



SIMON LANGTON GRAMMAR
SCHOOL FOR BOYS

KEY STAGE 3
HANDBOOK
FOR PARENTS



Simon Langton Grammar School for Boys

***Respect, Empathy, Attitude,
Courage, Honesty***

The Vision of Simon Langton Boys' School

Our vision is to become a world class community of independent learners who enjoy an ability to think creatively, critically and innovatively beyond the formal curriculum; who possess a strong sense of responsibility for their school, for their community and for the environment and who have the will and the initiative to use these skills not only for the benefit of themselves, but for the good of the wider world.

We will achieve this through:

- Delivering the academically robust Langton Curriculum, promoting cultural literacy and intellectual rigour in all key stages.
- Working collaboratively with our students to enable them to become the best versions of themselves they can be in order that they can make good and meaningful contributions to future society.
- Maintaining an outstanding extra-curricular provision in sport, drama, art and music and in our unique, open-ended research programmes.

Key Personnel at the Langton

Head Teacher

Mr Ken Moffat head@thelangton.kent.sch.uk

Headteacher's PA

Mrs R Page rpage@thelangton.kent.sch.uk

Assistant Headteacher (Pastoral)

Mr S Peto speto@thelangton.kent.sch.uk

Head of Year 7

Mrs A Sheppard asheppard@thelangton.kent.sch.uk

OTHER USEFUL CONTACTS

Kent County Council Education Department

Invicta House, County Hall, Sessions House Square, Maidstone, Kent
ME14 1XX

<https://www.kent.gov.uk/education-and-children>

Stage Coach Bus Company

<https://www.stagecoachbus.com/help-and-contact/contact-us>

Communication

If you have any concerns at all about your son during his time at the Langton, you should not hesitate to contact the school. It is hard to achieve the balance between becoming an over-anxious parent and letting things go on too long because you don't want to interfere.

If you keep talking to your son about how things are going at school, you will have a good idea about how the work is going and your son's general feelings about the school. This will give you a sound basis for deciding whether your intervention is required.

You know your son best and if any aspect of school life is persistently distressing him it is probably best to err on the side of caution and intervene early. If you have talked to your son, offered reassurance, helped him to come up with ways of solving the problem himself and things still haven't changed after a week or so, then it is time to speak to the school.

Form Tutors have a strong pastoral role and you should make contact with your son's tutor in the first instance to discuss your concerns. Your son's form tutor is in the best position to advise you on the best course of action or to take steps within the school to sort out any problems.

If the problem is to do with a pastoral matter Mrs Sheppard, Head of Year, will become involved. Mr Peto is the Assistant Headteacher with responsibility for pastoral issues and he will be involved in any serious matter, or where there are persistent concerns. Academic concerns will be dealt with by Mrs Sheppard in the first instance.

If you have any serious worries about any aspect of the school, you should contact Mr Moffat.

Contact details for key Year 7 staff can be found on our website on the Year 7 Parent Information page.

<https://thelangton.org.uk/year-7-parent-information/>

The School's Website/Facebook Page

<https://thelangton.org.uk/> is an invaluable source of information for staff, students and parents. All the important information about the school is available for download, as well as details of the latest news from the school. Information about public examination timetables, coursework and entry deadlines, the curriculum and option choices, school policies and a large section on the Sixth Form are all included. There is also a calendar of events taking place throughout the academic year. Please spend some time browsing the website so that you are familiar with its contents. Important announcements (e.g. information about school closure due

to severe weather conditions) will always be posted on the website as early as possible. There is a special page containing Year 7 information for parents under Parent Links: <https://thelangton.org.uk/year-7-parent-information/>

The school also has a Facebook page (Simon Langton Grammar School for Boys) which details important information and celebrates student successes.

Email

We have found email to be a very quick, reliable and effective means of delivering information to parents and we send one email every Friday afternoon to parents containing lots of information from various sources in the school. The system is only used for non-urgent school communication.

Please fill in your email address on the Admissions Form (block letters please) so that we can add your details to our database. The system is very secure and communications about your child can only be received by you. Your email and mobile phone number will not be given to anyone else and will be stored securely.

The Student Voice

We are committed to including and developing our students' voice, views and perspectives in the organisation, running and improvement of the Langton. One of the great strengths of the school is that staff and students work together every day to achieve the best possible outcomes.

Our commitment encompasses providing opportunities for students to be involved leadership throughout the school; to take part in school-wide decision making; to help evaluate the quality of our work; and to be involved in the day-to-day life of the school. We do this in a number of ways, including nomination of two student representatives from each year group that are elected each year to the Student Union. This meets weekly to discuss matters of concern and improvement.

The Pastoral System

Pastoral care in this school encompasses all the provision offered in support of students' well-being and personal development. We look to educate the individual for life and recognise that the development of personal qualities and self-confidence underpin academic and personal achievement.

Our pastoral provision is based on the informed and effective relationship between student and form tutor. This relationship is fostered through twice-daily contacts during registration and form tutorials. The work of form tutors is coordinated by Heads of Year who also meet formally with all students in the year group in regular assemblies.

We also ensure that there are close links between the PSHE and Citizenship curriculum taught in the classroom and the tutorial and mentoring work of Form Tutors and Heads of Year. When necessary, we extend our own professional expertise through access to external agencies. We also have a dedicated team of Wellbeing Mentors who can provide emotional and mental support when needed by students.

We encourage all pastoral staff to communicate frequently with the families of students in their care, through telephone, letter, homework diary and face-to-face meetings. Equally, we ask parents to share their concerns as soon as they arise, in the knowledge that we have long experience in securing the happy and healthy development of generations of students towards mature adulthood.

We teach our students universal values encompassed through the acronym REACH, which stands for Respect, Empathy, Attitude, Courage and Honesty. We believe these values help students to develop positive behaviours that are applicable to social interactions, including any form of learning. Applicable in a wide variety of contexts, they help staff and students to develop a set of understanding with them as core principles. Below is a sample of these applications

REACH value	Applications and domains
RESPECT	Respect for the community, respecting peers, self-respect
EMPATHY	Looking beyond yourself, walking in others' shoes, consideration of the impact your words and actions have on others
ATTITUDE	Towards work and achievement, 'Failing forward' and dealing with mistakes, being open-minded and ready to receive new perspectives
COURAGE	Standing up to prejudice in all forms, standing by your principles, independence and not following negative peer influence
HONESTY	Admitting mistakes and being reflective, honest self-reflection, being open with others

The Langton's 'Principles of Good Classroom Practice'

Another prominent feature of the Langton is the very high quality of teaching and learning. We take our core mission very seriously and most of the professional development for staff is focused on improving what goes on in the classroom. This philosophy can be distilled into a few key statements; we aim to challenge all students in the classroom, but we want our classrooms to be environments where students are free from anxiety, fear of failure or confusion.

The following statement details the minimum standards we expect in the Langton classrooms.

1. All lessons should incorporate a range of teaching and learning styles.
2. Students are encouraged to ask questions about what they are studying – why are we doing this, and why in this way?
3. Open questions are used wherever possible – questions which do not have a single, or 'closed' answer.
4. Some opportunity to use speaking and listening skills should be given in most lessons.
5. An anxiety-free classroom is encouraged – there should be no fear of failure when students engage with the learning in the lesson.
6. Active, frequent contribution from each student is encouraged.
7. Students' success is regularly celebrated.
8. What we do in class encourages independent, potentially life-long learning.
9. Both teachers and students are reflective in their learning.
10. Developing technologies will be used as an important part of our approach.

Senior staff and subject leaders regularly monitor the quality of classroom practice in the school and a significant proportion of staff training focuses on improving teaching and learning.

Students with Additional Educational Needs

With an ever-increasing awareness of the range of students' needs, there is a growing number with additional educational needs (AEN) in schools. A student is considered to have special needs if s/he has significant learning difficulties in comparison with his/her peers, which may require specialised attention.

Examples of the special needs of students at the Langton include dyslexia and dyspraxia and several students experience physical needs. We also have a programme of support for students on the Autistic Spectrum which is described elsewhere in this handbook. Occasionally students experience emotional difficulties which may affect learning; the school supports these difficulties through the AEN and pastoral departments – also mentioned elsewhere.

The school has an Additional Educational Needs Coordinator (SENCO), Miss Harvey who is the designated member of staff responsible for AEN policy and practice. Her Deputy is Mrs Hatton. The AEN team and all members of staff and support staff help to meet the needs of these students.

Where a student new to the school has an identified special need, the SENCO will work with the Primary School, Langton staff, and, where relevant, the psychological services and visiting specialist-teaching teams to identify and plan support. Parental involvement is an important, fundamental aspect of the AEN policy of the school. We also don't forget the boy, who has a unique knowledge of his own needs and circumstances and his own views about what sort of help he may need to make the most of his education. The school has established policies and procedures that encourage student participation in all matters of addressing special needs.

Where a need is identified after a student has already joined the school, we will always aim to ensure that a student's special educational needs are supported as quickly as possible and that early action is taken to meet those needs.

Where there is a special need, strategies to support a boy with AEN are outlined on an Individual Education Plan (IEP). This document records information about the short-term targets set for the student, the teaching strategies and the provision to be put in place. Once again, the views of the parents and the boy play a key role in what is included in the IEP.

Those boys identified as having AEN are recorded on the school's Additional Needs Register for as long as support is needed. This register is circulated to all members of staff as relevant. Boys on the AEN register are categorised into three levels:

- **School Action.** In consultation with the parents, the teachers and the boy, we decide on action needed to help the boy's progress. For example, this may take the form of extra help such as one-to-one tuition for half an hour per fortnight, to support those with dyslexia.

- **School Action Plus.** At this level, support is also offered by external agencies, which provide more specialist assessments and advise teachers and parents on new strategies or materials.
- **Statutory assessment.** For some students the support given through **Action Plus** may not be sufficient to enable adequate progress. In this situation, and in consultation with parents and any external agencies already involved, we would consider requesting a **statutory assessment**. In this situation the Local Education Authority makes and maintains a **Statement of Educational Need**.

Autistic Spectrum Disorders (ASD) and Asperger's Syndrome

The Langton has an inclusion programme catering for a small number of boys who have been diagnosed as being on the Autistic Spectrum or having Asperger's Syndrome and who have a Statement of Special Educational Needs to support their learning.

The National Autistic Society identifies a 'triad of impairments' in relation to ASD: impairments in communication, imagination and social interaction. These are often accompanied by ritualistic behaviours, anxiety, sensory difficulties and motor problems.

The characteristics of ASD are broadly:

- Strong focus on special interests
- Difficulty with communication
- Difficulty in social relationships
- Inflexibility in thought and imagination
- Dependent on routine
- Sensory impairments

People with ASD sometimes have difficulty in understanding the significance of events in a wider context, especially social behaviour and rules. They could have particular inabilities to understand what others may be thinking.

As soon as we meet a person, we make judgements about them. Just by looking at them, we can often guess their age, their social status and by the look on their face or the tone of their voice, we can usually tell whether they are happy, angry or sad and respond accordingly. People with ASD find it more difficult or impossible to read these signals and, as a result they find it more difficult to communicate and interact with others.

The programme seeks to facilitate inclusion into mainstream education by:

Encouraging positive policies to promote social integration. These include:

- how to build on strengths and weaknesses;
- building self-esteem;
- classroom organisation;
- work organisation;
- structuring teaching and learning;
- building friendship and support networks;
- preventing teasing and bullying;
- planned transition to secondary school and to university;
- student and staff preparation;
- phased positive implementation of new experiences.

The boys being supported on the programme are part of the whole school and every effort is made to ensure that they are able to access as much of school life as possible.

Our Twin School, Dr Obote College, Uganda

Dr Obote College is our Ugandan link school, a few miles south of Lira, in northern Uganda. The link between our two schools was established in 2001, with the primary objectives of developing educational and cultural links.

In many ways Dr Obote College is like the Langton, with approximately 700 boys in the lower years and girls admitted to the Sixth Form. As with the majority of Ugandan Secondary Schools, Dr Obote College is a fee-paying boarding school, with students originating from low-income families. Past political turmoil in Northern Uganda, coupled with the actions of the Lord's Resistance Army, significantly impacted development and security in the region. Dr Obote College itself was targeted by the Lord's Resistance Army on a number of occasions, leaving the school in a state of disrepair.

Whilst the primary focus of our partnership is the development of educational and cultural links, we cannot ignore the fact that as a community we are financially in a stronger position. For this reason, we support a number of fundraising initiatives.

Shortly after establishing our partnership we sent a shipment of library books and computers, allowing Dr Obote College to establish its first computer laboratory and re-stock its library, which had been stripped by the Lord's Resistance Army. Subsequent fundraising has paid for an electricity generator, satellite internet link, refurbishment of science laboratories and mosquito netting for student dormitories.

Each Langton House currently sponsors two Dr Obote College students, covering the cost of schooling and boarding. The Langton Scholars are gifted students, from disadvantaged backgrounds, who would not otherwise be able to access secondary school education. In addition, we hold termly non-uniform days, with the funds raised covering the cost of maintaining the satellite internet link.

Rowlyn

Rowlyn is the school's base for Outdoor Education. It is a former hill farm house high in the Snowdonia National Park overlooking the sea and valley of the River Conwy. The house was built in 1857, became disused in the 1950s, and has recently been purchased by the school. The location is 7 miles south of Conwy and about 300 miles from Canterbury.

Groups of 10 students and two staff go there for a week at a time from May to October each year. The students will usually visit Rowllyn at the end of Year 9 or the beginning of Year 10. The Rowllyn week is a wonderful development opportunity for the boys and Student participation is strongly encouraged but not compulsory.

The week's visit consists of two travelling days and 5 full days of activities. The specific educational input is fieldwork, where students learn techniques of data collection and analysis from Hydrology, Peat Bog Study, Market Survey, Archaeology of the Slate Industry, Navigation and History. These activities take up about half the week. The other half of the time is spent hillwalking and rock scrambling in the mountains of Snowdonia. The best known peak in the area is Snowdon itself which can be tackled by a number of routes – the most exciting being the scramble along the rocky ridge of Crib Goch. We use qualified Mountain Guides for the high level walks, usually organised through a local contact. Also on our staff currently there are three qualified Mountain Leaders and others undergoing training for the qualification.

The facilities of the accommodation have deliberately been kept basic. There is no electricity, and drinking water has to be fetched from some distance away. Heating is from an open fire in the main living room. Cooking is by bottled gas and lighting is by small gas lamps. So as well as being an ideally situated base for our outdoor activities the house gives a great opportunity for the boys to learn the skills of cooperation in keeping warm and comfortable in what they perceive as primitive conditions. There is huge potential for personal development notably in the areas of team work, problem solving, initiative and leadership skills.

Fieldwork write ups are all completed at Rowllyn and the development of each boy is recorded in a Profile written at the end of the week.

The Parents' Association

The Parents' Association of Simon Langton Grammar School for Boys has a long tradition of fund raising for worthy projects whilst at the same time providing a social environment for all parents of Langton students to enjoy.

As Parents or Guardians of students, you automatically become members of the Parents Association. You are also welcome to join the Committee, attend Committee Meetings and help to decide on events and shape the role of the PA.

Parents who feel that they would like to become more involved, but would rather not join the Committee, are welcome as helpers at events, or they may have skills that could be utilised in helping out with Clubs, or other joint ventures.

Day-to-Day Arrangements

Registration

All the boys register in their form rooms each morning (8.50 am) and afternoon (1.20) and it is important that they are there on time so that they can be marked as present in the register. If your son arrives late in the morning and has missed registration, he will have to sign in the 'late book' in reception, making a note of the time of his arrival. If he misses registration in the afternoon, for whatever reason, he must report to the school office.

Timing of the School Day

8.50	Registration
9.00	Lesson 1
10.00	Lesson 2
11.00	Break
11.20	Lesson 3
12.20	Lesson 4/Lunch 1
1.20	Assembly/Form Period
1.45	Lesson 5/Lunch 2
2.45	Lesson 6
3.45	End of school

Timetables

Your son will be provided with a timetable on his first day of term. The Langton operates a two-weekly timetable, so it is important that your son knows if it is Week A or Week B at any given time. It would be useful if you have a copy of this too. This will help you to help him to remember the right day to hand in homework or to remember his sports kit or musical instrument sports kit. He will also receive a homework timetable for the year.

Books and equipment

Text books and stationery are provided by the school in the first instance, although we make a charge for any exercise and text books which are lost or damaged (including Homework Diaries). All students are expected to take the appropriate books and equipment to lessons and repeated failure to do so will result in sanctions being imposed.

Food and Lunchtime Arrangements

Many of our students have to leave home early to reach school in the mornings and so our canteen sells breakfast snacks at break.

The canteen operates a cashless system, with boys using their WisePay account to pay for their snacks and lunch.

Menus are posted on the school website every week – see the page under Parent Links.

If you believe that your son may be entitled to free school meals, you should contact KCC <https://www.kent.gov.uk/education-and-children/schools/free-school-meals>

Once the school office has been informed of the entitlement his WisePay account will be amended accordingly.

Drinking water

The health benefits of drinking water throughout the day are well documented and all our staff are encouraged to allow students to drink bottled water in most lessons.

Packed lunches

Boys bringing packed lunches take their lunch in the school canteen. You should note that we have a school-wide ban on canned drinks and glass bottles. Students should bring a re-fillable water bottle to school. **PLEASE NOTE WE ARE A NUT FREE SCHOOL.**

As part of our food policy students are not able to buy junk food from vending machines or the canteen.

Transport

Buses

Bus passes are sent to the school direct from the Education Office and usually arrive by the start of the new term, or very shortly afterwards. Please note that we are unable to issue replacement passes from the school. If your son loses his pass, you must contact the KCC School Transport Team and request a duplicate.

They usually make a charge for this service.

We expect students using public transport to abide by the respective Rules of Carriage, consider themselves to behave as if they were in school, and also sign the Public Transport Contract in their Student Planners. This is reprinted below for your information.

For those using buses, Stagecoach have put together essential information and advice at this web address: https://www.stagecoachbus.com/promos-and-offers/south-east/kent-school-buses?utm_medium=email&utm_source=email&utm_campaign=kentschools

If you search 'Kent School Buses Information Page' you will find it there. They have also produced a short 'how to' video running through the best way to navigate those first few journeys to and from school.

Travel Contract

When you travel to and from school, you are expected to uphold the values and ethos of the school, including adherence to the behaviour policy, at all times. In general, you should follow the principle that your behaviour on your journey should be the same as it would be in school, including when you are using public transport.

In particular, you should ensure that you:

- Always behave respectfully, sensibly and safely
- Have due care and regard for other passengers, whether they are other members of the school community or members of the public. This includes the driver and any other travel company workers
- Do not shout or otherwise make other passengers' journey difficult through abusive, anti-social or disrespectful behaviour
- Wear school uniform in the same way you would at school
- Follow guidelines regarding seating position on buses leaving the school site
- Sit in proper places and do not attempt to sit where there is no allocated space or take somebody else's seat. If required to stand, only do so in recognised spaces.
- Do not throw things or otherwise cause nuisance or litter
- On a bus, do not cause annoyance by pressing the stop button unnecessarily
- Respect the rules of travel as advertised by the organisation responsible for travel. These rules can be found at the following websites:
 - o Stagecoach - <https://www.stagecoachbus.com/conditions-of-carriage>
 - o Southeastern Trains - <https://www.southeasternrailway.co.uk/help-and-contact/help/national-rail-conditions-of-travel>
 - o Other providers will have similar conditions of carriage available on their website
- Listen to senior students if they warn you that your behaviour or conduct falls short of expectations, and accept that your name may be taken and reported to your Head of Year and/or the Assistant Headteacher (Pastoral)
- Report instances when you observe behaviour that falls short of these expectations
- Accept that, if your behaviour falls short of these expectations and you are found to have disregarded this contract, you will be asked to find an alternative method of travel. You may also be subject to a sanction as befits poor or anti-social behaviour

- Parents will accept responsibility for finding alternative methods of travel to ensure attendance and punctuality
- The right to board the original method of travel will be reviewed after two weeks, and it will be a requirement to resign this bus contract, and the behaviour of that student will be subject to extra scrutiny for a period of time afterwards
- Understand and respect these conditions as prerequisites of using public transport as a student of Simon Langton Grammar School for Boys

Students who come to school by car

If you bring your son into school by car, please note that we request that you do not drop him off, or collect him, from Langton Lane as this can cause obstruction for the school buses.

Walking and cycling to school

We encourage all students who live within walking or cycling distance to come to school in a healthier and more environmentally friendly way. Cyclists should wear a helmet and bring a padlock. Students are able to store their cycles at school.

Absence from School



If your child is ill, please telephone the school by 8 am on each and every day he is absent to let us know that he won't be attending. If we do not hear from you, we will try to contact you to find out why he is not in school. When your son is well enough to return, please write a note, for his records, explaining why he has been away.

If your son is taken ill at school

If your son is taken ill during the day he must report to the school's senior first aider where he will be taken care of. He will be encouraged to return to lessons if he is well enough but, if he isn't, then we will contact you and ask you to collect him. **Boys should not telephone their parents to collect them – they must follow the correct procedure and report to the school's medic.** Please note that we are not

permitted to give any medication to students without written parental permission. If your son is ill, please think carefully before sending him to school. Boys who are well enough to attend school are well enough to go to lessons and we try to avoid the situation in which we have students in the medical room for a significant length of time.

Medication

If your son requires regular medication, please contact the school's senior first aider, to discuss your son's needs and for you to be sent the appropriate forms for completion.

Accident and Injury

Accidents happen and we have a team of First Aiders who are trained to deal with emergencies as well as dealing with minor injuries.

Leaving school during the day

It is sometimes necessary for parents to collect their sons during school hours to attend appointments at the dentist, etc. In these circumstances, please make sure that you write an explanatory note to your son's form tutor asking for permission for him to leave school and let your son know exactly when you will be collecting him and where he should meet you (usually in the school reception area). Your son will have to 'sign out' in the book in the main office before he leaves and 'sign in' if he returns later in the day.

Long Term Absence

The pace of learning at the Langton is such that it is important for any boy who is away for unusually long periods of time (for glandular fever, broken bones, etc) to try to keep up with his school work. We can arrange for work to be set via Google Classroom and this will be uploaded within 24 hours of the lesson. Naturally, we do not expect any boy who is seriously ill to do work at home and, if this is the case, you should contact your son's form tutor to agree the best way to ensure that he is not too far behind his classmates when he returns.

Absence through Holiday

Taking time off from school to go on holiday is not desirable as boys can quickly fall behind with their work. However, we appreciate that in certain **exceptional** circumstances parents may need to request a leave of absence for their son. You should email Mr Peto direct to request leave. Please note that the law requires you to make out a case for taking your son out of school and that no parent can demand leave of absence for the purpose of holiday as of right. Boys are expected to make arrangements with their individual subject teachers to get work to make up for missed lessons, and this work must be completed in their own time and in addition to any regular homework.

Other absences

There are many other reasons why 'leave of absence' may be requested and, in each case, permission is at the discretion of the Headteacher. Typical cases might include auditions, rehearsals, trials for sports teams or attending important family events.

School Closure in the Event of Severe Weather Conditions

Sometimes in East Kent there can be such heavy snowfalls that we have to consider closing the school. Wherever possible the school remains open and lessons continue as normal, but the safety of our students, both whilst in school and travelling to or from school, has to take priority.

Decisions about closing the school for the day are normally made at about 6.30 am. We then update the school's website www.thelangton.org.uk with a message displayed on the Home Page and update our Facebook page, along with putting a message on the Kent School Closures website.

In the event of severe weather during the school day, we liaise with the bus companies to ensure that transport is available from the school. If it becomes necessary to close the school during the day, students can contact home (either through their mobile phones or using the school phones) to advise you and we arrange for their dismissal.

If it does become necessary to close the school during the day and you normally collect your son from school you may do so as soon as you have heard of the school's closure. If you wish to collect your son but he normally uses school transport you should telephone the school to confirm that he will be travelling home by car. We supervise all students before their transport home arrives and you should not give lifts to other students without both informing the school and gaining the permission of those students' parents.

In the event of bad weather during the day please don't telephone your son on his mobile phone as this will disrupt lessons. You should contact the school switchboard to discuss any concerns about the weather or check the school's website

Uniform, Property and Keeping Things Safe

At the Langton we expect our students to wear their uniform correctly and to conform to the standards set out below:

- Boys must have their shirts tucked in
- Shirts must have their top buttons fastened
- Ties must show at least 4 stripes
- Blazers are worn indoors during the Winter months.
- Suitable school shoes must be worn. Trainers are not allowed, nor are shoes with visible logos such as the Nike 'Flash'

Summer Uniform

Summer uniform is usually permitted during the final (6th) term of the school year,

or earlier if the weather is very warm. The boys are informed when they may start wearing summer uniform:

- Blazers are optional but, if worn, a tie and conventional shirt should also be worn;

or

- A conventional short sleeved shirt (or long sleeved with sleeves rolled up) without a tie may be worn open-necked. The shirt must be tucked in.

If your son loses his tie, he should see his Head of Year who will be able to supply him with a tie on loan for a short period until a replacement is found. It is useful to have a spare tie.

Please note that no jewellery is permitted except for *one stud earring*.

All students must be well-kempt and are expected to take pride in their appearance. Hair should be clean, well-groomed, tidy and of natural colour. Dyed highlights and shaved patterns are not permitted. No hair shall be shorter than 'Grade 2'.

A full list of uniform requirements may be obtained from the school website. Orders can be placed direct from the link to School Colours Direct on the website. The Parents' Association runs a uniform shop which sells good quality second-hand uniform. <https://thelangton.org.uk/information/uniform/>

Lost and found

We have a very large number of lost property items each year. Items that have been found are handed in to one of the receptionists at the front desk. If an item is labelled, we will send word to the student concerned and advise him when and where he may collect his property. Un-labelled items are kept for a short while until they are disposed of. **We cannot stress enough the importance of clearly labelling your son's property to maximise the chances of it being returned to him if it is mislaid.**

The school will **not** accept any responsibility for loss or damage personal property (phones, laptops, etc). These items are brought to school entirely at the owner's risk.

Carrying Cash

It is, of course, not advisable for boys to carry large sums of money during the school day. If a student needs to have larger-than-usual sums of money with him, he can ask to leave it at reception where it will be kept safe until needed.

Locks and Lockers

Each student is allocated a locker but it is his responsibility to provide a secure 25mm padlock for it and to ensure that it is kept locked when not in use. It is a good idea for your son to leave a spare key with his Form Tutor so that he can still get into his locker if he forgets to bring his key. Caretakers can, with the permission of Mr Peto, break into lockers if the key has been lost and no spare is available.

Mobile Phones, Electronic Devices and Headphones

Smartphones are powerful learning tools which, when used correctly, can enhance learning and independence. They provide instantaneous access to a vast array of information and allow students to communicate in a variety of creative and innovative ways. Their universality in society means that students should be guided in their use and discussions about opportunities and risks should be fostered.

We also recognise that smartphones can, if not used properly, be a distraction to learning and a barrier to the development of social relationships and negotiation. The temptation to hide behind a screen when faced with a new or challenging social situation is great and needs addressing.

Therefore, the Langton has the following mobile phone policy:

- Smartphones are allowed in school.
- They are expensive devices and students must accept responsibility for their condition and safekeeping. The school will only accept responsibility when a phone has been handed over to a teacher for safekeeping or when confiscated.
- They must not be used in classrooms unless the teacher specifically requests their use. They should be kept in pockets and if used, or heard, without permission, will be confiscated and placed in reception. Headphones should also be kept in pockets and should not be visible and will be confiscated if seen. Phones should be kept either on silent or switched off to avoid distraction.
- The use of phones and headphones is prohibited in the hall and dining area. They will be confiscated if seen. This is because we believe that students should be encouraged to spend their break and lunch times outside and active.
- Phones should not be used in the corridors. They should be kept in pockets and if used without permission, will be confiscated and placed in reception. Headphones should also be kept in pockets and should not be visible and will be confiscated if seen.
- When phones or headphones are confiscated they will be placed at reception, where they will be kept until 3:45. Confiscated items cannot be collected before the end of school. Students do not have the right to ask for them before 3:45.

Promoting Positive Behaviour: Rewards and Sanctions

Rewards

We work hard to reinforce every positive aspect of student achievement.

At Key Stage 3 we run a merit system that celebrates the academic efforts of individual students and also the extra-curricular collective commitment of tutor groups. The latter includes their contributions to sport, drama, music and charities.

Individual and group achievements are also celebrated during weekly Year Group assemblies, fortnightly Key Stage assemblies, and termly Whole School assemblies. The successes of students are frequently celebrated in Langton News and on the school's website and/or Facebook page.

Sanctions

Acceptable sanctions for minor behavioural misdemeanours are a ten-minute detention at Break or Lunch. Occasionally a member of staff may judge that half an hour at lunchtime is necessary. Staff will inform parents of the latter by email or letter.

Relatively rarely, it may be necessary to detain a KS3 student after school. Typically this would be because of persistent failure to meet home study deadlines. However, parents are always informed at least twenty-four hours in advance via email. On most such occasions, this would be a formal 'school detention' and necessitate the explicit approval of a Year Head. The supervised school detention for KS3 students is held every evening between 3.45 and 4.45pm.

Classroom discipline

We run a non-confrontational system of discipline in the classroom. Most students know that clear instructions and an occasional reminder of behavioural expectations are all that is needed. For the occasional individual needing more, the teacher will give a formal reprimand (known among students as a 'strike'). These would typically be for:

talking when the individual should be listening or working; *distracting* the teacher or other students; *ignoring* clear instructions; *answering* back when a 'strike' is given.

First and second 'strikes' are recorded by the teacher, who later informs Mr Peto and the Year Head. A student receiving a third strike is sent straight out of the class to Mr Peto and parents are informed in writing.

Bullying

At the Langton we pride ourselves on providing a safe, happy and secure environment in which our boys can flourish. We acknowledge that on occasion incidents of bullying do occur. We deal with these as swiftly and as sensitively as possible.

We encourage the boys to report immediately any instances of bullying. They can report these to their Form Tutor, Head of Year or any other member of staff, whether these are towards themselves or another individual.

We emphasise to the boys the need to inform us in order that we can stop the bullying. Parents too must let us know if they have any concerns. If we do not know, the bully is being protected.

The Head of Year makes clear to the bully the serious and unacceptable nature of his actions and the consequences for him of any further such behaviour. It is at this stage that it often becomes apparent how unaware the bully is of the effect of his actions.

We feel that it is very important to resolve the situation by getting the boys involved to meet. In this way the victim of the bullying can be reassured that it will cease, while at the same time giving the boy who has been bullying the chance both to understand the consequences of his actions and to apologise. Equally the Head of Year can outline to both parties what would happen in the event of a recurrence, so sending out a message of reassurance and warning. Appropriate help and advice are offered to both parties. Sanctions are also used sensitively to encourage reflection on the part of the bully.

The parents of all boys are kept informed.

Monitoring and Supporting Academic Progress

Homework

Boys are expected to do a certain amount of homework on most nights. They are given a homework timetable at the beginning of term and it is important that you know what homework your son has and when it has to be completed, so that you can help him get organised.

It is a good idea to agree a routine for homework. Homework becomes an increasingly important part of the curriculum as your son goes through school so

it is important to establish good habits right at the beginning. Homework can be an isolating experience – so in the early years it is a good idea to allow your son to do his homework in a quiet space downstairs, rather than shut away in his room. In this way he won't feel shut off from the rest of the family and you will be able to supervise what he is doing.

A good time for homework is after a short break when your son returns from school. He can get it out of the way early and leave the rest of the evening free. Who wants to start work at 7.00 pm? Agree with him that TV, phone calls, computer games, etc, will only be possible after his homework is done. As far as possible, homework should be done on the night it is set to prevent 'build up'. It can be hard to work unsupervised at first and so try to be available support him from time to time. Don't let him struggle on for longer than the recommended time

– if he has done only half of the work in the time allowed, let him stop and write a note to his teacher confirming that the correct amount of time was spent on the task. This will help his teacher identify any possible problems at an early stage. Similarly, if your son finds the work consistently too easy, this should also be reported to his teacher.

If your son becomes stuck while doing his homework, either because he doesn't understand the task or because he 'can't do it', offer support but don't do it for him.

Teachers will check in the lesson if the class has understood what a homework task means and that boys understand what is required of them. Encourage your son to speak out if anything is unclear. The chances are that if he doesn't fully understand, others don't either.

Take an interest in the marks and comments on the homework when your son gets it back – celebrate success and give the clear message that homework is valuable and important.

If your son is consistently not getting homework when he should, (according to the homework timetable) do contact his Form Tutor or Head of Year.

Be prepared to invest time at first to help with homework until the routine is established. It will be time well spent.

Year 7 'Learning at the Langton' Parents' evening

Early in the academic year parents of Year 7 boys are invited to attend the 'Learning at the Langton' evening in which various members of staff lead discussions on different topics relating to the adjustment to Secondary School, the characteristics of learning in a grammar school and supporting your son's learning.

Target Setting, Examinations, SATs and CATs

At the Langton, we want all students to reach their potential. In the autumn term, schools receive Key Stage Two SATs scores for Maths, English and Science; these give an indication of how much students have learned in these subjects. However, we want to try to measure the boys' ability to understand ideas, not just the quantity of their knowledge. We aim to do this using Cognitive

Ability Tests, CATs. These are increasingly used as a baseline assessment in secondary schools. Students sit CATs in the first half term and they are divided into three sections:

- Verbal reasoning
This tests ability to use verbal concepts which includes vocabulary, sentence completion and verbal classification.
- Quantitative reasoning
This tests abilities in number relations, number series and equation building.
Quantitative reasoning, together with verbal reasoning together make up what many may call 'academic ability'.
- Non-verbal reasoning
This tests ability to manipulate relationships expressed in neither words nor numbers. Non-verbal reasoning measures ability that is less a result of formal school education. A child scoring highly in this but low in Verbal and Quantitative reasoning may be under-achieving in the school environment.

Questions in each of these categories test for a specific cognitive ability but it is thought that together they indicate general intellectual ability. Each test has a maximum score of 140. The average score for the whole population is just over 100 and the average for the school is about 120.

At the Langton we ensure that your son's progress is regularly monitored. This is achieved through regular subject assessments, Learning Reports and annual examinations (June of Year 7, usually in class time). Progress is then monitored in the following ways:

- **Comparison with Performance Target**

These targets are set for core subjects in the first term of Year 7 and are based on Key Stage 2 SATs scores. The target is a National Curriculum sub-level, which means that Level 6 is split into 6a, 6b and 6c where 6a is at the upper end of level 6. There will be regular reporting of progress towards these levels from the Learning Reports. Targets are set annually, but do not 'roll over', so if a student does not quite reach his target in Year 7 he is not expected to achieve more in Year 8 than a classmate who achieved his Year 7 target.

- **Comparison of average examination marks with CAT scores**

This enables us to see how well a student has performed against his base line assessment. We are then able to consider which boys may be underachieving, regardless of where they are in the ability range.

At the Langton we have a Lower School Mentoring Scheme. This is a support system which aims to improve learning skills. If we feel a student is not reaching his potential, he may be invited to join the scheme. Parents, staff and student then all work together to help him become a more confident learner.

The Langton Library

The Langton Library is open every day from 8.30 am until 4.30 pm. At Break, Lunch and after school students can come and read, look at the newspapers, use the networked computers or do homework and research.

The Librarian is always on hand to answer queries and at lunchtime, when the library is extremely busy, she has the support of an assistant.

Our fiction library boasts one of the most extensive collections of all schools in Kent and we endeavour to keep up to date with all the latest titles. Recommendations are always welcomed and books will be bought whenever possible. Close liaison with Heads of Departments ensures relevant reinforcement for all subject areas. Other resources include a Careers Library, reference section, Millennium Classic Collection, numerous periodicals and magazines and the daily newspapers.

The Librarian delivers a programme of library skills lessons to all Year 7 classes designed to increase their understanding of the workings of the library and enable them to use the library responsibly. Year 7 and 8 boys have one library lesson per fortnight, which is part of the English timetable.

Careers and Options Guidance

The aim of Careers Education is to ensure students move smoothly from one Key Stage of education to the next, having regard for the individual strengths of each student, while ensuring as few opportunities as possible are closed by decisions made at any one time.

In Key Stage three the most important aspects of careers education are delivered through PSHE lessons and tutorial sessions using the careers package, Unifrog. Students are given general information about the types of careers they may go into and, whilst doing this, we also heavily emphasise the importance of university education, as virtually all Langton students now go on to study A levels and then move on to university. In Key Stage Three we focus our attention on helping the boys to choose the right GCSE courses and all boys will receive a comprehensive options booklet during Year 9 which you should discuss at home. There is an Information Evening for parents and students where we explain the options process and the implications of combinations of option choices. The Year 9 Parents' Evening coincides with Options and you and your son will be able to discuss GCSE options with his teachers.

Safeguarding and Wellbeing

The Langton is committed to:

- Protecting young people from maltreatment and abuse
- Preventing the impairment of young people's health and development
- Ensuring that young people are growing up in circumstances consistent with the provision to have optimum life chances and to enter adulthood successfully

If you feel your learning or health is being impaired, or if you think you know somebody who this is happening to (either at school, at home, in the community, or online), speak to your Form Tutor, Head of Year, a member of staff that you trust or the Safeguarding Leads (Mr Peto, Mr Tithecott, Mrs Wells or Mrs Langley).

Safeguarding email contacts:

You can email the Safeguarding Leads at:

speto@thelangton.kent.sch.uk

cspeed@thelangton.kent.sch.uk

mwells@thelangton.kent.sch.uk

tlangley@thelangton.kent.sch.uk

We also have a dedicated email address that you can email:

[**safeguarding@thelangton.kent.sch.uk**](mailto:safeguarding@thelangton.kent.sch.uk)

Bullying – call it out

If you are being bullied, or know somebody who is, then email the **CALL IT OUT** email address to get help and support. Together we can end bullying.

[**cio@thelangton.org.uk**](mailto:cio@thelangton.org.uk)

We also use a QR code reporting system and your son will be given a card and sticker and instruction on how to use this system when he joins us, so he can report any concerns regarding bullying or other matters.

Wellbeing email

If you have a wellbeing or mental health concern, or have one for someone you know, you can email [**wellbeing@thelangton.org.uk**](mailto:wellbeing@thelangton.org.uk)

Please note that these email addresses are normally only monitored during term-time and normal working hours of 8am to 6pm. If you need support straight away, you can use any of the following services:

Childline – 0800 1111

Papyrus (Hopeline UK) – 0800 068 41 41

The Mix – 0808 808 4994

Shout – Text 'Shout' to 85258

Fearless – www.fearless.org

Support for Students Experiencing Difficulties

It is an important principle that the school should be aware of any difficulties that might affect the academic performance or the physical or emotional well-being of a student. There is a delicate balance between the necessary communication of relevant facts and a student's right to privacy.

Where a boy faces an ongoing problem this is likely to have been passed on to the Langton staff by staff in the boy's previous school or parents. Normally the Head of Year will be aware of the difficulty and will inform staff and SENCO as required.

Where a boy experiences a problem which arises during his time at the school we are normally informed by parents. In such cases it is important that any information is passed on.

In some cases a student will disclose information to a member of staff and we stress to staff that such information cannot be treated confidentially and should be passed to a line manager.

Where a student experiences medical difficulties which need to be raised with staff, the SENCO provides details of medical problems and any necessary action on the part of teachers and other staff. The noticeboard in the staffroom contains information on the students with medical difficulties.

Alcohol and Drugs

The school is committed to protecting all our students from the influence of those who use illegal drugs or misuse legally available ones.

We acknowledge that some young people do use and misuse drugs and alcohol. It is not our experience that this is anything but extremely rare in youngsters whilst in Key Stage Three in the school. Were it to be the case, the school's pastoral system would support the student and his family, using the available outside agencies, such as the Kent Young Persons' Drug and Alcohol Services.

We have a responsibility to inform and educate youngsters about the consequences of drug use and misuse. We do so through our PSHE programme which:

- Gives accurate information about substances;
- Increases understanding of the potential consequences of use and misuse;
- Enables students to make healthy and informed choices;
- Makes students aware of where they can go for appropriate help.

In addition, the school works with outside agencies to provide regular information evenings for parents. The school's disciplinary response to a drug-related incident always takes into consideration the age of the student involved and the safety and well-being of others.

Social Media Advice

Young people use many different social media apps and sites. There are lots of benefits to social networking. They can allow users to stay connected with friends and family. They can also learn many different things. Like most things, there can be negatives too. There are risks that you should be aware of, to help keep yourself safe.

Risks can include:

- **Oversharing:** You might feel pressure to overshare online. You shouldn't share private things such as:
 - Personal information, like names, phone numbers, links to other social media accounts or your school
 - Live or frequent locations
 - Other people's personal information
 - Links to join private group chats
 - Photos of yourself
- Sharing your location
- Talking to people you don't know
- **Sending or receiving inappropriate content:** 'Young people can feel pressured into sharing content that could be harmful to themselves or others. This could be in the form of sexting or sharing nudes, or it might be sharing memes and images of others without their consent – which can be a form of cyberbullying.' (from the NSPCC website)
- **Unrealistic sense of body image or reality:** With so many influencers and users sharing photos, you could feel under pressure to conform to an 'ideal' body and lifestyle. What others post is a curated and edited version of their life and does not reflect reality.
- **Obsessive focus on likes and comments:** You may get very focused on how many likes and comments your posts get, which can leave you feeling that you aren't good enough, or not as popular as someone else. Likes aren't everything. Some social media sites have the option to turn off likes and this can help ease pressure.
- **Online bullying:** Online abuse or bullying is just as harmful as bullying in real life. Make sure you are not a bully and remain respectful in your online networking. Report any disrespectful or abusive behaviour that you witness, whether it is directed at you or anybody else. Do not react to online abuse by making abusive comments yourself. Instead, take time out and leave the chat.

Advice on how to stay safe on social media:

- Review location settings
- Get to know the safety and privacy settings
- Be aware of age ratings and features. These are summarised below for the most popular social media apps:
 - Whatsapp – 16+
 - Facebook – 13+
 - Instagram – 13+
 - Snapchat – 13+

- Tiktok – 13+
- Twitter – 13+
- Mental health and social media: You may find it easier talking online, including to people you've not met in person, or you might want to find others who are going through the same things as you. It is important to think about who you're talking to and if it's helping you to feel better. Think about the following:
 - Does talking to them make you feel like things will never change, or do they give you hope that you'll feel better, and things will improve?
 - Do they stop you seeking support from other people, or encourage you to talk to others too?
 - Do you feel better or worse after talking to them?
 - Just as in the offline world, bullying can happen online on social networking sites too. Watch out for the signs and make sure that you know what to do if it happens to you, or anyone you know (see the Safeguarding section for more details)
- If in doubt about your, or anybody else's, safety speak to an adult about your worries

Sport and Physical Education

The school has a national reputation for sporting excellence and we regard participation in regular physical exercise as a crucial part of the education and development of the boys. The philosophy of the department is an inclusive one; whilst we hope to continue to enjoy national sporting success, we see the primary responsibilities of the PE department as encouraging all the boys to engage in a wide range of regular physical activity and to develop a lifelong commitment to regular exercise.

The aims of the physical education department are:

- *To encourage ALL students to work to their full potential and to experience a sense of achievement.*
- *To give ALL students equal access to the National Curriculum and encourage ALL to participate in extra-curricular activities.*
- *To promote physical fitness and good health, and an appreciation of their importance for current and future lifestyles.*
- *To develop skills and competence in a wide range of sporting activities over a period of time.*
- *To develop a working knowledge of various physical activities, so that skills and aesthetic qualities may be appreciated both from the viewpoint of participant and spectator.*
- *To enable ALL students to work independently and as part of a team in varied activities, so that PE contributes to the development of core skills such as communication and cooperation.*
- *To develop leadership qualities, social relationships and a healthy attitude toward competition and co-operation with others. The establishment of*

pupil self esteem through the development of physical confidence is a major aim of the department.

Extra Curricular Sport

A great number of extra-curricular activities are organised throughout the year. Boys are actively encouraged to attend clubs to help them fulfil their potential. Students' needs are assessed and staff will guide them appropriately, this may be to a school based club, an offsite club or it may be a nomination for representative honours.

Extra curricular clubs are **open to all** and provide our students with the opportunity to extend their learning in a less formal environment. The aims of the extra-curricular sporting programme are:

1. *To maximise participation in physical education based activities and encourage a lifelong love of sport.*
2. *To provide students with the opportunity to enjoy and practice their skills in their chosen activity.*
3. *To help students fulfil their potential in physical activities.*
4. *To develop excellence in physical education.*

School clubs, inter form competitions and inter school fixtures all form part of the extra-curricular programme. Close links with the Canterbury Rugby Club, Canterbury Hockey Club, Canterbury Table Tennis Club, Kent Cricket Club and the East Kent Crusader's Basketball Club also provide students with the opportunity enjoy a variety of physical activities.

Opportunities in Music

There is a wide range of opportunities offered by the music department, from learning an instrument, to taking part in one of the many choirs and musical ensembles. Students can also get involved with our music and health research.

We have 16 different teachers who come into the school to give weekly instrumental lessons. At the moment the instruments taught include:

Violin	Flute	Trumpet/Cornet	Drum kit
Viola	Oboe	Trombone	Piano/keyboard
'Cello	Clarinet	Tuba	Jazz Piano
Double Bass	Bassoon	Tenor Horn	Electric Guitar
Classical Guitar	Saxophone	Euphonium	Bass Guitar
		French Horn	
Voice – Classical/Pop/	Voice – Musical Theatre/Jazz		

Costs of lessons vary. We offer financial assistance for students learning the

'endangered species' of instruments, e.g. French Horn, Bassoon, Oboe, Trombone and Flute, as well as for students living in families on benefit.

Applications for instrumental lessons can be made through the Director of Music. A form is available on the school website.

The various musical groups change from year to year, although typically the following would run:

- KS3 Orchestra
- String Quartet
- Brass Group
- Guitar Ensemble
- Junior Singers
- Chamber Choir
- School Orchestra
- Senior Strings
- Jazz Band
- Full Choir

School concerts take place throughout the year and are advertised in the calendar.

Extra Curricular Clubs and Visits

It is not possible to list all the opportunities offered through the various clubs and visits that will be available in the school. The list below outlines the opportunities that were available for boys in Key Stage Three not mentioned elsewhere in the handbook.

We encourage students to establish their own groups and make funding available through the Lower School Council.

- Maths Society
- Vex Robotics
- Social Club for Yr 7
- Junior Science Club
- Yr 7 Homework Club
- Drama Club
- Drama Theatre visits
- Geography Fieldwork Trips
- F1 in schools project
- Warhammer Club
- Chess Club

Some of the Regular Events During the School Year

All of the major events in the school year will be listed on the school calendar in your son's Homework Diary. The events are also highlighted on the school's website.

Prizegiving

There are two official prizegiving evenings each year; the Key Stage Three evening is held at the end of the Summer term, in July, and the evening for older students is held in December. School prizes are awarded for academic excellence, for contributions to all aspects of school life and for effort. We invite all parents of prizewinners to attend these events.

Throughout the year there are additional prizegiving assemblies, where students receive certificates for contributions, effort and excellence.

Carol Service

The annual carol service in the Cathedral is one of the highlights of the school year. The service is open to everyone connected to the school and lasts about an hour.

Commemoration Service

This is an annual cathedral service which is usually held in May. The service commemorates the foundation of the school, but also coincides with the Year 13 students leaving school. The service is attended by all students and staff. Parents and others connected with the school may also attend.

Sports Day

At the end of the Summer term we hold the annual sports day on the school field.

The Sponsored Walk

Each October the school's annual sponsored walk takes place and all boys are expected to take part. The walk is one of about 10 miles and takes up most of the school day. The money goes to support students at Dr Obote College. The commitment to the walk is always impressive and each year the students seem to break a new record for money raised.

The Langton Website

www.thelangton.org.uk

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