



Longbenton
HIGH SCHOOL

Parent Guide
26/27



Introduction

Welcome to our “A-Z” of everything you need to know as a parent about life at LHS. This document is a summary of all the systems, procedures, routines, and responsibilities that will make our parent/school partnership work. It is essential reading for all parents and carers; please keep it as a reference guide to refer back to over the year.

I hope you will support us with all of our rules and routines on uniform, attendance, punctuality, behaviour, and the rest that follows in this A-Z.

Rebecca Watson

Headteacher



Longbenton
HIGH SCHOOL

A Attendance Students are expected to maintain their attendance above 97%. **Attendance to school is directly linked to student attainment**, therefore regular attendance to school significantly increases your child's opportunity of reaching their full potential. We will pursue those families not committed to sending their child to school regularly (<90%).

This can include referrals to external services and court prosecution (including fines). We do not do this to be punitive, but to protect the long-term interests of the student. Support can be provided to families to address issues around attendance. It is important that this is a collaborative approach and there is a shared understanding of the value of attending school every day. Under no circumstances will requests for holiday in term time be granted so please do not make them.

If your child is ever too ill to come to school we request that you email the Attendance Officer via attendance@longbenton.org.uk or on 01912189500, before 8am. Incidents of this nature should be rare and infrequent. Please state your name and relation to the student, the student's name, year group, and the reason for the absence. Please ensure that you include any symptoms/details of the illness, rather than simply stating "feeling unwell".

EVERY SCHOOL DAY COUNTS

Don't miss out on the education you deserve.



A

Assessment

Students are regularly assessed on the progress they are making in all of their subjects. Assessment data and feedback on students' attitudes to learning will be shared with parents 2-3 times per year.

Admissions

Our admissions lead is Kim Hay. All admissions are currently processed by North Tyneside Council and therefore all applications must be made via their website: [School admissions | North Tyneside Council](#) National Offer Day is in March 2027; the application deadline for September 2027 is October 31 2026.

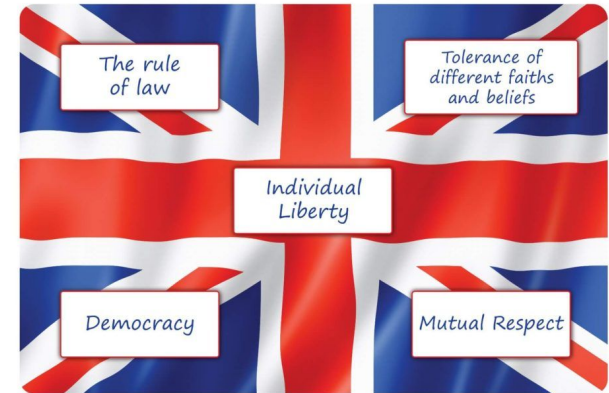
All of our latest admissions information is on our website here: <https://longbenton.org.uk/parents/admissions>



B **Biometrics** We use a biometric system for staff and students to pay for food, Biometrics are used by nearly half of all schools in the UK and provide the quickest and safest means for running these systems. We use facial recognition cameras at our kitchen tills and run a cashless system. School based biometrics tend to take measurements from a scanner or reader that adequately capture the uniqueness of the source but do not capture a complete image. With such an approach the original cannot be reconstructed from the data. Biometric data is not stored in the same databases as all the personal information recorded by the school and anyone using those other databases will not have any access to the biometric data.

Breaktime Students have a mid-morning break of 15 minutes every day. Food can be purchased from the Dining Hall. Hot and cold snacks are available. Students cannot pay by cash but should instead “top-up” their biometric account in advance via MCAS (see section below). Students are permitted to eat purchased food and packed lunches in the dining hall or in the playground only. They should not be found eating in another area of the school including stairwells and toilets. Break for Y7-8 is between 10-10.15am and for Y9-13 it is 11-11.15am.

British Values The Prevent duty, part of the UK's counter-terrorism strategy, defines "British Values" as democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs. These values are promoted in educational settings to help prevent individuals from being drawn into terrorism and to foster a cohesive society.



Bromcom



Bromcom is our school management system (MIS), and MyChildAtSchool (MCAS) is the parent portal within Bromcom. It allows parents to access information about their child's education, communicate with the school, and make online payments. Please see also our **Bromcom Parent Guide** [here](#)

B

Bullying

We are committed to providing a safe, respectful, and inclusive environment where all students can learn and thrive. We believe that every member of our school community has the right to feel secure and valued, and we take all forms of bullying seriously. Bullying is defined as behaviour that is repeated, intended to hurt someone either physically or emotionally, and often involves an imbalance of power. This includes verbal, physical, online (cyberbullying), and relational bullying. Our school takes a proactive and responsive approach to preventing and addressing bullying, in line with the Department for Education's [Preventing and Tackling Bullying guidance](#). We promote positive behaviour through our pastoral care systems, PSHE curriculum, assemblies, and school ethos, which emphasises respect, kindness, and responsibility. We believe that tackling bullying is a shared responsibility. By fostering open communication, mutual respect, and strong relationships within our school community, we aim to create a culture where bullying is not tolerated and every student can feel safe and supported. Our anti-bullying policy can be found here: [Anti Bullying Policy 2026](#). We strive to identify and tackle potential bullying at the earliest opportunity, and therefore not only monitor incidents of bullying but also incidents of 'potential bullying.' This allows staff to take preventative measures to prevent incidents from escalating.

Bursary

Sixth-formers have access to a bursary. If a student is considered disadvantaged (has been registered for free school meals in the last 6 years), then they are given priority. Examples include clothing for school, stationery, books, courses, and transport to an educational event. There is a separate bursary for school travel which can also be requested in the same way. Students should speak to Sixth Form staff (ALP, EDO, AR, CDI)

B: Behaviour Policy

Our Approach: We maintain a **warm-but-strict environment**, guided by our **KIDMAP values**—Kindness, Integrity, Determination, Manners, Ambition, Positivity. We aim to avoid shouting at students - this just raises the temperature - but this does not mean they should be shouting at us! We try to employ PACE as a strategy to build positive relationships with students (see next slide). Clear routines and purposeful structure support a calm, focused school ethos.

Rewards & Praise: Our HERO points system celebrates positive behaviour. Students are also rewarded for demonstrating the KIDMAP values.

Behaviour Support & Intervention: Data-driven strategies have reduced warnings, suspensions, and reflections, while enhancing clarity and reducing disruptions.

Pastoral & Inclusion Structures: The Deputy Headteacher for Culture & Ethos and AHT for Behaviour & Attitude lead on our behaviour systems and ensure consistent application of policies and proactive support for students. We have Associate Assistant Headteachers who oversee Y7-8, 9-10 and 11-13 with teams of Year Leaders and Pastoral Managers.

Continuous Improvement: We regularly refine our systems to make our behaviour framework even stronger. E.g. our reboot in March-June 2025 included the redevelopment of the use of the portacabin and AP spaces to reduce the impact of disruption. Mobile phones were banned in June 25 with a full hand in policy.

Our three 'School Rules' are:



Listen in silence when somebody is talking



Always do what is asked the first time of asking



On time, everytime



Longbenton
HIGH SCHOOL

B: Behaviour Policy: PACE

What is PACE?

PACE is a relational approach developed by Dr. Dan Hughes. It is rooted in attachment and trauma-informed practice, and is widely used in schools to help staff build trust, strengthen relationships, and de-escalate challenging behaviour.  **In short: PACE is about *connection before correction*—supporting students by building trust and emotional safety, which in turn makes behaviour management more effective**

PACE stands for:

- **Playfulness** – Using a light, warm, friendly tone to create connection and reduce tension.
- **Acceptance** – Accepting the child's feelings, thoughts, and experiences without judgment (while still addressing behaviour if unsafe).
- **Curiosity** – Wondering gently about what lies beneath behaviour (“I’m wondering if you felt left out then?”) rather than reacting to surface actions.
- **Empathy** – Showing understanding and compassion for the child's feelings to build safety and trust.

Why schools like ours use PACE:

- Helps children feel safe, understood, and valued.
- De-escalates conflict and reduces confrontational interactions.
- Strengthens positive relationships between staff and students.
- Particularly effective with children who have experienced trauma, attachment difficulties, or high levels of stress.



PACE – Quick Reference for Staff

Connection before Correction



P – Playfulness

- Use a light, warm, friendly tone.
- Helps defuse tension and build connection.



A – Acceptance

- Accept the child's feelings without judgement.
- “It’s okay to ‘feel angry/sad – let’s think about how to handle it safely.’”



C – Curiosity

- Wonder aloud about what’s behind behaviour.
- “I wonder if you felt left out then?”
- Avoid blame or interrogation



E – Empathy

- Show you understand and care about their feelings.
- “That sounds really tough – I get why you felt upset.”

- ★ Stay calm and regulated yourself.
- ★ Focus on the *feeling behind the behaviour*.
- ★ Balance high expectations with compassion.
- ★ Small relational moments build long-term trust.



Contact details



Hailsham Avenue
Longbenton
Newcastle upon Tyne
NE12 8ER



www.longbenton.org.uk
lhs@longbenton.org.uk
attendance@longbenton.org.uk
0191 218 9500



Counselling and student support



We utilize the support of the Connect MHST and Someone Cares in school to provide counselling services to students. You can contact your child's form tutor or Year Leader to ask to be placed on our waiting list. For more information contact Mrs Hay via LHS@longbenton.org.uk



SomeoneCares

Curriculum

Year 7	English, Maths, Science, French, IT, History, Geography, RE, PE, Music, Drama, Art, DT, Food, PSHE
Year 8	English, Maths, Science, French, Spanish, IT, History, Geography, RE, PE, Music, Drama, Art, DT, Food, PSHE
Year 9	English, Maths, Science, IT, History, Geography, RE, PE, PSHE, French or Spanish Options : 3 choices from French or Spanish (subject not already chosen), Art, DT, Food, Music and Drama
Year 10/11	All students study Maths, English Language, English Literature, Science, Core PE, PSHE and Careers and Guidance 3 Options subjects from French, Spanish, History, Geography, RE, Imedia, Computer Science, Business and Enterprise, GCSE PE, Sport Studies, DT, Art, Photography, Food, Child development, Music and Drama



Classroom Expectations - our 'Top Ten'



Clear Structure & Positive Environment

Lessons begin and end with clear, established routines, fostering a positive and well-managed learning environment.



Targeted Retrieval Practice

Students regularly complete short, timed retrieval tasks to recall prior knowledge and consolidate learning.



Knowing Your Students

Teachers demonstrate deep knowledge of individual student needs, including SEND and Pupil Premium, utilizing seating plans and class passports.



Transparent Learning Journeys

Students understand lesson objectives and the broader learning journey, with teachers anticipating common misconceptions.



Effective Modelling & Scaffolding

Lessons incorporate clear modelling, guided practice, and gradual scaffolding to support independent work.



Checking for Understanding

Teachers continuously check for understanding using varied techniques like questioning, hinge questions, and exit tickets, with evidence in student work.



Engaging Activities & Metacognition

Lesson activities are engaging, promote progress, encourage metacognition, and integrate disciplinary literacy and oracy.



Collaborative & Independent Work

Students engage in purposeful group work and independent practice, with clear rationales for grouping and support.



Technology Enhanced Learning

Technology is strategically used to enhance learning and, where possible, reduce teacher workload, such as using visualizers for live modelling.



Structured Revision & Home Learning

Clear revision tasks and weekly home learning assignments are set to complement in-class learning, including a variety of resources.



LHS Way: Character

All staff share a collective responsibility to model and encourage our KIDMAP character traits and to ensure our students embody these in the following ways:

- ★ Demonstrate **kindness** at all times to other members of the school community, ensuring that my actions and words do not harm others; respecting the differences of others.
- ★ Demonstrate **integrity** by valuing honesty and openness; taking responsibility and accountability for my actions; acting in the right way even when no one else is watching.
- ★ Demonstrate **determination** by always trying my best, even in the face of adversity or when academic work becomes challenging, including homework.
- ★ Demonstrate **manners** at all times by showing my appreciation for others; saying please and thank you; holding open doors for others; picking up litter and respecting the school building and following the school's behaviour policy and student code of conduct.
- ★ Demonstrate **ambition** by getting the best out of my time at school to make my success inevitable; be committed to becoming the best version of myself.
- ★ Demonstrate **positivity** by actively engaging with my learning and development; responding to my teachers' feedback and seeking out opportunities to be involved in the life of the school.





C: Culture, Vision & Values



Longbenton
High School

LHS Way: **culture**, vision & values

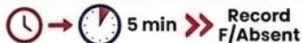
OUR PURPOSE	Opening doors, offering opportunities, delivering outcomes
OUR PRINCIPLES	Social mobility and social justice, belonging and inclusion
OUR VALUES	KIDMAP: Kindness, Integrity, Determination, Manners, Ambition, Positivity

- **KIDMAP** - traditional values that we aim to live by (staff and students). Values and qualities we aspire to instil in our students; how we want them to 'be'. **3 basic expectations** alongside this: do it the first time of asking; listen when spoken to; on time every time.
- A "**Warm:Strict**" approach where we 'care and press': the same high standards and expectations for everyone regardless of background or starting point.
- A **PACE** approach to relationships. We don't shout, point-score or use ego/power when it comes to relationships with students.
- **Classrooms are inclusive; every teacher is a teacher of SEND, using our 10 non negotiables**
- The teacher is the **expert** in the classroom. The **curriculum is the progression model** and the class teacher leads that.
- **Our systems and routines** are designed to take away student cognitive load and make behaviour expectations **consistent** .

Classroom Expectations - What we ask staff to do

Classroom Expectations for Staff

Registers: Must be completed within the first **5 minutes** of a lesson. If a student does not turn up on 'F' code should be recorded, except registration or Period 1 when on **Absent** code is used.



Truancy: For students who have an F-Code, if they do not arrive to your lesson after **10 mins** please enter the Behaviour Event 'Suspected Truancy'.



Lateness: If a student is late for tutor time or a lesson (**6-10 minutes**) record **Bromcom** the number of minutes in Bromcom.



Mobile Phones: All mobiles must be handed in at the start of the day. If a student refuses to hand over their mobile phone in tutor time or is seen with a mobile phone during the school day:



Request On-Call using the alert on Bromcom
On-call will confiscate the phone and escort student to Reset



Tutor Check - Uniform & Equipment: If a student has incorrect uniform or no pen or pencil, record it in Bromcom.



Enter 'HERO' points for students who have met expectations

Positive & Corrective Actions

Use **PACE** principles to build relationships with your students in order to defuse low-level behaviours



HERO Point Flow

'Catch students getting it right'



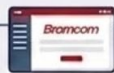
(Give student HERO, house points and praise for producing good work and following your instructions first time of asking) Never underestimate the power of a positive phone call!

Follow the **Staged Consequences** below if students continue to disrupt the learning of others or fail to follow instructions.



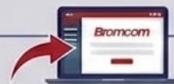
Opportunity 1

Give the student a verbal warning by telling them they have an 'Opportunity 1'



Opportunity 2

Inform the student that they are on 'Opportunity 2' and record in Bromcom at the end of the lesson



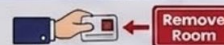
Restore

(Up to 10 min discussion with the student at your convenience)



Remove

(Notify 'on-call', issue R1 with the appropriate code. Student should be sent to the 'remove room' as shown on the Daily Planner. 2 x Removes in one day mean the student will spend time in Reset (6 lessons)





Careers we are committed to helping students explore future pathways, develop employability skills, and make informed decisions about their education and career choices. Our Careers curriculum supports students from Year 7 through Year 13.

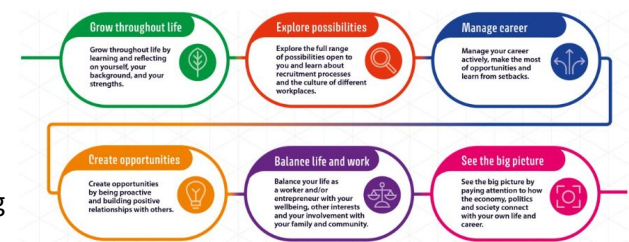
What students experience:

- Careers education in PD lessons: Students learn about different careers, pathways, and the skills needed to succeed in the world of work.
- Careers lessons in Years 10–11 are focused lessons aimed to help students develop employability skills, understand post-16 options, and prepare for life after school.
- Work-related experiences: Workshops, discussions, and projects help students build confidence and develop life skills. Year 10 students take part in work experience placements to explore different industries and gain practical insights.
- Enrichment activities: Our Inspire Clubs (3.10pm-4pm) play an important role in preparing students for future careers. Participation in clubs, sports, arts, volunteering, and competitions helps students to develop key employability skills.
- Guidance and advice: Students have access to individual and group support, including one-to-one sessions run by Connexions in year 11 and Y12. Our school contact for Connexions is Shelley Luke. Shelley.Luke@northtyneside.gov.uk

Why it matters:

Our Careers curriculum helps students to:

- Discover a wide range of opportunities and pathways.
- Develop important life and work skills such as teamwork, communication, and problem-solving
- Make informed choices about their future education and careers.
- Build confidence and ambition to achieve their goals.



CDI Careers Framework

By providing structured, progressive careers education, including fortnightly lessons, work experience, and Connexions support, we ensure all students leave school well-prepared for the next stage of their lives.



Code of Conduct - Parents

School Policies

We deem the following to constitute inappropriate or unacceptable behaviour:

- Using foul, abusive or offensive language.
- Raising voices inappropriately at another individual.
- Making racist or sexist comments.
- Using aggressive hand gestures eg raising fists or fingers.
- Discriminating against members of the school community.
- Bullying, harassment or intimidation, in person and online.
- Sending abusive, aggressive or threatening messages or emails.
- Sending excessive communication by email or through telephone calls, including repetitive complaints.
- Demanding immediate meetings with staff without prior appointment.
- Making excessive demands on staff through lengthy meetings (most meetings should take no longer than 30-60 minutes; if so a second meeting will need to be scheduled).
- Using parents' evening appointments or other school events as an opportunity to air wider grievances.
- Causing damage to school property.
- Any physical violence on the premises or school gates.
- Writing or posting abusive, offensive or defamatory comments about the school, staff, students or other parents on social media.
- Approaching another parent/carer or student directly to resolve an issue between students.
- Smoking or vaping on the premises or near the school gate/entrance, including the car park.
- Attending school under the influence of alcohol or drugs. Staff will refuse to meet parents who appear intoxicated; they will be asked to leave the school site.
- Taking photographs or filming without permission.
- Driving unsafely within the vicinity of the school.
- Bringing dogs onto the school premises (other than guide dogs or assistance dogs).

2. Online Safety and Social Media Conduct

- Parents should be mindful of their online activity and how it may impact the school community.
- Negative or defamatory comments about the school, its staff, students or other parents on social media will not be tolerated. In the event of illegal, defamatory or discriminatory conduct, breaches could lead to legal action, prosecution, or police involvement.
- Complaining about the school's values and practices on social media will not be tolerated.
- Cyberbullying, including making false allegations or sharing inappropriate content about students or staff, is unacceptable.
- Concerns should be raised directly with the school rather than posted online.
- Parents must respect students' privacy and avoid sharing images, names, or personal information about students other than their own.
- Parents should not post content containing confidential information regarding meetings or complaint outcomes.
- The creation or joining of private groups to victimise or harass staff or discuss the school in general is not acceptable.



D

Detentions (Reflections)

- Reflections take place on a Monday, Wednesday and Friday evening
- We communicate if your child has a reflection through the My Child At School (MCAS) App. [Insert Link \(where should the link live? On LHS website_ \[Parent's How-To Guide for Monitoring Behaviour & Scheduled Reflections\] \(SED\)](#)

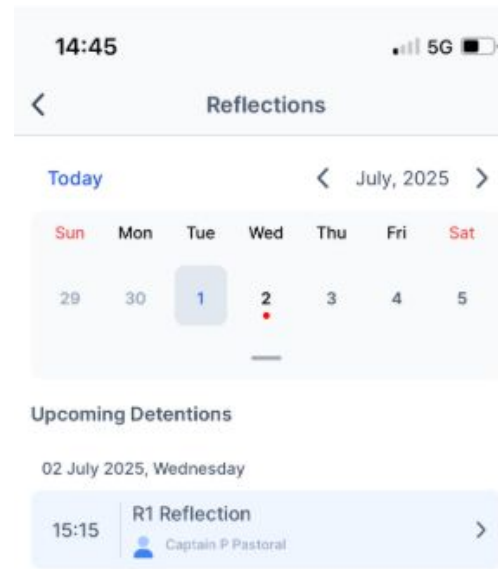
The MCAS app provides a detailed log of your child's behaviour events, which can include both positive achievements or house points and negative incidents entries including details of reflections.

Scheduled reflections, such as detentions or specific appointments related to behaviour follow-up, are visible within the app, linked to the "Timetable" and also a dedicated "Reflections" module.

Within this section, you should see details of any upcoming or past detentions, including:

- **Date and Time:** When the reflection/detention is scheduled.
- **Location:** Where it will take place.
- **Reason:** The reason for the detention or reflection.
- **Type:** The type of detention (e.g., break time, after school).

Please note that failure to attend a Reflection will result in the sanction being upscaled. R1 is upscaled to R2, R2 is upscaled to Reset.



Restore = 10mins
R1 = Reflection until 3.45pm
R2 = Reflection until 4pm

(Tuesday R1 = 3pm R2 = 3.15pm)



Digital Charter

At LHS we are very proud and fortunate to have a very dedicated and supportive school community who all recognise that the education and safety of our children is a partnership between us all. This charter aims to clarify what each of us will do to collectively to endeavour to keep our children safe online and seeks parental and student agreement to these expectations. This is an opportunity to work together to agree some rules and boundaries for how devices are used and monitored in order to make sure our children are using the internet safely and communicating with others appropriately.

School will	Parents and carers will	Students will
- not allow any smartphones to be used during school hours to support student wellbeing - continue to educate pupils on online safety as part of the curriculum - support parents/carers with online safety awareness - offer more opportunities, across the year, for workshops/information meetings for parents/carers - raise awareness of online safety with younger year groups - try to engage more parents in the discussion around online safety through a variety of methods - reduce screen time at home by keeping online learning requested of children to a minimum, such as Google Classroom - not condone or tolerate poor online behaviour by anyone - follow safeguarding procedures where online concerns are raised	- Support the school's policy on phones (students handing them in each morning and not keeping a phone on their person) - enter into the discussion with other parents about when children have access to mobile phones and endeavour to agree as a collective group to remove the peer pressure that surrounds this matter - discuss with our children about what is a healthy amount of screen time - model how to be kind online citizens ourselves: using social media respectfully (not using online platforms to voice complaints against the school, its staff, other parents/carers or other children) - endeavour to put our devices down when we are talking to our children, and vice versa, so we can model respectful behaviour, for example, keep mobile phones away for important family times and encourage quality time, talk & activity - talk about online safety rules with our children, such as no devices upstairs/in bedrooms etc - try to adhere to age-ratings of apps, ensuring they are age-appropriate for our children - be part of our child's digital world by understanding what apps/games they use and how they are used - regularly monitor what our children are saying to each other in online chats: know who they are speaking to and what they are saying/is being said	- Follow the school policy: hand in my phone each morning to my tutor/school staff - use kind and respectful words when I text / type in a chat box to someone - check with my parents/carers before getting a new app or game so they can check it is safe and age-appropriate for me - set up privacy and safety settings on any apps and sites I use and show them to my parents/carers - check with my parents/carers if I am using online games where other people I don't know can talk to me/send me messages and explain what I can do to avoid any risks - not post/share personal information eg. mobile number, address, email, name, etc to stay private and safe - turn my device off when I am doing homework and at bedtime, to help me concentrate and get a good night's sleep - not use my device in my bedroom to stay safe, if this is a rule agreed at home - be supportive if my parents/carers decide I am too young for a device/app/game/phone - talk about anything I am worried about/see/hear online that I think is not right/upsetting with a trusted adult and know they will help and support me - Not film or record someone without their permission or someone in a vulnerable position (eg an argument/fight,



E

Equipment At secondary school we would expect students to start taking responsibility for their own equipment. They should have a school bag with them each day, with a pencil case containing basic equipment such as a blue or black pen, pencil and ruler. Additionally they may like to have their own highlighters and coloured pencils. Students should have their own scientific calculator by the time they are in Year 10 and 11 as they need to get used to using these for their GCSE examinations in both Maths and Science. Unfortunately we do not have space for lockers, so students must carry their bag/equipment with them.



End of the day Students must go straight home and not 'hang about' outside the school or near local shops / bus stops. This is both for their own safety and out of courtesy to our neighbours. Students should be mindful that they represent our school on the way to and from home, whilst wearing our uniform, including when using the Metro. Any parents who wish to collect their child should wait outside the relevant entrance and should not ask to wait in the school itself. If parents wish to collect their child by car, please be mindful of parking restrictions on Hailsham Avenue. Be aware that our gates temporarily close to help with the flow of pedestrian traffic over the crossing at 3.15pm each day and 2.30pm on Tuesdays. Students are not permitted to walk down the pedestrian footpath to Benton Dene schools unless they gave an agreed pass to show Benton Dene site staff. This must be agreed in advance between parents and Pastoral Teams eg for the purpose of collecting siblings.

Enrichment: Inspire Clubs combine vital revision support with wider enrichment opportunities. The Inspire timetable is published every term.

- Years 10 & 11 benefit from structured after-school revision sessions in preparation for exams.
- All students are expected to take part in at least one enrichment club each week, choosing from a wide range of activities.
- For those preparing for exams, attendance at revision and coursework sessions is essential, and families should expect year 11 students to finish their school day at 4:00pm.

These opportunities ensure students not only achieve academically, but also grow in confidence, skills, and experiences beyond the classroom.

E Equalities Team

Our Student Equalities Team works to ensure that every student feels welcome, valued, and included at school. They focus on promoting kindness, respect, and belonging across the whole school community.

What they do:

- Raise awareness through assemblies and PSHE lessons.
- Lead campaigns and fundraising to support important causes and initiatives.
- Promote inclusivity and respect, helping all students feel accepted regardless of background or ability.
- Encourage kindness and positive behaviour, creating a safe and supportive school culture.
- Support a sense of community, welcoming new students and helping everyone feel part of the school.

How it works:

- Students apply to join in the autumn term.
- The team meets once a week to plan activities and initiatives.

By celebrating diversity and championing equality, the Student Equalities Team helps make our school a place where everyone can thrive.



F

Food (Mellors Catering) Our school catering is provided by Mellors, offering a variety of food options for students. Food and drinks are available during break and lunchtime, including freshly made sandwiches, pasta dishes, vegetarian meals, street food, and main meal options. A lunch meal deal is available for £2.60, and full menus can be viewed on the school website. Students can also take advantage of our pre-ordering service for sandwiches and drinks. Fast-track orders can be placed in the dining hall from 8:30am each morning. If your child has any food allergies, please contact the school directly for further advice and support.

Form tutors 26/27

Year Group	AAHT YL/PM	Form Tutors							
Year 7	KL EK CAM	AMO EX05	LRI DS18	MA EX04	DC EX08	LHO DS19	MB DS16	CSU CR04	
Year 8	KL SPA DAI	KBA EV16	AC DS14	KGL CM02	BJO CR07	CWE EX09	NC CR06	TC EX00	
Year 9	NMC MW GRI	CF CR03	DCL DS17	CBT DS13	JC EX03	MH/KJ PF12	GM EX02	LMK CM15	
Year 10	NMC DH DBE	MCH CR08	HMM CR05	HR CM11	ML CM12	NTD DS11	CLU CM17	JFR DS12	
Year 11	ALP EDO LG	AB CM03	RO CM01	SED EV17	RCO EX06	CSE PF11	GRO EV15	GS EV13	AGO EV18
Year 12	ALP CW/AR	CJ/SJ CM16	SAT EV19						
Year 13	ALP AR/CW	AT EV14	RW/PKE CR02	LP EX01					

Free School Meals A child is eligible for free school meals if their parent or carer receives one or more of the following benefits: Income Support. income-based Job Seekers' Allowance. income-related Employment and Support Allowance. From the start of the 2026/27 school year, the Department for Education will extend entitlement to free school meals to include all children from households in receipt of Universal Credit. If your child was eligible for FSM in Year 6, their entitlement would typically carry over to Year 7. To check, or to apply for free school meals, contact North Tyneside Council either over the telephone by calling (0191) 643 2288 or by completing the online form found on the North Tyneside Council website..



Google

We are a Google school. This means staff and students using Google Drive, Gmail, Google Classroom for homework and collaborative planning and Google Meet for online meetings. We started our Google journey with the rollout of Chromebooks during Covid. Staff use various apps to organise, collaborate and engage students in their learning.

GCSE Pod

GCSEPod is an online learning and revision platform designed to support GCSE students in their studies. It provides access to a vast library of short, engaging, and exam-board specific video lessons, called "Pods," covering a wide range of subjects. These Pods are designed to be easily digestible, typically lasting between 3 to 5 minutes, and are aimed at helping students consolidate knowledge, identify areas for improvement, and prepare for their GCSE exams. Teachers can also utilize GCSEPod to set assignments, track student progress, and identify areas where students might need additional support.

Governors

Our Governing Body meets 4 times per year, with additional sub committees for curriculum, culture, Sixth Form and finance/premises/HR taking place every half term. You can find out who our governing body members are here: <https://longbenton.org.uk/about/governance>

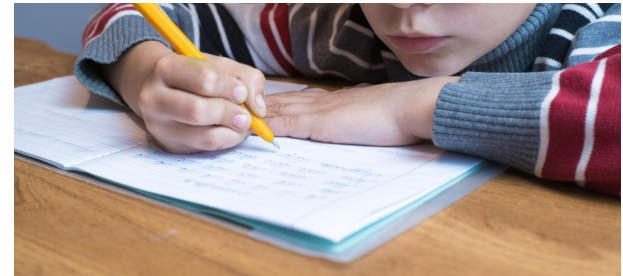




Homework & home learning

At Longbenton High School, we believe that consistent homework is a key part of academic success, helping students develop strong study habits and preparing them for the future. Research shows that regular home learning can boost a student's progress by as much as five months. To make this process effective for everyone, all assignments will be managed through **Google Classroom**, giving you a clear, real-time view of what your child is working on and when it's due.

We will also use **self-marking tools like GCSE Pod** to provide your child with immediate feedback, and we will focus on teaching students effective study techniques, such as creating flashcards and mind maps. If your child needs a place to work, we offer **homework clubs** with access to computers and support. Our goal is to make homework a positive and rewarding experience that strengthens the partnership between school and home.





Home school agreement

Students	Parents	Staff & Governors
I will live the school values (KIDMAP) in the following ways: ★ Demonstrate kindness at all times to other members of the school community, ensuring that my actions and words do not harm others; respecting the differences of others. ★ Demonstrate integrity by valuing honesty and openness; taking responsibility and accountability for my actions; acting in the right way even when no one else is watching. ★ Demonstrate determination by always trying my best, even in the face of diversity or when academic work becomes challenging, including homework. ★ Demonstrate manners at all times by showing my appreciation for others; saying please and thank you; holding open doors for others; picking up litter and respecting the school building. Follow the school's behaviour policy and student code of conduct. ★ Demonstrate ambition by getting the best out of my time at school to make my success inevitable; be committed to becoming the best version of myself. ★ Demonstrate positivity by actively engaging with my learning and development; responding to my teachers' feedback and seeking out opportunities to be involved in the life of the school. In addition I will: ★ Follow the school's behaviour policy and student code of conduct. ★ Show my commitment to school by attending regularly (at least 96% of the time), on time and properly equipped for work. ★ Play a full role within my form group and House. ★ Follow the guidelines for the use of the computer network and the internet in school. ★ Ensure that my mobile phone is out of sight and switched off at all times including at break and lunch. ★ Ensuring I wear the correct uniform of the school and keep a professional appearance. ★ Behave in a way which shows I am proud to be a member of Longbenton High School, both inside and outside of school.	★ Ensure that children arrive to <u>school</u> on time, every day, properly equipped to learn and in the correct uniform. ★ Actively support the school in promoting the behaviour and values which lie at the heart of the school community. ★ Ensure that children attend school sanctions if/when set; support the school's decisions where sanctions are applied. ★ Inform the school on the first day of any absence. ★ Aim to support at least 96% attendance throughout the school year. ★ Ensure that children are actively supported in undertaking homework and any work missed through absence. ★ Inform the school of any change in home circumstances or issues which may affect a child's learning. ★ Inform the school promptly of any change of home contact details. ★ Ensure that all communication with the school is undertaken in a respectful manner. ★ Attend parent and relevant information evenings. ★ Observe our school rules on mobile phones by avoiding ringing your child's mobile or texting / messaging during the day. ★ Ensure that children do not bring prohibited items to school; e.g. energy drinks, alcohol, drugs, weapons, tobacco, vapes (or other smoking paraphernalia). ★ Encourage children to take part in extracurricular activities and the wider life of the school. ★ Ensure that all holidays are taken during school holiday time. ★ Ensure that the complaints procedure, and not social media, is used if you are unhappy with any element of the school's provision for your child.	★ Promote the school's KIDMAP values and model them at all times. ★ Maintain the highest expectations with regard to communication, uniform, positive behaviour, attendance, progress and conduct. ★ Care for your child's academic progress, safety, happiness and welfare. ★ Teach students about rights and responsibilities, helping them mature into responsible citizens and life-long learners. ★ Provide an inclusive environment where all students feel safe and understand how to stay safe, including online. ★ Ensure that effective teaching and learning takes place, to best meet the individual needs of all. ★ Set clear targets and give appropriate feedback to assist all students in fulfilling their potential. ★ Ensure homework is relevant and set in line with the school policy. ★ Keep families informed of progress and attendance, and respond promptly and professionally to contact from families. ★ Celebrate achievement and success through school reward systems and public acknowledgment. ★ Be welcoming and offer you opportunities to become involved in the life of the school. ★ Provide support to students with additional Special Educational Needs, according to the SEN Code of Practice. ★ Provide a careers education and PSHE programme. ★ Reserve the right to search your child if deemed necessary.



Houses & House System

When students join us in Year 7, they are placed into one of our four Houses. Each House has its own colour, and students wear a tie in their House colour:

- **Bamburgh** – Blue
 - **Alnwick** – Purple
 - **Dunstanburgh** – Green
 - **Warkworth** – Orange
-
- Your child will stay in the same House throughout their time at school.
 - The House system is an important part of school life. It helps students feel a sense of belonging and identity, encourages teamwork across year groups, and promotes healthy competition. Throughout the year, students take part in House activities such as Sports Day, academic challenges, and creative competitions.
 - Houses also provide opportunities for celebrating achievement and developing leadership skills, as older students often support and guide younger members of their House.

HERO

We use the **H.E.R.O. system** to encourage positive habits that support learning and success. Students can earn HERO points at the start of every lesson and during registration for demonstrating the following:

- **H – Here:** good attendance and being present every day.
- **E – Equipped:** bringing the correct equipment to school (pen, pencil, ruler, calculator).
- **R – Ready:** wearing the correct uniform and starting lessons focused and prepared (e.g. beginning the “Do It Now” task straight away).
- **O – On-Time:** being punctual to school and lessons.

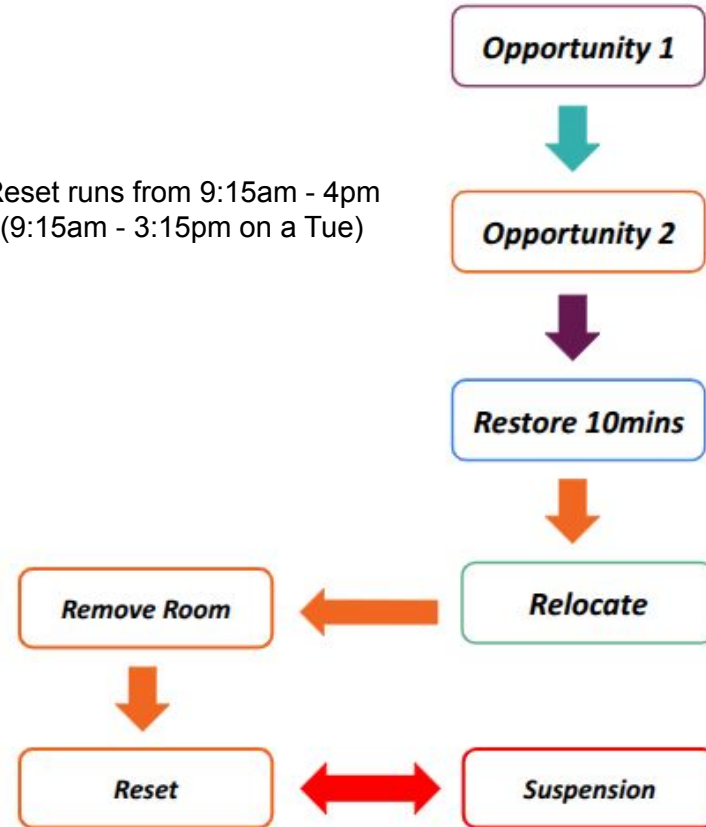
By rewarding these essential skills, we help students to develop responsibility, independence, and good learning routines. Points earned through H.E.R.O. contribute to Year group and House totals and are celebrated regularly.

Internal Suspension (Reset)

The goal of **Reset** is to provide a structured environment that encourages students to reflect on their behaviour and return to regular classes prepared to learn.

- Students who are removed from lessons twice in a day will do 6 lessons in Reset.
- Students who truant once in a day will do 6 lessons in Reset.
- Students must work quietly and independently.
- Break and lunch periods will be separate from the general student population.
- Students will need to successfully complete a 6 full lessons in Reset. This may extend into the next school day, depending on the time of day they started.
- Failure to meet the expectations whilst in Reset can result in a minimum of a 0.5 day suspension and the students will be required to complete Reset on their return until they pass 6 periods.

Reset runs from 9:15am - 4pm
(9:15am - 3:15pm on a Tue)



Intervention - This can sometimes be done in small groups or occasionally on a one-to-one basis. This can be done inside or outside of the classroom taught by a teacher or most often a Teaching Assistant (TAs) who has had training to run these groups. TAs will often follow programmes devised by External professionals such as Literacy or Language and Communication specialist teachers.

K

KIDMAP All staff share a collective responsibility to model and encourage our KIDMAP character traits and to ensure our students embody these in the following ways:

- ★ Demonstrate **kindness** at all times to other members of the school community, ensuring that my actions and words do not harm others; respecting the differences of others.
- ★ Demonstrate **integrity** by valuing honesty and openness; taking responsibility and accountability for my actions; acting in the right way even when no one else is watching.
- ★ Demonstrate **determination** by always trying my best, even in the face of adversity or when academic work becomes challenging, including homework.
- ★ Demonstrate **manners** at all times by showing my appreciation for others; saying please and thank you; holding open doors for others; picking up litter and respecting the school building and following the school's behaviour policy and student code of conduct.
- ★ Demonstrate **ambition** by getting the best out of my time at school to make my success inevitable; be committed to becoming the best version of myself.
- ★ Demonstrate **positivity** by actively engaging with my learning and development; responding to my teachers' feedback and seeking out opportunities to be involved in the life of the school.



L Learning Support

LHS has the following team in place to ensure your child's need are met through appropriate Learning Support; The SENCO, 2 deputy SENCOs, an Alternative Provision Lead, an Inclusion Manager, and a team of Teaching Assistants (including Higher level and Specialist). They provide vital support to students with a wide range of needs, from academic challenges to emotional and social difficulties. This support can be the key to unlocking a student's potential, helping them to build confidence and develop the skills they need to thrive. Their collaboration with teachers creates an inclusive and supportive classroom environment for all.

LHS Way: Vision & Values

OUR PURPOSE	Opening doors, offering opportunities, delivering outcomes
OUR PRINCIPLES	Social mobility and social justice, belonging and inclusion
OUR VALUES	KIDMAP: Kindness, Integrity, Determination, Manners, Ambition, Positivity

- **KIDMAP** - traditional values that we aim to live by (staff and students). Values and qualities we aspire to instil in our students; how we want them to 'be'.
3 basic expectations alongside this: do it the first time of asking; listen when spoken to; on time every time.
- A **"Warm:Strict"** approach where we 'care and press': the same high standards and expectations for everyone regardless of background or starting point.
- A **PACE** approach to relationships. We don't shout, point-score or use ego/power when it comes to relationships with students.
- **Classrooms are inclusive; every teacher is a teacher of SEND, using our 10 non negotiables**
- The teacher is the **expert** in the classroom. The **curriculum is the progression model** and the class teacher leads that.
- **Our systems and routines** are designed to take away student cognitive load and make behaviour expectations **consistent**.



Medical With the exception of epipens and inhalers, students are not allowed to carry any medication school. This includes items such as painkillers and antihistamines. If a student needs to take medication during the school day, parents must complete a medication consent form. The medication will be stored securely at Student Reception, where it will be administered under staff supervision and recorded appropriately. For students with more complex medical needs, parents should work with their child's Pastoral Manager to complete a Health Care Plan. All relevant policies and forms are available on the school website.

MCAS This is an online portal providing access to information from school via a web browser (e.g. Edge, Firefox, Chrome, Safari etc.) or via a free app (for android or ios).

Accessing MCAS allows you to:

- See your child's timetable for the current week
- Update your child's medical information, personal information and your own contact details
- Top-up your child's lunch account securely, quickly and easily, as well as monitor their spending
- Access Assessment Reports
- Access live lesson attendance information
- Access information regarding positive and negative behaviour
- Pay for trips, clubs and other purchases.

The school will share details of how to register with parents of year 7 students. If you have not yet registered and not in year 7, please contact the school office and they will email you an invite to register.

M

Mobile Phones *See also D for Digital Charter and S for Smartphones*

We completely banned mobile phones in June 2025. This means they are handed into tutors each morning, locked away and returned at the end of the day.

Key documents for reference: Mobile Phone Protocol [Policies | Longbenton High School](#)

Useful articles for reference:

[What are the benefits of smartphone-free schools? | Questions | Smartphone Free Childhood](#)

[Resources for Parents](#)



Student/Parent FAQs

Mobile Phone Protocol: Starting after May Half Term (June 2025)

We want school to be a calm, focused and friendly place for everyone. To help with that, we're changing how mobile phones are managed during the day. Here's everything you need to know.

1. What time do I have to hand in my phone?



You must hand in your phone during **morning registration (8:45 – 9:00am)** to your form tutor.

2. What do I need to do before handing in my phone?



Make sure your phone is **switched off** or on **airplane mode** before giving it to your tutor.

3. How will my phone be stored?



Phones are stored in a **locked box/cabinet**, and each student has their own numbered slot. Once phones are collected, the key is safely stored away until the end of the day. The locked cabinets are fixed and can't be moved. No one will be able to access them during the day.

4. What happens if I refuse to hand in my phone?



If you don't hand your phone in, staff may use metal detectors to check. If you still refuse, you'll be taken to **RESET**, and your parents will be contacted. You won't be allowed into lessons until your phone is handed in.

5. What if my parents want me to keep my phone?



Your parent or carer will be invited to meet with school leaders. This is a whole-school rule and applies to everyone, unless there's a medical exception (see below).

6. I'm running late – what do I do with my phone?



- If you're late **before 9:00am**, enter school via the AP entrance (side of building towards the car park) and hand in your phone to the Pastoral Manager/SLT on duty. They will give you a ticket with a number - you will need this to collect your phone at the end of the day.
 - If you arrive **after 9:00am**, you will hand it in at **main reception**.
 - If you are late, you'll collect it from **student reception** at the end of the day at 3.15pm. Do not go to student reception until the end of afternoon form - you will not be able to collect it until then.
-

7. Can I use my phone during the day?



No. You can only use your phone **after 3:15pm**, unless you've been given permission for a serious reason (like a medical condition). You must wait until you are out of the building before accessing your phone. If you are going to an after school club 3.15-4.00pm your phone must stay switched off and away in your blazer pocket or bag.

8. What if I'm caught using my phone during the school day?



Your phone will be taken straight away, and you'll go into **RESET for 5 lessons**. There may be further consequences depending on the situation (eg Reset or Super Reset).

9. What if I try to bring two phones or hide one?



This is treated very seriously. You could face daily searches, be suspended, be placed in RESET, be banned from bringing a phone to school etc.

10. What about smartwatches, AirPods or similar devices?



If you're using them to connect to your phone or break the rules, they'll be confiscated too. The same consequences apply.

11. Can I have my phone for medical or family reasons?



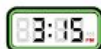
Only if it's a **medical reason** (eg diabetes monitor) and you have agreed permission from your **Year Leader or Assistant Head**. This will be part of your health care plan. Otherwise, you can use a school phone from student reception to call home if needed.

12. What if my parent wants to contact me during the day?



They must **call the school office**. You can also ask to use a **school phone** at student reception if you need to contact home.

13. When will I get my phone back?



Phones will be returned during afternoon registration so you're ready to leave at 3:15pm.

14. What happens on assembly days?



You will return to your form room at the end of assembly to collect your phone by 3.15pm.

15. What if I need to leave school early (e.g. for an appointment)?



Or if I am leaving to go on a school trip?

Go to **student reception**. A member of staff will **escort you to your tutor room** to get your phone. You **can't** go and collect it yourself or interrupt lessons. If you are going out on a trip, the trip leader will coordinate the collection and return of your phones before you leave the school site.

16. Why can't we just keep our phones in a lockable pouch like I have seen in the news?



You might have seen lockable pouches like Yondr pouches mentioned in the news (example [here](#) and [here](#)). These are expensive (£15-25 per student), a cost we cannot afford and a cost we did not want to put onto families.

17. What happens if I have a reflection (detention) after school?

You will have your phone returned with everyone else during form time but you will be required to hand your phone in again in the reflection room.



Open Evening

We hold a Year 6 into 7 Open Evening every September and a Year 11 into 12 Sixth Form Open Evening in December.



Personal Development underpins our academic curriculum by helping students grow as confident, responsible, and well-rounded individuals, supporting wellbeing, character, and future success.

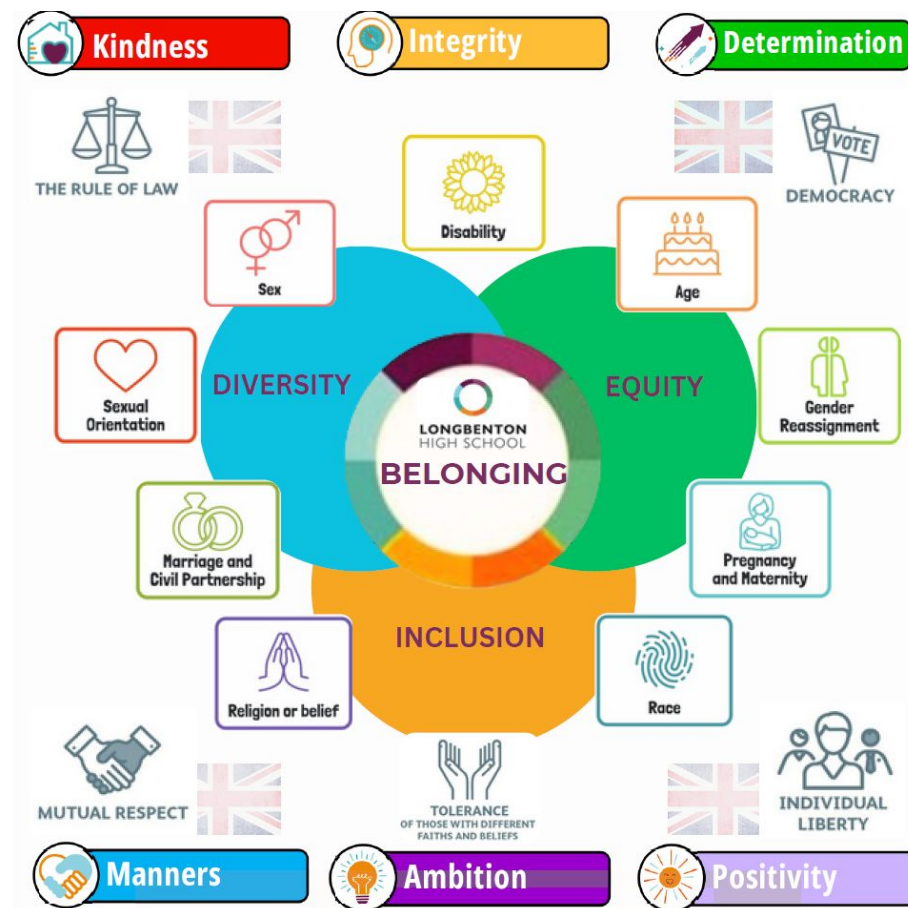
Personal Development includes:

- **Wellbeing & Mental Health** – resilience, self-regulation, positive habits.
- **Character & Values** – responsibility, perseverance, empathy.
- **Social & Emotional Skills** – teamwork, communication, leadership (through school council, House Captains, Reading Ambassadors).
- **Citizenship & Global Awareness** – British Values, Protected Characteristics, diversity, equality, sustainability.
- **Careers & Employability** – connecting learning to pathways and life skills.
- **Reading & Literacy** – building skills, comprehension, and communication to access and succeed in all learning.

We support Personal Development through:

- Modelling positive behaviours and attitudes.
- Integrating PD into lessons, tutor time, PSHE, Drop-Down days and Inspire Clubs.
- Encouraging student leadership and participation.
- Celebrating achievements and effort through HERO and House Points.

Personal Development is at the heart of school life, helping students develop skills, confidence, and values that support both academic success and life beyond school.



P Parents' Evenings

We hold one parents' evening for each year group, these are spread throughout the academic year and are an opportunity for you to meet with your child's individual subject teachers. The dates for these will be published at the beginning of each academic year. These events will usually run from 2.30 - 5.30pm. In addition to this there is a parent tutor meeting for new Year 7 parents and information evenings focused on the options process, revision strategies and exam preparation.

Dates for 26-27 Parents' Evenings

Year 7 : Tuesday 15th June (Tutor meetings : Tuesday 20th October)

Year 8 : Wednesday 27th January

Year 9 : Wednesday 24th March

Year 10 : Thursday 22nd April

Year 11 : Tuesday 15th December

Year 12 & Year 13 : Thursday 11th March

Parent Code of Conduct *See C for Code of Conduct*

Payments *See M for MCAS* Payments for your child's lunch and payments for trips, clubs and other purchases can be made via My Child at School App (MCAS)

P Punctuality

Student punctuality is monitored both to school and to lessons. Students who are late to school must enter through the AP corridor. Students who enter through the AP must report to the canteen at the end of the school day for a 10 minute reflection. Students will collect their mobile phone from student reception. Parents/carers will receive a text at the end of the school day if their child has accumulated any late marks, please discuss this lost learning with your child at home and the importance of being punctual.

Progress & Targets

Student are assessed throughout each term and in KS3 their assessments scores are shared with parents as a percentage score. At the start of Year 10 students are set targets for the subjects which they choose to study at GCSE which are a grade, these are based on previous attainment within the subject and are adjusted throughout the two year course if necessary. Assessment data shared in KS4 will show a grade based on performance throughout the course so far.



R Reception School reception and telephone lines are open Monday to Thursday from 8:00 am to 4:00 pm, and Fridays 8:00 am to 3:30pm. Parental meetings with members of staff are **by appointment only**. Please call reception to arrange an appointment. Alternatively, if you are unable to contact the school during reception opening hours, please email lhs@longbenton.org.uk to arrange an appointment.

Reset and Super Reset

The goal of **Reset** is to provide a structured environment that encourages students to reflect on their behaviour and return to regular classes prepared to learn.

- Students who are removed or truant from lessons twice in a day will do 5 lessons in Reset.
- Students must work quietly and independently.
- Break and lunch periods will be separate from the general student population.
- Students will need to successfully complete a minimum of five full lessons in Reset. This may extend into the next school day, depending on the time of day they started.
- Failure to meet the expectations whilst in Reset can result in a minimum of a 0.5 day suspension and the students will be required to complete Reset on their return until they pass 5 periods. Students can also be escalated to Super Reset if required.

Super Reset is an additional tier of Internal Suspension and is an alternative to Suspension.

- It takes place from 10am-4pm Students should not be in school until 10am.
- If serious incidents happen in school, where possible we will use this internal suspension space rather than suspending students from school all together.
- Super Reset is also for students who fail to attend an 'R3 reflection'.
- Failure to meet the expectations whilst in **Super Reset** can result in a minimum of a 0.5 day suspension and the students will be required to return the following suspension to complete the required number of days until they pass this intervention and the reintegration meeting.

R **Reading** Reading is at the heart of learning and personal development. Research consistently shows that students who read regularly for pleasure achieve better exam results, have improved job prospects, and even enjoy longer, healthier lives. Building strong reading habits is therefore one of the most important ways we can support your child's future success.

Tutor Group Reading: Students in Years 7–9 take part in whole-class reading with their tutor group. Using a shared text, they follow along with a bookmark and join discussions about what has been read. This takes place for 10 minutes, three times a week. The sessions encourage focus, comprehension, and confidence in talking about books.

Independent Reading: Older students are encouraged to bring in their own reading material, whether from home, the local library, or our school library (*The Book Nook*). This helps them develop independence and make personal choices about their reading.

Reciprocal Reading Lessons: Once a fortnight, Year 7 and 8 students have a reciprocal reading lesson. These sessions develop literacy and *oracy* (speaking and listening) skills through shared reading and structured discussion. They learn to question, clarify, predict, and summarise what they read—skills that strengthen both understanding and communication.

The Book Nook: Our school library, *The Book Nook*, is a welcoming space where students are encouraged to borrow books through our Librarika library system. The library is open at break and lunchtimes, giving students regular opportunities to explore and enjoy reading.

Why it matters: Studies show that children who read for pleasure not only achieve higher literacy levels, but also develop stronger empathy, resilience, and critical thinking. Regular readers are more likely to secure stable employment, enjoy financial security, and even experience better health outcomes later in life. In short, reading is an essential skill that underpins both academic achievement and lifelong wellbeing.



Safeguarding

All adults working at LHS share the responsibility for keeping children safe. We listen to children and tell them we will act to protect them. We record any concerns for a child's safety on Bromcom and speak to a DSL. We report any concerns about adults to the Headteacher. We report any concerns about the Headteacher to the Chair of Trustees. We do not act, in school or otherwise, in a way that could cast any doubt over our suitability to work with children.

Smartphones *See also M for Mobile Phones*

We are a phone free site - this means that smartphones and mobile phone devices are handed in each morning to tutors and returned at the end of the day. **This is a non-negotiable policy and parents need to be aware that this is our school position.**

Smartphone Free Childhood is a national parent-led movement sparked by concerns about smartphone and social media use amongst children. **We fully support this movement as a school and went fully phone free on site in June 2024.** 74% of staff told us in our summer survey that they had noticed a change to student engagement or motivation since we started collecting phones in; 60% of staff noted fewer students asking to go to the toilet during lessons to potentially use their phones. We believe it is a really important stance to take as a school to protect student wellbeing and help limit screen time. You can read our full mobile phone policy on our website. You can sign the parent pact here to demonstrate your support in delaying getting a smartphone for your child for as long as possible (ideally not until Year 9): <https://www.smartphonefreechildhood.org/sign-the-parent-pact>

Core Safeguarding Team at LHS



KIM HAY: DSL



Wendy Anderson
Safeguarding
Admin



Kat Lambert
Y7-8



Nicola McPherson
Y9-10



Abby Potts Y11-13



**SMARTPHONE
FREE CHILDHOOD**

S Sixth Form



Our sixth form is a fantastic place to study for A-level courses. **We have a strong student community, fantastic facilities and a broad curriculum** which allows students to tailor their studies to their specific needs and goals.

Students will be taught by **subject specialists**, be supported by a **committed pastoral team** and **we have extensive links beyond the classroom** meaning they are prepared for whatever their chosen pathway is whether that is higher education, further study or employment.

Our A-level courses include Physics, Chemistry, Biology, English Literature and Language, History, Geography, Maths, Art and Photography, CPLD, MFL and we have brand new courses such as **Travel and Tourism, Philosophy, Politics, Psychology, Film studies and Medical Science.**



We encourage our students to enhance their expertise with us through a **range of enrichment activities** such as work experience, student committees, volunteering placements, in class support with our younger students, Duke of Edinburgh, Lessons from Auschwitz project and many more. This runs alongside our personal development and community building activities during our **daily tutor programme.**



@Sixthform_lhs

Email - post16@longbenton.org.uk



#you're welcome... to meet our **Sixth Form Team**



Abby Potts
Associate Assistant
Headteacher
Years 11-13



Emily Doucet
Year Leader
Years 11-13



Clare Wouldhave
Post 16 Pastoral
Guidance Manager



Ann-Marie Robinson
Post 16 Academic Guidance
Manager

3

Recent alumni destinations

- History, Cambridge
- Mathematics, St Andrews
- Psychology - University of York
- Medicine - University of Glasgow
- Adult Nursing - Northumbria University
- Degree apprenticeship in Food development with Cadburys



S School of Sanctuary *We were awarded this status in July 2025*

City of Sanctuary UK is a small refugee-sector charity that works to build a movement of welcome in the UK, standing in solidarity with people seeking safety. The aim is to see a UK where people seeking sanctuary feel safe and a sense of belonging; are able to thrive and succeed; and where their voices are centred and heard. The Schools of Sanctuary programme aims to achieve this by:

1. working with schools to challenge misconceptions about people seeking sanctuary and raise awareness of their experiences with school pupils, staff, governors, parent/carers and wider communities to build empathy;
2. helping schools to build up staff expertise in supporting new arrivals and adopt effective practice and provision to ensure children seeking sanctuary feel safe, belonging and able to thrive in school;
3. and encouraging schools to connect and collaborate with local charities, organisations and institutions, and community groups to grow and strengthen our shared movement of welcome and solidarity with people seeking safety.

Social Media *See also D for Digital Charter*

We use social media to showcase what we are doing in school across 3 different platforms: X, Instagram and Facebook. We do not respond to messages or requests from parents via social media. We expect parents to act respectfully online; we have unfortunately had to disable comment features in the past and issue warnings to parents for online trolling and inappropriate commentary. Please do not use social media as a means to vent personal grievances; extreme cases will be reported to the police. We do not have the time or resources to monitor social media commentary.



School of
SANCTUARY AWARD
Welcoming People Seeking Sanctuary





Timings of the School Day

Year 7 & 8 (Y12&Y13 lunch)	Mon, Wed, Thurs, Fri	Tuesday	Years 9, 10 & 11 (Y12&Y13 break)	Mon, Wed, Thurs, Fri	Tuesday
INSPIRE	8.00-8.40am		INSPIRE	8.00-8.40am	
AM REG/ HERO	8.40am-8.50am		AM REG/ HERO	8.40am-8.50am	
PD Lesson/Assembly	8.50am-9.15am		PD Lesson/Assembly	8.50am-9.15am	
Period 1	9.15am-10.15am		Period 1	9.15am-10.15am	
Break	10.15am-10.30am		Period 2	10.15am-11.15am	
Period 2	10.30am-11.30am		Break	11.15am-11.30am	
Period 3	11.30am -12.30pm		Period 3	11.30am-12.30pm (Y12/13 12pm)	
Lunch	12.30pm-1.00pm		Period 4	12.30pm-1.30pm	
Period 4	1.00pm-2.00pm		lunch	1.30pm-2.00pm	
Period 5	2.00pm-3.00pm	2.00pm-2.45pm Enrichment	Period 5	2.00pm-3.00pm	2.00pm-2.45pm Enrichment
PM REG	3.00pm-3.10pm		PM REG / Assemblies	3.00pm-3.10pm	
INSPIRE	3.10-4.00pm	No INSPIRE	INSPIRE	3.10-4.00pm	No INSPIRE

Term Dates

Autumn Term : Tuesday 1st September - Friday 18th December 2026
 October half term : Monday 26th - Friday 30th October
 Spring term : Monday 4th January - Thursday 25th March 2027
 February half term : Monday 15th - Friday 19th February
 Summer term : Monday 12th April - Wednesday 21st July 2027
 May half term : Monday 26th May - Friday 28th May

Training Days (school closed to students) : Tues 1st September, Friday 23rd October, Friday 4th December, Monday 4th January, Friday 2nd July



Uniform

Our uniform policy can be found here: [Uniform Policy 2026.](#)

The school uniform is as follows:

Black school blazer with the badge/logo at all times, the only exception to this will be when a classroom teacher has given permission to remove their blazer eg. during a science practical, practical cookery lesson

Students also have the option to wear a **plain black v-necked jumper, no sweatshirts or hoodies.** (This option is in addition to the blazer, not in place of the blazer)

Plain white shirt with collar (not polo shirts)

Striped clip on **tie** at all times (matched to the students' house colour)

Formal black trousers (not jeans, leggings or combat trousers; no other colours)

Formal black skirt with tights (not a tube skirt; skirts should be loose fitting and an appropriate length)

Formal black skirt with tights

Shoes - all black with no other colours, markings or branding (trainers are permitted but they must be all black)

Black socks or black tights (tights should not be patterned or laddered/fishnet. Sports socks should not be worn over tights)

In the summer students are permitted to wear:

Black tailored shorts instead of trousers. These must be formal tailored shorts, not sports shorts or casual shorts made from nylon, jersey etc.

U Uniform

Student's uniform will be monitored as they enter the building and by their form tutor each morning. Where a student is in breach of the uniform policy they will:

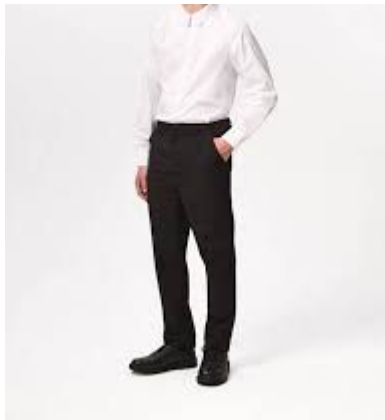
- Receive an incorrect uniform mark on the school system which will automatically text home to inform their parent/carer
- Borrow the correct uniform from the uniform cupboard
- Collect a yellow slip identifying the item of uniform they have borrowed
- Return the borrowed uniform to their tutor at the end of the school day, signing off their yellow slip *[note: students who do not return borrowed uniform will be invoiced for the cost of the item]*
- Potentially have incorrect uniform items removed and confiscated, this will be securely stored by the pastoral team

If a student is in breach of the uniform policy and refuses to borrow the correct uniform, the student will be placed in RESET until they are in the correct uniform. Students will be able to leave RESET once they are in correct school uniform, this may be through borrowing uniform from the uniform cupboard or presenting in the correct uniform the next day. Refusal to complete RESET will be treated as persistent disruptive behaviour in line with our behaviour policy

In cases of repeated breaches of the uniform policy, i.e. three incorrect uniform marks on the school system in one week, this will be treated as defiance and students will be placed in RESET for 5 lessons. If families have difficulty in sourcing the correct uniform they should contact the pastoral team to resolve this.



Black blazer with LHS school logo. This must be worn at all times. Students will be stopped and asked to put this on if they are carrying it.



School tie in house colour. White shirt, long or short sleeved, tucked in (no polo shirts)



Black v neck jumper. Plain, no logos. No sweatshirts or hoodies. Jumper is an optional item of uniform.



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Trousers should be formal.
Plain black.





Black leggings including sports leggings are not permitted. Sports joggers are not permitted.





Black tailored shorts are permitted and can be worn by girls or boys. No sports socks.





Skirts must be appropriate. They must not be tight, mini skirt or tube type skirts. They should be loose, A line shape. Pleated skirts are permitted. Plain back. No sports socks. Worn with black tights unless in hot weather.





Skorts are permitted with tights. See expectations for skirts - e.g. they must not be tight/hot pant style shorts.

