported to the school, will be challenged by a telephone call or home visit by a member of staff.
3. If we are unable to ascertain a reason for the absence, it will be recorded as an unauthorised absence.
4. Students who have 5% or more unauthorised absences at any point in the school year, may be referred to the local authority with a recommendation of fixed penalty notice or legal prosecution procedures.

The school's Attendance Officer is Ms Rea and her email address is ReaJ@flhs.wigan.sch.uk.

The DFE have provided a useful guide for parents which contains practical advice on how to manage your child's attendance, and how to make informed decisions on whether a sick child is well enough to attend school. A link to this can be found [here](#).

Excellent attendance to school and lessons is critical. It may be useful to consider the following information. 90% in an exam would be celebrated as excellent but in terms of attendance, it means a child is missing 19 school days per year and 95 lost learning hours.

Descriptor	Threshold Attendance	Actual Attendance	Whole Days Absent	Learning hours lost
Excellent	100%	190 days	0	0
Good	99%	188 days	2	10
	98%	186 days	4	20
	97%	184 days	6	30
Room for Improvement	96%	182.5 days	7.5	37.5
	95%	180.5 days	9.5	47.5
	94%	179 days	11	55
	93%	177 days	13	65
Danger Zone	92%	175 days	15	75
	91%	173 days	17	85
	90%	171 days	19	95
Serious cause for concern/Potential Legal Action	89%	169 days	21	105
	88%	167 days	23	115
	87%	165 days	25	125
	86%	163 days	27	135
	85%	161.5 days	29.5	142.5
	84%	159.5 days	30.5	152.5
	83%	158 days	32	160
	82%	156 days	34	170
	81%	154 days	36	180
80%	152 days	38	190	

Families whose children are absent from school outside of the school holidays, due to a holiday or other similar events, can be issued with a fixed penalty notice of a minimum of £60. We do not authorise holidays in term time. Parents who believe the absence is exceptional must notify the school in advance and request authorisation from the headteacher. School will not provide work for students who miss school for these reasons, nor will they provide 'catch up' work on their return. For students in Year 11, poor attendance will potentially jeopardize a student's place at the Leaver's Prom.

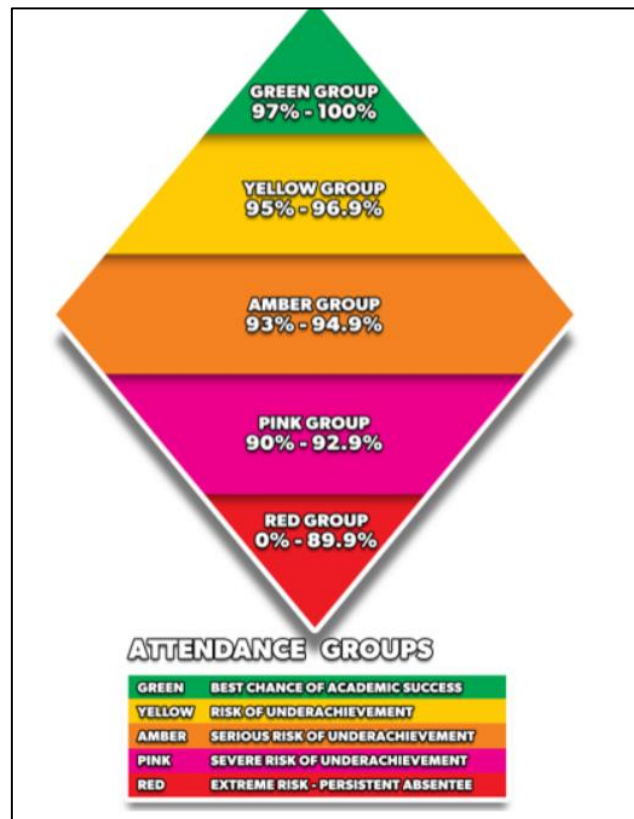
Students who are unable to attend school due to a medical need will have all reasonable and proportionate absences approved. However, if we feel the amount of time a student has taken off due to sickness becomes disproportionate, we will insist on medical evidence, by way of an appointment card or letter from a GP, before we approve any other illness related absence. If this is

the case parents will first be notified via letter that this decision has been made. If after this letter, medical evidence is not provided, all absence related to sickness will be unauthorised and be eligible for a referral for a fixed penalty notice or legal prosecution.

Talking to students about their attendance

We regularly talk to students about their attendance and the importance of good attendance. When talking to students about attendance, we use the following graphic.

Throughout the year there are several opportunities to reward good attitudes to attendance. Whilst we recognise that there are some factors influencing a child's attendance which may be out of their own control, we do not believe that this should take away from those students who do achieve good attendance. All rewards and celebrations are at the discretion of the SLT and the student's Head of Year and therefore a child who has attendance below 97% will never be automatically disqualified from rewards and celebrations.



Internal Truancy

Once in school, students must attend every lesson. Any student who willfully does not attend a particular lesson will face a sanction for internal truancy. The only exception to this rule is when students have been assigned some time in our Inclusion Centre as part of a support package. This will always be pre-arranged with parental support.

Punctuality

Students arriving late to school or to a lesson create a worrying disruption to not only their own learning but also the learning of others in their classes. Missing even just a few minutes of a lesson has a significant impact on everyone, including the teacher in the class, as the lost learning has to be caught up, or the difficulty in understanding that this creates for a student can lead to disruptive behaviour. For this reason, we have a firm stance on punctuality; students arriving late to school or late to lesson will receive a detention.

Students who are late to school and/or lessons on Mondays, Wednesdays and Fridays will be given a same day poor punctuality detention of 30 minutes. Students late on Tuesdays and Thursdays will be placed on detention the next day. Students who do not turn up for their detention will be collected for the next available detention and their detention time will increase to 60 minutes. Students who fail to attend this detention will be suspended from school. This system is fully in line with the latest government guidelines for managing behaviour in schools. These guidelines can be found [here](#).

We do understand that, on occasion, students can experience genuine and unexpected delays in the mornings on the way to school and in getting to lessons during the day. If there is a genuine reason

why a child is going to be late to school in the morning, parents will need to contact school using the absence line and a late detention will not be issued. Staff are instructed to give students late passes if they have had to keep a student behind for a genuine reason.

Section 3 – School Rules

We expect excellent behaviour, good manners and a positive attitude to learning from all of our students at all times.

Our school's values of "Belonging, Engaging and Succeeding Together" (**BEST** for short) provide a guide for students on how to conduct themselves at all times, whether in lesson, out and about at social time or during lesson changeover.

The FLHS BEST standards outline what we expect from our students.

In addition:

- No mobile phones to be seen or heard whilst on school premises.
- No air pods to be worn during school time.
- Students are expected to walk through the school building and around the school site sensibly, quickly and quietly.

Students not demonstrating or adhering to our BEST Standards will be given a sanction. More information about sanctions can be found later in this handbook.

Mobile Phones, Smart Devices and Headphones

Mobile Phones, Smart Devices (including tablets and watches) and headphones such as air pods are not allowed to be seen on the school site. If a student wishes to bring a phone to school, the phone should be kept switched off and stored in the bottom of their bags so they do not cause any disruption during the school day. If mobile phones, smart devices or air pod type headphones are seen or heard by a member of staff then they will be confiscated with immediate effect and will only be returned to an adult at school reception. Our mobile phone policy can be found [here](#).

Air Pod type headphones are inextricably linked to mobile phone usage, any student found to be wearing air pods should also be asked to hand over both the air pods and their mobile phone as per



FRED LONGWORTH
HIGH SCHOOL

FLHS BEST Standards:

-  ALWAYS BEING EQUIPPED, READY TO LEARN AND MAKING THE BEST USE OF YOUR LEARNING TIME
-  WEARING YOUR UNIFORM CORRECTLY AND WITH PRIDE
-  BEING PUNCTUAL AND HAVING EXCELLENT ATTENDANCE
-  DEMONSTRATING GOOD MANNERS THROUGH 'STEPS' EVERY TIME
-  ALWAYS BEING FOCUSED, ON TASK AND GIVING YOUR FULL ATTENTION
-  TAKING PRIDE IN YOUR WORK AND COMPLETING IT TO THE VERY BEST OF YOUR ABILITY
-  TAKING FULL RESPONSIBILITY FOR YOUR INDEPENDENT LEARNING BOTH INSIDE AND OUTSIDE OF SCHOOL
-  ALWAYS STRIVING TO IMPROVE YOUR WORK AND ASKING...

IS IT EXCELLENT YET?

policy. If a student refuses to hand over the item they will be placed in our Internal Exclusion room (IE) or receive a suspension.

Sexual Harassment, Homophobia and Racism

Sexual Harassment, Homophobia and Racism will not be tolerated at Fred Longworth High School. If it is decided that a student has made a homophobic or a racist comment or who is found to be promoting any type of homophobic or racist bullying, they will be seriously sanctioned. This may result in a suspension and possibly a permanent exclusion.

Misuse of Social Media

Students are regularly informed and reminded about the dangers of social media and their responsibilities in using and accessing it. Therefore, students who use social media or the internet to cause upset, embarrassment or fear; either whilst in school or outside of school, will be sanctioned. The list below outlines some behaviors which are likely to lead to a sanction:

- Cyberbullying
- Sexting
- Verbal abuse of students and/ or staff
- 'Liking' any image or post which causes upset
- Posting any image which causes upset
- Posting any image without a person's knowledge and/ or consent
- Posting images and comments which demonstrate illegal and/ or inappropriate activity.

Drugs

Drugs, cigarettes, vapes and any associated paraphernalia or dangerous items are banned from school. If a student endangers the welfare of our students and staff by bringing drugs or dangerous items onto our school site or if a student is found to be supplying or distributing illegal substances and/or any items deemed to be drug paraphernalia, they are likely to be permanently excluded and the police informed.

Inappropriate items brought into school

Fred Longworth High School has a zero-tolerance policy towards any weapons being brought onto or into our school site. This for example, could be any type of knife. Any child who is suspected of having brought a dangerous item onto school premises will have their belongings searched.

Students who have brought any type of weapon onto school premises are likely to be permanently excluded.

Drinks Policy

Due to the high level of sugar contained in fizzy drinks/energy drinks and the impact this can have on a student's behaviour, fizzy drinks and energy drinks are not allowed on the school site. If found, they will be confiscated.

Selling

Selling items to other students is illegal. If students are found to be doing this, the items will be confiscated, and the profits given to a selected charity.

Section 4 – School Uniform

We expect all students to wear the correct school uniform in the correct way. Students who arrive at school not wearing the correct uniform may be sent home to change. The only exception to this is if a student wishes to wear something of religious or cultural importance. In this instance the matter should be discussed with their Head of Year who will make a discretionary decision as to whether the item is appropriate for school.

- Black blazer, with the school badge (compulsory).
- A full-length school tie with school badge visible, colour appropriate to year group.
- A plain white cotton school shirt or blouse (without motifs) that must be tucked in at all times and with the top button fastened.
- Approved black school trousers or dress, these should be obtained from our suppliers and should have the school logo on and in the correct place.
- From September 2023 jumpers are no longer allowed to be worn in school.
- Plain black opaque tights must be worn with dresses.
- Sensible black school shoes with black laces. Trainers or trainer style, canvas, high heeled shoes are not allowed. Plain black boots are allowed – however boots may only be worn with trousers and trousers must cover the full length of the boots.
- A plain warm showerproof outdoor coat (NO leather, denim jackets, sweat shirt ‘hoodies’ or cardigans to be used as top coats).

Further information about our uniform expectations can be found on the school website; this includes images outlining what is/what isn’t considered acceptable. <https://flhs.org.uk/school-uniform-policy/>

Summer Uniform

The summer uniform is allowed when we start to see a significant rise in temperature. We will write to parents to confirm when it goes live.

Students should continue to wear their blazers, shirt and ties as normal in the summer months but with the following in mind:

1. Students must come to school with their blazers each morning. Form Tutors will check students are wearing their blazers. They must be worn at the start of the day and during assemblies. We sometimes find that some students will wear a lightweight jacket as opposed to their blazer, this is not acceptable.

2. In the summer months and on the days when it is particularly warm, students will naturally want to remove their blazers around school, on the corridors and in lessons. This is acceptable as long as they have their blazer with them. They must not be wearing a jacket instead of a blazer.
3. On extremely hot days we will not expect students to bring blazers into school at all. We will communicate this with parents in the event of hot weather being forecast. We would also advise short sleeved shirts if possible. Ties must still be worn but top buttons can be loosened.

When we make the switch to summer uniform, girls will be able to wear plain black (no bows) knee length socks instead of the usual tights. If girls choose to wear knee length socks, they are expected to wear their skirts at an appropriate length.

We have recently introduced black, tailored shorts as part of our summer uniform policy. These are unisex and are available from our suppliers. Sports shorts, cargo shorts are not allowed. Students will be allowed to wear the tailored shorts for school but must wear shoes and smart black, socks with the shorts.

Planned changes to uniform from September 2025

Student council feedback has told us that our girls do not like the dresses and that students would like jumpers back in the winter months. We are aware that the pressure to wear skirts and dresses incorrectly (rolled up) has been difficult for some of our girls to navigate. The short lengths of dresses can also pose a modesty problem which in turn can present safeguarding concerns both inside and outside of school.

As a result, we are going to remove these barriers and respond to student voice. From September 2025, we will be expecting all students to wear trousers for school.

We are currently in communication with our suppliers in relation to jumpers.

Non school uniform days

Please could all students and parents be aware that on non-uniform days our expectations regarding personal appearance, make-up/jewellery are the same as any 'normal' day. We want students to enjoy these days, however our expectations for these days are:

- No jewellery
- No make up
- No cropped tops
- Correct PE kit to be worn

Students must adhere to these basic expectations for all non-uniform days, for these days to continue.

PE Kit

Students are required to have the following for Physical Education lessons.

Boys

- Black shorts with school logo
- Red performance training top with school logo
- Red football socks
- Football boots suitable for a 3G surface. [Click here for details.](#)
- Gym / training shoes (with non-marking sole)
- Red Base Layer (*additional warmth in colder months*) (*optional*)
- Zipped Training top (*optional*)
- Black Training Pants (*optional*)
- Gym / training shoes (with non-marking sole)

Girls

- Black shorts with school logo
- Red performance training top with school logo
- Red football socks / white ankle socks
- Football boots suitable for a 3G surface. [Click here for details.](#)
- Gym / training shoes (with non-marking sole)
- Zipped training top (*optional*)
- Red Base Layer (*additional warmth in colder months*) (*optional*)
- Black Sports leggings (*optional*)
- Gym / training shoes (with non-marking sole)

General Points about jewellery, haircuts and personal appearance

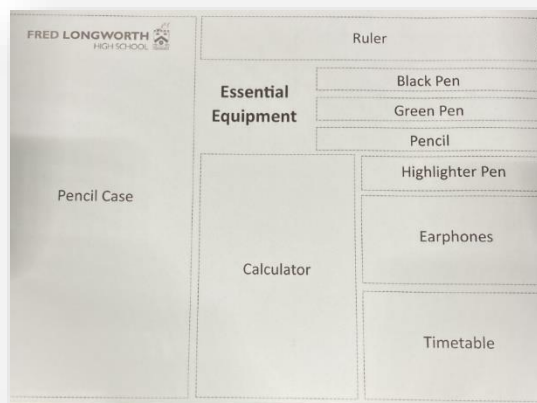
- Brightly coloured T-shirts should not be worn underneath shirts.
- Cosmetics and coloured nail polish should not be worn to school. This includes false nails.
- Extreme hairstyles in terms of colour and cut e.g. tramlines/patterns are not permitted. Braids must be the same colour as the hair and must be secured by bands of the same colour. Hair bands, bobbles or bows must be plain, black and a sensible size.
- Jewellery (including badges) other than a wristwatch is not permitted. Ears and other body parts should not be pierced if it means that sleeper/studs have to be worn during the school day.
- Mobile phones, iPods and MP3 players must not be seen or heard during school hours. If seen they will be confiscated until the end of the week. Students are permitted to use mobile phones at the end of the school day outside the school buildings.
- If students wear incorrect footwear without an appropriate medical reason they will be isolated at break and lunchtimes.
- Students who arrive at school not wearing the correct school uniform may be sent home to change.

Section 5 – Essential Equipment

All students need to have a school bag which is large enough to carry files, books, PE kit etc. It is essential that students come to school fully equipped.

Students must have with them at all times:

- Pen
- Green pen
- Pencil
- Highlighter
- Ruler
- Pencil Case
- Calculator
- Earphones
- Timetable



Each morning during form time students are expected to place their equipment on an equipment place mat which is then checked by their form tutor. Pens, pencils, rulers can be bought from the school office (main reception) and Head of Year offices. Students who do not have the correct equipment will face a sanction. It wastes valuable learning time when students do not come to school with the correct equipment because teachers have to spend valuable time distributing equipment to those who have not brought it to school.

Section 6 – Behaviour and Culture

The Freddie's Family – Belonging, Engaging, Succeeding Together – *Facta Non Verba*

Fred Longworth High School is a community school that has served the children of Tyldesley for 60 years. The school prides itself on the notion of the *Freddie's Family*. Our school motto '*Facta Non Verba*' is central to everything that we do at Freddie's. '**Deeds not words**' means that we don't just talk about doing things, we actually **do** them and we **do them really well**.

It is vitally important to us that our students make a positive contribution to their community and show good character. By asking our students to follow some accepted behaviour norms of respect, we will ensure they are helping us develop a community based on mutual consideration and appreciation.

- **Belong** – at FLHS we are a family – the 'Freddie's Family' and we look after one another
- **Engage** – we want all students to have excellent attendance and to commit fully to what the school offers.
- **Succeed** – we want our students to aim high, build resilience and work hard through our key message 'is it excellent yet?'
- **Work Together** – through building outstanding relationships across the community our students will have a sense of pride in their school.

Our BEST Character values reflect the qualities we want all our students to develop and demonstrate. These values are constantly reinforced through the taught curriculum, form-time, assemblies and within Personal Development Curriculum.



Section 7 – Classroom Behaviour and Behaviour Around School

To help our students become the BEST version of themselves we explicitly teach and remind them of the behaviours we expect to see in lessons, around school and outside of school.

Teaching Positive Behaviour - SLANT

In lessons, assemblies and any other formal gathering of students which requires staff relaying instruction to students we use SLANT. This is a cue for staff to gain the full attention of students and remind them of the very basic learning behaviours that students need to show. The command **321 SLANT** is used by teachers to gain students attention. The command is often used in conjunction with other key phrases such as '**eyes on me**' and '**track the teacher**'. All equipment should be out of hands at this point to avoid any unnecessary distraction.



Teaching Positive Behaviour - STEPS

STEPS works in conjunction with SLANT and reminds students of basic manners. We constantly remind students of the need to demonstrate positive manners around school. STEPS posters are displayed in every classroom.

Striving for excellence

During lessons students are continually reminded to strive for excellence in their work. Staff will continually model their expectations and examples of excellent work – they will ask students - *is it excellent yet?* This encourages students to strive for excellence.

IS IT EXCELLENT YET?



Teaching Positive Behaviour - Behaviour Wheels

- **No shouting out**
- **Wait** your turn
- **Contribute**/respond when asked to
- **Hand up** if you require further guidance
- **Listen** when others are talking
- **Track the teacher**

Key principles:

- **In silence**
- **No shouting out**
- **Hand up** if we require further guidance/wish to ask a question

- Clear **time frames** given
- **Teacher circulation** to spot excellence
- **Quiet**- we just need to be heard
- **Purposeful discussion**
- **Teacher approved groups** of no more than 4
- **Wait** your turn
- **Listen** when others are talking
- **No interrupting** or **talking over others**
- When it's your turn **speak clearly, make eye contact, use of key vocabulary**

- Clear **time frames** given
- **Teacher circulation** to spot excellence
- **Quiet**- we just need to be heard
- **Purposeful discussion**
- **Teacher approved pairings**
- **Wait** your turn
- **Listen** when others are talking
- **No interrupting** or **talking over others**
- When it's your turn **speak clearly, make eye contact, use of key vocabulary**

Staff explicitly teach the learning behaviours they need to see from students in lessons. The Behaviour Wheels are used in every classroom to remind students of the positive learning behaviour they need to be demonstrating at any given point in a lesson. This is also used to develop communication skills and to encourage active participation.

Social Spaces – Lunchtime and Break-time

- The Year 7 students have a separate social space which is to the rear of school. No other students are allowed into this area.
- All other year groups have access to the social spaces at the front of school.
- All students have access to the canteen at Break and Lunch.

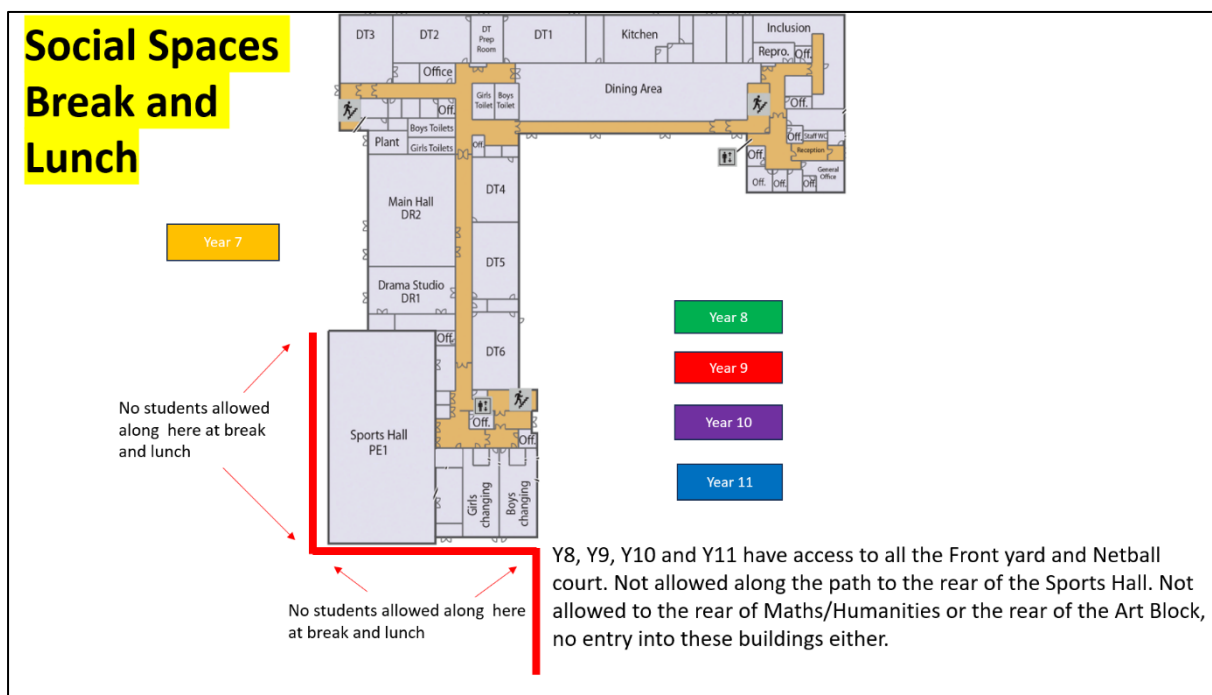
Once students have eaten at break or lunch they exit to their designated social spaces. Once the lunchtime sittings are over there are no restrictions in the canteen. We allow any student to sit in the canteen space and enjoy it, and especially when it is raining.

There are a range of activities to engage students at lunchtime. PE, Music, Dance, Drama and the Library all offer a wide range of extra-curricular activities and students have access to the astro pitch to play football which is also fully supervised.

Parents should be aware that each social space contains a large canopy which serves as shelter for students in inclement weather.

We want our students to interact positively with each other during social times; however, we do sometimes need to challenge students when their behaviour becomes boisterous. Students are sometimes given time-out from the social spaces.

We ask students to respect the site and not to drop litter. Students who are found to be dropping litter face a sanction.



Lunchtime sittings

Having separate lunchtime sitting for each year group simply allows us to manage the space and the queues in the canteen more efficiently.

1. First Sitting 1:20: Year 7 and Year 10

2. Second Sitting 1:30: Year 8 and Year 9.
3. Year 11 currently have the privilege of leaving site at lunchtime, but they can access the canteen at any time if they wish to remain on site.

Year 7 Community Dining

Year 7 students are seated in their forms at lunchtimes, including students who bring a packed lunch. We encourage them to enjoy their food and once they have finished, to clear up their tables. We do this to encourage positive socialisation between students. Community Dining encourages students to be responsible for their table and teaches responsibility for tidying up. When community dining is over, students exit the canteen into their area for the remainder of the lunch period.

Line-Ups and Lesson Transition

Our main building consists of three floors and three sets of stairwells that must be accessed by 1,300 students. The Maths and Humanities block also contains three floors. We have to think very carefully about how this number of people enter and exit the buildings safely and swiftly. To help manage movement and to ensure a calm and orderly environment, at the start of each day, in a designated outside space, each student lines up with their form group and the form is then brought into the building by their tutor. The Year 7, 8 and 9 Line-Up Areas are covered so that Line-Ups can continue when it is raining. If it is raining heavily, we do not expect Years 10 and 11 to line up outside in the morning as their Line-Up Areas are not covered.

During the day, as students move around the site during lesson transition times, we insist that students keep to the left in the corridors and on the stairs, that they face forward and walk sensibly as they move around the site and building. Staff supervise all lesson transition times and will continually remind students of what behaviour is expected.

At the end of break and lunchtime, Year 8 only will line up before entering the building. As well as helping manage movement into the building, these Year 8 Line-Ups help to calm students and settle them ready for the next lesson.

As a lesson finishes, staff use an Exit Routine to ensure a calm and orderly finish to the lesson and smooth transition into the next.

Exit Routine



1. When you are told by your teacher, pack up all equipment and stand quietly. Chairs should be placed under the desk.
2. The room needs to be left tidy.
3. Teacher: Good Morning/Good Afternoon and Thank-You Year X. Class: Good Morning/Good Afternoon and Thank-You Mr/Mrs/Miss/Ms X.
4. The teacher will supervise the exit from the room. The class will be dismissed row-by-row.
5. Leave the room in an orderly and sensible manner.
6. Remember your manners - STEPS.
7. Move around the school site sensibly and purposefully.
8. If you receive a late mark during the school day, you will automatically receive a 30-minute detention on either Monday, Wednesday or Friday. If you fail to show, it will be a 60-minute detention.

The Lates Detention system is part of our movement strategy. Lates detentions are used to discourage students from not getting to lessons on time. The majority of our students respond positively.

Section 8 – Rewards and Celebration

At Fred Longworth High School, we acknowledge and reward students when they display positive behaviours in line with our BEST values. Staff praise, both verbal and written, is seen as an important way of rewarding students. In addition, the school has a rewards system to acknowledge and reinforce student achievement.

If your child receives any reward in school, please praise them and reward them at home.

Verbal Acknowledgement. Around the school, and in lessons, staff members use positive language, specific descriptive feedback and reinforcement to signal to students that they are demonstrating positive learning habits. Year teams will communicate with home regularly; this is an opportunity to provide parents with positive information.

Each lesson, staff issue at least one student with a **BEST Ticket** to reward their behaviour or work. We encourage students to collect as many BEST tickets as possible which they can then enter into a prize draw at the end of each term.

Reward Points Awarded on Satchel. In lessons, staff will routinely issue reward points for excellent work and participation. Reward points are issued electronically on Satchel One. Parents can view these on the parent version of Satchel One. Rewards are collected and traded in for prizes, which are distributed by key staff including HOYs, Pastoral Deputy and Head teacher. Special rewards go to students with 50+, 100+, 150+ and 200+ 250+ reward points achieved.

Enrichment Points. Students also earn rewards in the form of 'Enrichment Points' by attending clubs and activities at lunchtimes and after school. These lead to end of term certificates and the highest achievers are rewarded with vouchers.

Freddie's Focus on the Stars. Every two weeks we have what we call Freddie's Focus on the Stars. This is shared with all forms during form time and form tutors read out the names of students who have been mentioned. Each fortnight, each subject nominates a student in each year group whose work or positive attitude has stood out over that time period. Each student mentioned on Freddie's Focus receives a special subject badge. Heads of Year also nominate students who have stood out over the fortnight, and they receive the Head of Year Award. Staff will also nominate students to receive a Headteacher Award. These awards are given for small numbers of students who have excelled, and these students receive a badge and meet the Headteacher to discuss their achievements. Any student nominated for a Headteacher award will be sent a postcard home. Headteachers' Rewards can be given for any of the following:

- Outstanding commitment to extra-curricular activities in school.
- Outstanding participation for activities outside of school.
- Showing excellent resilience and determination in their studies.
- Outstanding academic achievement.

- Outstanding demonstration of our BEST values.

BEST Awards. Each term form teachers identify students for BEST certificates. These recognise those students that have worked well within the key themes of Belonging, Engaging, Succeeding and Working Together. The rewards recognise when students are demonstrating our character values.

Termly Celebration Assemblies. These assemblies recognise a variety of achievements including: Most Achievement Points, 0 Behaviour Points, Outstanding Attendance, Head of Year student of half-term/term, Form Tutor Student of the half-term/term.



Rewards Trips. In order for students to qualify for rewards and trips, including the Year 11 Leavers' Prom, the following criteria must be met:

- Attendance of 95% or above, students who miss this target may have specific genuine reasons for this;
- No truancy from lessons;
- Students should be making good progress across all subjects and achieve at least a Bronze Award;
- Homework should be completed on time and to a good standard;
- No suspensions;
- No referrals to the IE Room unless students have completed Community Service tasks such as litter picking equal to time spent in IE;
- No more than 10 late marks in a year, or 3 per term;
- No unauthorised absences. With regards to the end of term trips and the Leavers' Prom the school may apply discretion if students fail to meet one of the above criteria.

Formal Prize Giving Evening. At the end of each academic year we hold our annual Prize Giving Ceremony.

Student voice is regularly conducted for feedback and suggestions on reward and celebrations.

Section 9 – Use of Toilets.

Our toilet blocks are comprised of separate boys' and girls' cubicles. Boys are on the left and girls on the right. The toilet doors are from floor to ceiling and the distance from the boys' section to the girls' section is significant. Running down the middle of each toilet block there is a sink area with boys' sinks on one side and girls' sinks on the other. The boys' sinks are separated from the girls' sinks by a dividing wall which is below head height. This is a standard design for toilets in new school buildings and they are designed in this way to allow for effective staff supervision. We do not want groups of students congregating in cubicles or toilets to vape or engage in other forms of anti-social behaviour which can be particularly intimidating to other students. Staff are on duty around the toilets at break and lunchtime. There are also CCTV cameras monitoring the communal entrances to the toilet blocks. There are no cameras focused on toilet doors or changing rooms, and the use of our

CCTV system across school has been approved by our Data Protection Officer and the Information Commissioners Office. Students who are involved in anti-social behaviour in our toilets will face a sanction, which could include to a suspension from school.

Accessing toilets during lessons

As a rule of thumb, we do not allow students out of lessons to use the toilet during lesson time. We are a school of 1,300 students. Limiting student access to the toilets during lesson time prevents students avoiding lessons or engaging in anti-social behaviour, which can in turn cause disruption to lessons and impact on all children. There are always exceptions to this rule; we have some students with genuine medical reasons who are issued with a toilet pass which allows them to use the toilet without any restrictions: Our staff can and do discreetly use their professional judgment in other circumstances as well. When students do use a toilet during lessons, we issue a **T1** code on Satchel One. This allows parents to see if their child has missed part of a lesson by going to the toilet. The code also allows us to monitor toilet usage and to see if there are any students who may be deliberately trying to avoid lessons by repeatedly going to the toilet during the day. We follow up on genuine concerns and where we see patterns.

Section 10 – How students are grouped for teaching

Before students arrive to school, Mr Whalley meets with every Year 6 teacher to gather information on each child. This information is used to create form groups. When form groups are initially organised, Mr Whalley will ensure where possible that each child is placed with at least one other child that they know; however, it is important that parents understand that children are rarely taught in their forms. At Key Stage 3 (Years 7, 8 and 9) we use a mixture of mixed ability teaching and setting. Core subjects (English, Maths and Science) are taught in sets whilst other areas of the curriculum favour more mixed ability groups.

The teaching of option subjects at Key Stage 4 (Years 10 and 11) is in largely mixed ability groups whilst the teaching of English, Maths and Science are taught in sets.

Section 11 – Homework

At FLHS, homework is viewed as a valuable part of a student's learning. We believe that effective homework can improve learning and help our students to develop lifelong skills. Our aim is for homework to be structured, meaningful and coherent for all concerned. Homework at FLHS should broaden, consolidate, extend or enhance the learning experience.

More information about homework can be found at <https://flhs.org.uk/homework-policy/>.

Satchel One

Teachers will set homework through 'Satchel One'. Students will be able to check their homework and deadlines by going into 'Satchel One'. Parents will receive notification when homework is set via the 'Satchel One' app.

As well as homework, Satchel also allows parents to track attendance, behaviour points and rewards. Details of how parents can log-in and access Satchel One can be found [here](#).

Year 10 into Year 11 - Summer Homework

We have a comprehensive package of support in place for students in Year 11 to help them through their examination year but ultimately, the key to success in Year 11 will be the students' own attitude to learning, hard work, effort and commitment. To support the Year 10 transition into Year 11, all Faculties set summer homework for the students to complete over the holidays. This is not intended to be onerous but to help students recall key information and key concepts in each subject area. We ask parents of Year 11 students to encourage their child to engage with this. Details of this work is explained to each class and posted on either Satchel One or within Office 365 platforms. We report to parents in autumn on how effectively each child has engaged with this work.

Section 12 – How the school deals with poor behaviour choices. Consequences and Sanctions

There will be occasions when children will make the wrong behaviour choices – this will lead to consequences and sanctions. A detailed outline of how we deal with poor behaviour can be found in our [Behaviour Policy](#).

For the purposes of this booklet, we outline the basic principles that all students and parents need to be mindful of.

We recognise that some students e.g. those with SEND, may need additional support and guidance to meet our expectations around behaviour. At times, sanctions may need to be adjusted slightly or modified. We will help and guide all students to ensure that they understand how they can improve their behaviour.

Parental Support for our Behaviour Policy

Parents are their child's first teacher. Discipline, respect, cooperation, manners, good attendance at school – these are all the responsibilities of parents and start at home. Children benefit when there are clear routines, consistency and boundaries. We would be failing children if we did not impose a consequence after they have done something wrong in school or at home.

When a child has misbehaved in school and we have imposed a sanction or logical consequence, it is important that parents follow this up consistently at home as well. Children only thrive in school when there is a consistent approach between school and home. If this is not the case, children receive mixed messages which in turn does nothing to help improve their behaviour. (See also Section 14)

Classroom Behaviour

If a student is behaving poorly the classroom teacher will initially use his/her professional skills and classroom management expertise to intervene and modify the student's behaviour, using different strategies. At this stage if a student is asked to leave a classroom by a member of staff, it should only be for a short period. At FLHS high standards are expected of all students in the classroom and all staff will challenge students if these standards are not met. If the poor behaviour continues the

classroom teacher will issue a final warning. If the poor behaviour still persists, the student will be issued with a Behaviour Point.

The class teacher will consider moving the student to a ‘buddy’ room and at the end of the lesson the class teacher will use an appropriate sanction to follow up this issue, e.g. short detention, restorative discussion, phone call home etc. If this pattern of behaviour is persistent, the classroom teacher will inform the Head of Subject/Head of Faculty/Head of Year. The Head of Year will issue the student with a detention the following day.

A restorative approach will be used to resolve any issues, where appropriate.

Use of ICT Equipment and Social Media

All students are expected to be respectful when using the School’s ICT equipment. Furthermore, it extends to their behaviours towards each other on social media. If students are found to be being unkind to another member of our school community, the school has the right to issue sanctions as outlined previously in this document.


Any student found to be recording or filming a member of staff will be dealt with through our behaviour policy. Behaviour of this kind could lead to suspension from school.






Behaviour incidents are recorded on Satchel One

Behaviour incidents are recorded by staff on Satchel One in the form of a negative behaviour point. This makes parents aware. Persistent issues or more serious incidents are followed with phone calls home and/or parents invited into school to discuss concerns.

FRED LONGWORTH

HIGH SCHOOL



Classroom Expectations	
<p>A consequence will be given for any behaviour that:</p> <ul style="list-style-type: none"> • Disrupts your learning. • Disrupts the learning of others. • Prevents the teacher from teaching. 	
	<p style="text-align: center;">Opportunity.</p> <p>If you are disrupting learning, your teacher will give you the <u>opportunity to correct</u> your behaviour.</p>
	<p style="text-align: center;">Warning.</p> <p>If you choose to continue to disrupt learning, your teacher will <u>issue a warning</u>.</p>
<p style="text-align: center;">Consequence.</p>	
	<p>B1 - Negative behaviour point If this has to be issued, you will receive a teacher-led/HOY detention.</p>
	<p>B2 – This will be issued if you choose to miss a detention and you will face a <u>further sanction</u>.</p>
	<p>R1 – If ‘Red Behaviour’ is issued, you will face further sanctions.</p> <p>R2 – If ‘On Call’ is used for your poor behaviour choices, you will face further sanctions.</p>

A separate communication will be sent to all parents in September 2024 explaining the behaviour codes we use in school and the logical consequences to poor behaviour choices.

On-Call

If a student displays Red Behaviour, the member of staff will use the On Call system. When On-Call is used a senior member of staff will collect the child from the lesson and deal with the incident. A follow up sanction will be issued – agreed by the Head of Year/SLT dealing with the issue.

Out of Classroom Behaviour

Students are expected to behave well at breaks and lunchtimes and in between lessons. Students arriving late will be issued with a whole school late detention, which will be completed after school. If a student behaves poorly at break or lunchtime, or in between lessons, this behaviour will be challenged, and an appropriate sanction will be issued by the Head of Year or member of SLT. A whole school detention will be the most likely sanction, however more serious issues would involve further sanctions.

Bullying, Homophobia, Racism, Sexism and Sexual Harassment

Incidents of Bullying, Homophobia, Racism, Sexism and Sexual Harassment are never acceptable in our school and will not be tolerated. When we are made aware of such instances, we will take a zero-tolerance approach to sanctioning them. In some cases they may lead to a permanent exclusion. Any incidents of Bullying, Homophobia, Racism, Sexism and Sexual Harassment should be reported immediately to any member of staff.

Off-Site Behaviour

For the avoidance of doubt, all students are ambassadors for our school when wearing the school uniform travelling to and from school and when out and about in the local community. Our expectations and sanctions therefore apply to student behaviour during these times.

Detentions

As well as detentions for lateness, detentions are also given for a range of other unacceptable behaviours. For poor behaviour in the classroom or homework not done, a negative behaviour point will be issued by the classroom teacher and a detention given.

Parents are able to see negative behaviour points on Satchel One. Heads of Year also follow up behaviour points with a detention. When students are not meeting the standards expected of them during form time, they may also receive a detention from their form tutor. Detentions can also be issued for inappropriate behaviour around the school site.

Detentions will be served during social times or after school. Our use of detentions is fully in line with the [DFE guidance](#) on maintaining good discipline in schools.

When a student fails to attend a detention, this will be escalated to either a longer Faculty or Head of Year detention, or a further sanction.

Students on Report

When we become concerned with a student's behaviour parents will be contacted and students may be placed on a report. This could be to their form tutor, Head of Year or a member of the senior team. Staff will work with students placed on report to improve their behaviour. It is an expectation that the student shows their parent or carer their report each night to ensure that parents and carers can discuss progress and concerns.

Internal Exclusion (IE) or Suspension

Following a serious breach of our behaviour expectations, students may be directed to work in the Internal Exclusion Room (IE) or suspended from school. IE is an internal exclusion room where a student will work in silence and not be allowed out during break and lunchtime. Note that students may be placed in IE whilst an incident is being 'investigated' or following a suspension as part of their reintegration back to school. Students who fail to meet these rules may be suspended.

On some occasions, we may decide it is appropriate to sanction a student by sending them to the Internal Exclusion unit in another local high school, with parental meetings and follow up plans in place.

Red Behaviour

We label the most serious negative behaviours in school as Red Behaviour. Examples of Red Behaviour are as follows:

- Use of violence.
- Threatening a fellow student or member of staff.
- Use of offensive or inappropriate language.
- Absolute Refusal to follow staff instructions.
- Use of discriminatory language or comments.
- Damaging school property or equipment.
- Possession of drugs in school and possession of drugs with the intent to sell.
- Bringing a prohibited item into school.
- Sexually offensive behaviour and racist or homophobic behaviour.

If a student demonstrates Red Behaviour within school this will be classed as serious, unacceptable behaviour and the student will face a consequence.

Depending on the behaviour shown students will be dealt with by a range of sanctions, working with parents, which include:

- Detentions
- Placement in Internal Exclusion for a fixed period
- Placement at a partner school for a fixed period, in their exclusion room
- Suspension (formerly known as fixed term exclusion) for a period of time.
- Referral to the Police
- Respite placement (4 to 6 weeks) at a local high school
- Managed move to a local high school
- Permanent exclusion

Permanent Exclusion

Permanent exclusions will only be used as a last resort, in response to a serious breach or persistent poor behaviour and defiance of the school rules. They are issued because allowing the student to remain in school after the incident would seriously harm the education or welfare of the student or others in the school.

- If a child is at risk of permanent exclusion for persistent breaches of the school's behaviour policy, this will be raised with their parents/carers during meetings or telephone calls. Options of support to avoid a permanent exclusion will be discussed at these meetings in line with our behaviour policy; however, when these have been exhausted or when these are no longer suitable then a permanent exclusion may be issued.
- A serious breach of our behaviour policy may involve drugs, fighting, banned substances/items (including fireworks), assault against an adult or student and/or weapons. This list is not conclusive.

Section 13 – The Importance of Reading

The role of Parents in supporting their child with reading

GCSE examinations have an average reading age of 15 years and 7 months. Sadly, we have some students in school with reading ages significantly lower than this. If a child cannot read well, from Year 10 onwards, they will struggle to access course content. One of the key things that parents and carers can do to help their child succeed in school is to encourage them to read. We test student reading ages at regular intervals (at the start and end of Year 7 and at the start and end of Year 9). We then publish the reading data for parents so that they can see their child's reading ability. It is important that parents engage with this data when it is published.

For children with reading ages below their chronological age, we recommend that you try to read with your child for 15 minutes each evening. If you are struggling with ideas for books, this [link](#) takes you to suggested reading lists for students in both Key Stage 3 and Key Stage 4.

The Reading Plus programme utilised by our English department for students in Year 7 and Year 8 also boosts student literacy. Parents can support their child by ensuring that their child completes their Reading Plus homework each week.

Helping Students to Read and access subject specific vocabulary.

Reading Effectively for each subject.

<p>Read like a... Geographer</p> <p>What is the purpose of this text? Why are you reading it?</p> <ul style="list-style-type: none"> Decode key geographic vocabulary - identify the root word (e.g. <i>hydrography, hydrograph or dehydration</i>) to understand meaning. Make links to what you already know about topics, spatial relationships and scale. Clarify your understanding - using the maps, graphs, tables and illustrations. 	<p>Read like a... Computer Scientist</p> <p>What is the purpose of this text? Why are you reading it?</p> <ul style="list-style-type: none"> Decode key vocabulary - identify the root word (e.g. <i>kilobyte, cybercrime or binary</i>) to understand meaning. Make links to what you already know about concepts, processes and knowledge from other subjects. Interpret data, diagrams and labels carefully to find the meaning and to establish its reliability. 	<p>Read like a... Linguist</p> <p>What is the purpose of this text? Why are you reading it?</p> <ul style="list-style-type: none"> Read in full - to establish the context. Decode key vocabulary identify the root word (e.g. <i>impossible or impossible</i>) to understand meaning. Use cognates and similar words to aid understanding (e.g. <i>incroyable / incredible</i>). Remember syntax - word order may be different in French or Spanish. 	<p>Read like a... Mathematician</p> <ul style="list-style-type: none"> Establish the context of the question. Highlight key words and important information. Work through the question - Show all the working for each stage. Reflect - have you answered the question? Check your answer - Does the answer look right, sound right and make sense? 	<p>Read like a... Historian</p> <p>What is the purpose of this text? Why are you reading it?</p> <ul style="list-style-type: none"> Decode key vocabulary - identify the root word (e.g. <i>autocrat, disease or parliament</i>) to understand meaning. Make inferences about the topic from historical evidence e.g. newspapers, letters and diaries. Make links to what you already know about the context of the text and the historical timeline. 	<p>Read like a... Theologian</p> <p>What is the purpose of this text? Why are you reading it?</p> <ul style="list-style-type: none"> Scan the text to retrieve key terminology and specific information. Decode key vocabulary - identify the root word (e.g. <i>language, dissonance or sanctity</i>) to understand meaning. Make links to what you already know about alternative opinions or beliefs.
<p>Read like a... Scientist</p> <p>What is the purpose of this text? Why are you reading it? Read all the information.</p> <ul style="list-style-type: none"> Scan the text to retrieve scientific terminology and specific information. Decode key vocabulary - identify the root word (e.g. <i>displacement, photosynthesis or electrolysis</i>) to understand meaning. Make links to what you already know about this topic. 	<p>Read like a... Technologist</p> <p>What is the purpose of this text? Why are you reading it?</p> <ul style="list-style-type: none"> Scan the text to retrieve scientific terminology and specific information. Decode key vocabulary - identify the root word (e.g. <i>biomimicry, ecological, durability & biodegradable</i>); Make links to what you already know about this topic or project. 	<p>Read like an... Artist</p> <p>What is the purpose of this text? Why are you reading it?</p> <ul style="list-style-type: none"> Scan the text for subject specific terminology - understand these words first. Decode key words - identify the root word (e.g. <i>acclaim or engrave</i>); Make links to what you already know about practitioners, artists and musicians. Visualise how the writing allows you to conceive what the piece of art looks/sounds like. 	<p>Read like an... English Student</p> <p>What is the purpose of this text? Why are you reading it?</p> <ul style="list-style-type: none"> Decode key vocabulary - has the writer made any deliberate choices? Why? Track the text at a sentence level - what is the focus? How does it develop/ shift? Make links to what you know about the top, genre or ideas of the text. 	<p>Read like an... Athlete</p> <p>What is the purpose of this text? Why are you reading it?</p> <ul style="list-style-type: none"> Scan the text to retrieve key terminology and specific information. Decode key vocabulary - identify the root word (e.g. <i>hydration, anaerobic or hypertrophy</i>) to understand meaning. Make links to what you already know about topics or sporting activities. Clarify your understanding based on the graphs, tables or images. 	

The *Read Like a ...* Posters that are displayed in all classrooms provide a summary of the key reading skills that students will need to use in order to access written text within that subject area.

Section 14 – Supporting children with Additional Needs

If a child has a SEND need, Mrs Waring and the SEND team in school will do everything that they can to support the child. Mrs Waring will endeavour to respond to parent communications within 72 hours.

Seeking specific diagnosis and working with or without a diagnosis

ASD, ADHD, Dyslexia, Dyscalculia and Dyspraxia

Some parents contact us assuming that we can diagnose specific learning conditions such as ADHD and ASD. This is not the case. Only a paediatrician, referred to you by a GP can provide a formal diagnosis. If a parent suspects that their child has traits of any these conditions, in the first instance they need to go to their GP to initiate the diagnosis process. School will then be contacted to provide evidence to support a diagnosis. Parents also need to inform school of their concerns so that we can alert teaching staff.

Our staff are adept at supporting children with ASD and ADHD traits and learning needs. Staff are continually trained on the range of approaches they can use in the classroom to support students. All staff have an extensive SEND Handbook which outlines the strategies to be used. Regardless of whether or not a child has a formal diagnosis, these strategies are rooted in good teaching and consistency. We do not need a formal diagnosis to do the right thing.

For students with a formal ADHD diagnosis, Mrs Waring and the team run small self-help groups for students, this is to help them understand their condition better and to provide them with strategies to help them cope with situations more effectively. We also work closely with the NHS Mental Health Support Team and a referral will be made to develop strategies around worry management, low mood and anxiety.

Communication across our staff also plays an important part in alerting staff to children who are presenting with difficulties. Each morning we hold a daily briefing for Heads of Year and Senior Staff to discuss children who may be struggling in school. We also hold weekly whole-staff briefings and during these our staff are also alerted to children presenting with specific challenges and how teaching staff can support them. Children's learning difficulties are always recorded on our management information system. This is crucial information which staff access and utilise to plan their lessons.

Dyslexic Screener

We can only partially help to identify students who may have conditions such as dyslexia. If parents and school suspect there are traits the SEND team are able to conduct a Dyslexic Screener, but this is not a full diagnostic assessment. The purpose of the screener is to identify children who are having difficulties that are often linked with dyslexia. It will inform us if a child needs further investigation. The results from the screener are not intended to give firm evidence that dyslexia is present at this

stage. When we believe a child is showing dyslexic traits and staff are alerted, the handbook illustrates the support that a classroom teacher can put in place. However, as a school we cannot provide a formal diagnosis. If a parent is seeking a formal diagnosis for dyslexia, dyscalculia, or dyspraxia the parent would need to arrange this privately.

Private Diagnosis

If a parent chooses to go down the private route for a diagnosis, please think carefully about the company that you select. Parents are advised to use a company that does a thorough investigation of the child which includes observations within the school environment and face to face appointments. School will work closely with the company.

Also, for information if you have a private diagnosis for ADHD and decide to medicate your child, you will not be eligible for free NHS prescriptions. You still have to go through the whole diagnosis process with the NHS to be able to access NHS free prescriptions.

Printing Resources on Different Coloured Paper

The research about whether printing resources for students with dyslexic tendencies on a different colour of paper, such as pink or blue, helps students is inconclusive. As a reasonable adjustment for students who may struggle with the glare from resources being printed on white paper, we ensure that all our resources are printed in an off-white colour. Coloured overlays can be provided for students.

Children with Medication for ADHD

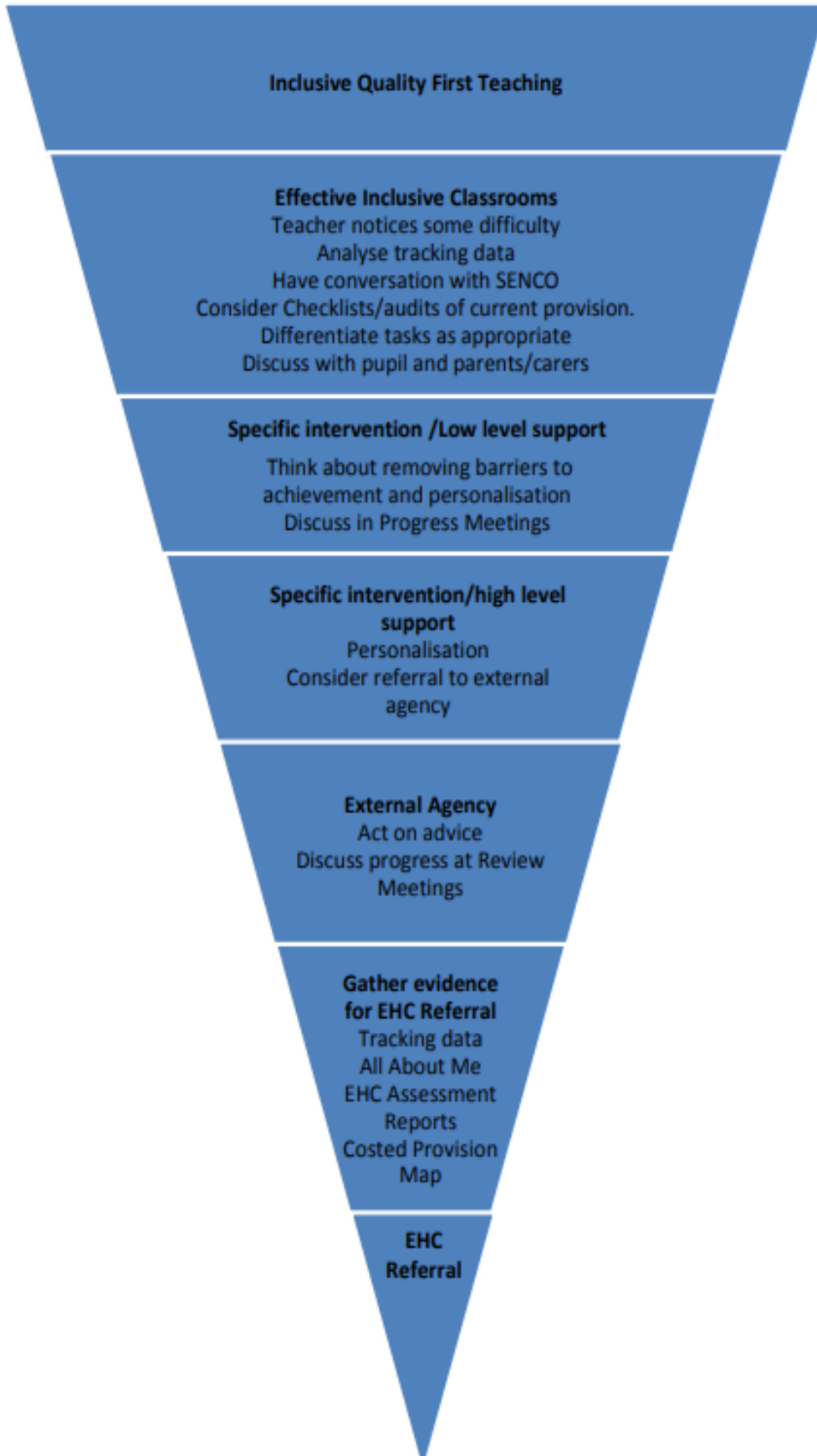
If a child has been prescribed any form of medication to help manage their condition and behaviours throughout the day, parents need to ensure that their child has been medicated at the appropriate time in the morning before school. When children come to school unmedicated, it can subsequently present challenges for them during the day. Please let us know if your child has not taken their medication so staff can be aware and support.

Educational Health and Care Pathway and the Graduated Approach

The vast majority of our students who have special educational needs and disabilities (SEND) will not need a referral to the EHC Pathway because their needs can be met through the provision made through our Graduated Approach to SEND (please see the flow chart below). Only students requiring exceptional support and additional school funding will need a referral to the Education, Health and Care (EHC) Pathway. The EHCP process is complex as applications are externally assessed and approved. It can take a couple of months to prepare the documentation and gather the evidence for the application.

Graduated Response to SEND – Generic Flowchart

Assess, Plan, Do, Review at each stage



No additional support
Applicable to ALL pupils

Some additional support
Applicable to SOME pupils

Lots of additional support
Applicable to FEW pupils

Exceptional support
Applicable to FEW pupils

Reasonable Adjustments for students with SEND and an EHCP

As with all students on the SEND register, reasonable adjustments are made for students with an Education, Health and Care Plan (EHCP). These adjustments can include (but are not exclusive to):

- Extra adult for some lessons if specified in the EHCP.
- Giving (where appropriate) extra time to allow compliance with instructions.
- Mentoring.
- Highlighting behaviours that may be unintentionally disruptive and explaining that they need to stop rather than immediately issuing a behaviour penalty for them.
- Allowing (where appropriate) extra time to complete tasks.
- Issuing a 'time out' or 'movement break' card for a set period of time. This is reviewed on a regular basis.

SEND needs are not an excuse for poor and inappropriate behaviour. Regardless of need, all children require clear routines, consistency and boundaries both in school and at home. We would be failing any child if we did not impose a logical consequence after they have done something wrong in school. Children only thrive in school when there is a consistent approach between school and home. If this is not the case, children receive mixed messages which in turn does nothing to help improve their behaviour.

Fred Longworth High School is a mainstream education setting. If a student's EHCP identifies them as suited to mainstream education, it is important that adjustments do not become so numerous as to deprive the student of a genuine mainstream education experience. Should the level of adjustments required to enable a student to have an effective education become excessive, it is likely that there are non-mainstream, specialist providers with resources and expertise far better suited to the needs of the student.

Our approach to discipline reflects this: all students who attend Fred Longworth High School are expected to meet a certain minimum standard of behaviour, and all students – having been identified as suited to a mainstream education experience – are subject to the same procedures when this standard is not met. Reasonable adjustments may be made in terms of the time and day that a sanction is served, but ultimately all students are subject to the same procedures.

Any student with an EHCP who displays signs of being unable to meet our mainstream school's behaviour standards due to a diagnosed condition will have their EHCP reviewed to see whether they are still deemed suited to a mainstream school environment.

Mainstream education also means we expect all children to attend all lessons at all times. There will always be exceptions to this, and we will work with parents when a child needs some additional support through our Inclusion Centre. This could mean for example time-out to attend counselling sessions, anger management classes, intervention from our nurture team, time in the Inclusion Centre to regulate behaviour.

Support from a Learning Coach (Teaching Assistant)

Many children come to us from primary school where the class has been supported extensively by a Teaching Assistant or Learning Coach. We have over 270 students on our SEND register and a small team of Learning Coaches. Part of the secondary school journey is about building independence so

children will not always require a Learning Coach in the classroom; however, if your child has an EHCP they will have access to a Learning Coach in some of their lessons if support is required.

The importance of reading with your child if your child has SEND

Section 13 explains the importance of parents reading with their child. For many students with SEND this is critical. A lot of children on our SEND register struggle with weak literacy skills. A child's interim report intentionally informs parents of their child's reading age. If a child has a reading age below their chronological age, they are going to struggle to access the curriculum. Our weakest readers (identified as readers with a reading age of 7 or 8) are supported in school and are involved in a specific staff-led reading programme to boost their literacy skills.

If a child does have a reading age below their chronological age, parents can support their child by reading with them for approximately 15 minutes each night. This is proven to boost confidence, self-esteem and their literacy skills. Encourage the child to read out-loud and ask them questions about what they have read to check their understanding. If this becomes a regular routine, it will help to improve a child's reading ability. For students in Year 7 and Year 8, ensure they engage fully with their Reading Plus homework.

Section 15 – Parental Engagement with school

“The research is overwhelmingly clear: when parents play a positive role in their children's education, students do better in school.”

Education Endowment Foundation, 2019

We expect all parents to play a full and active part in their child's education. As a school we provide many opportunities for parents to engage positively with school.

As mentioned previously, Satchel One is one of the main platforms that our parents should use to engage with school. This provides parents with information on attendance, behaviour points and reward points and homework.

We regularly communicate with parents, so it is vitally important that we have your most up-to-date contact details. You will receive regular letters from school which are usually sent by email.

Freddie's Focus for Parents is a weekly bulletin for parents. This is sent to parents by email but can also be found on our website and is shared on social media platforms.

Parents' Evenings and other Parental Events

We provide the following opportunities for parents to engage directly with staff.

- **Parents' Evenings.** We run these for each year group. All parents are expected to make an appointment with each of their child's teachers to discuss their progress in each subject. Parents' Evenings are held face-to-face in school.
- **Curriculum Support Evenings.** We run a number of year-group specific information evenings for parents. These include: A guide to Options for parents of Year 9 students; how to support your child as they start secondary school in Year 7; how to support your child through their GCSE years for parents in Years 10 and 11.

- We also offer other bespoke support sessions for parents such as keeping your child safe on-line; supporting a child with ADHD.

Interim Reports

You will receive three formal interim reports about your child during the academic year. These reports provide an insight into how your child is doing and provide you with the opportunity to have conversations with your child about their progress, attitude to learning and their behaviour.

Student Led Conferences.

The Student Led Conference take place at the very end of the academic year. Student-Led Conferences enable students to take greater ownership of their learning and develop a deeper knowledge of how to progress in the future. The conference is attended by the parents and the form tutor. It is a highlight of the academic year. The conference is split into four stages as follows:

Stage One: The student provides a summary of their academic year.

Stage Two: The student talks about their strengths and successes.

Stage Three: The students then share and reflect upon their areas for development.

Stage Four: Finally, each students sets individual targets for the next academic year.

We prepare the students extensively for their conference. They plan what they are going to say, organise examples of their work and identify areas for development during form time in the two weeks leading up to the conference. For the conference to have maximum impact, we strongly advise parents to attend. Parental feedback from these events is always positive.

"It was a delight to see my daughter speak independently about her learning, topics she enjoyed and areas she felt needs to develop. To see her grow in confidence, from previous anxieties around public speaking to develop and produce an outstanding presentation, was heartfelt to watch and hear, as well as how she has become an amazing student at Freddie's. What a difference time makes."

Year 9 Parent.

"I enjoyed the session. It was good to hear my child discuss how they feel this academic year has gone. Detailing the things they have enjoyed and the areas they feel they can improve on."

Year 8 Parent.

Section 16 – Behaviour of Parents

There are likely to be occasions where parents disagree with a decision or action of the school. In these instances, parents must remain respectful when talking to school staff and must act appropriately when in or around the school site. It is important that all adults in our community set an example to our students and never act in a way that threatens or frightens our children. If this does happen, we will report parents for public disorder or otherwise, to the police and ask them to take action to stop it from happening again.

Parents who misuse social media by presenting mistruths about the school, writing misinformation and one-sided views of incidents in school and also writing abusive and threatening messages about staff will be banned from school and or/ will face a communication ban. Parents encouraging their children to film or record teachers will also face a ban and/or communication ban. Parents found to be involved in any behaviour of this kind may also face legal action. Our staff work hard to support all children in school – it is not acceptable that they are subjected to harassment of any kind. The Protection from Harassment Act 1997 creates a liability where an individual pursues a course of conduct that amounts to harassment. Staff at school have the right to be able to attend work and perform the role of supporting students without being subjected to abusive messages, on-line campaigns and aggression.

In instances where parents do have cause for disagreement with school, we insist that those concerns are raised professionally and respectfully with us through appropriate channels. As mentioned previously, it is important that home and school outwardly present a united front to students in order to retain the effectiveness and respect demanded in a school environment. This therefore means we kindly insist that students are not present or witness to parents or carers criticising school procedures or staff either at home, at school or on social media. We are very happy to meet any parent and to have an open and frank conversation where both sides are listened to and hopefully an agreement is reached that all parties are happy with. For further information please see our [Code of Conduct](#) for parents and carers.

Section 17 – Personal Development and the Importance of Extra Curricular Involvement

Personal Development (PD) provides the opportunity for our students to engage and reflect on issues and events that matter to them, and which will help them to become more active and responsible members of our community. Our discreet PD lessons are given the same level of importance as any other subject in the curriculum and as such, our high standards of engagement and behaviour are expected. The PD Curriculum is also delivered through a combination of assemblies, visiting speakers, intervention work, activities during form time and through engagement with extra-curricular activities.

At Key Stage 4 we provide discreet careers lessons. All Year 10 students are given the opportunity to undertake work experience. We ask for parental support for this.

A link to our Personal Development curriculum can be found [here](#). If there are aspects of the curriculum that concern you please contact your child's Head of Year.

Extra-Curricular Involvement

Students at Fred Longworth High School are very lucky to attend a school that provides a rich offer of extra-curricular activities.

We ask all parents to actively encourage their children to get involved in extra-curricular activities whether this be through Sport, the Creative and Performing Arts or even something more bespoke such as our Chess Club.

Extra-Curricular involvement helps to develop the whole child. They develop skills that go beyond learning in the classroom. Students who take part receive enrichment points which contribute to our rewards system. We also ask students to track their engagement through our Student Passport, and they are encouraged to reflect on their wider experiences in the Student Led Conferences.

Section 18 – Reporting Safeguarding Concerns

If you are concerned about the wellbeing and safety of either yourself or anyone else who attends our school, you can talk to either a Head of Year or any other teacher. The Designated Safeguarding Lead and Pastoral Deputy Head of the school is Mr Whalley. Mrs Bailey and Mrs Waring are the Deputy Designated Safeguarding Leads. Mrs Waring is also the school's SENDCo.

WhalleyJ@flhs.wigan.sch.uk

BaileyE@flhs.wigan.sch.uk

WaringD@flhs.wigan.sch.uk

Heads of Year

- Head of Year 7 Mrs Brook
BrookJ@flhs.wigan.sch.uk
- Head of Year 8 Mr Fallows
FallowsA@flhs.wigan.sch.uk
- Head of Year 9 Mr Farrell
FarrellM@flhs.wigan.sch.uk
- Head of Year 10 Mrs Hyslop
HyslopA@flhs.wigan.sch.uk
- Head of Year 11 Mrs Turner
TurnerN@flhs.wigan.sch.uk

The information in the booklet is accurate as of July 2024

Section 19 – Confirmation that you have read and understood the Parent Handbook

Once you have read the handbook, please follow the link below to confirm you agree to support our routines and standards. You can also access the confirmation document via the QR code.

<https://emea.dcv.ms/G6llqbJiKL>



**In instances where parents do not complete the linked form; the school will take this as a positive response to the questions within it regarding the acceptance and understanding of our policies and agreements.

Thank-you.