

**THE
SMITHDON
WAY**

STUDENT HANDBOOK 2023/4



SMITHDON HIGH SCHOOL
HUNSTANTON



Attendance and Conduct Point Record

| Week up to... | Attendance last week | Attendance to date | Conduct Points last week | Conduct Points to date | Uniform ✓/x | Equipment ✓/x | R2 Tutor commendation |
|-------------------|----------------------|--------------------|--------------------------|------------------------|----------------|------------------|-----------------------|
| 8-Sept | | | | | | | |
| 15-Sept | | | | | | | |
| 22-Sept | | | | | | | |
| 29-Sept | | | | | | | |
| 6-Oct | | | | | | | |
| 13-Oct | | | | | | | |
| 19-Oct | | | | | | | |
| HALF TERM HOLIDAY | | | | | | | |
| 3-Nov | | | | | | | |
| 10-Nov | | | | | | | |
| 17-Nov | | | | | | | |
| 24-Nov | | | | | | | |
| 1-Dec | | | | | | | |
| 8-Dec | | | | | | | |
| 15-Dec | | | | | | | |
| 21-Dec | | | | | | | |
| CHRISTMAS HOLIDAY | | | | | | | |
| 5-Jan | | | | | | | |
| 12-Jan | | | | | | | |
| 19-Jan | | | | | | | |
| 26-Jan | | | | | | | |
| 2-Feb | | | | | | | |
| 9-Feb | | | | | | | |
| 16-Feb | | | | | | | |
| HALF TERM HOLIDAY | | | | | | | |
| 1-Mar | | | | | | | |
| 8-Mar | | | | | | | |
| 15-Mar | | | | | | | |
| 22-Mar | | | | | | | |
| 29-Mar | | | | | | | |
| EASTER HOLIDAY | | | | | | | |
| 19-Apr | | | | | | | |
| 26-Apr | | | | | | | |
| 3-May | | | | | | | |
| 10-May | | | | | | | |
| 17-May | | | | | | | |
| 24-May | | | | | | | |
| HALF TERM HOLIDAY | | | | | | | |
| 7-Jun | | | | | | | |
| 14-Jun | | | | | | | |
| 21-Jun | | | | | | | |
| 28-Jun | | | | | | | |
| 5-Jul | | | | | | | |
| 12-Jul | | | | | | | |
| 19-Jul | | | | | | | |

Rewards

At Smithdon our values are represented in our motto to

“Work hard, Be Kind and Smile”

and we follow

The Smithdon Seven

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

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

Uniform



✓ Acceptable Shoes:



✗ Unacceptable Shoes:



- ✓ Smithdon Blazer and Smithdon clip-on tie
- ✓ Smithdon navy PE jumper (worn under blazer when cold)
- ✓ White shirt/blouse, tucked in at all times
- ✓ Full length, tailored, grey trousers or Smithdon skirt with logo, unrolled at all times
- ✓ Black socks or tights
- ✓ Plain black school shoes – no other colours or logos, no trainers, no high heels, platforms or backless shoes. Shoes need to be safe to wear in a variety of school environments
- ✓ PE Kit - Smithdon red T shirt with logo, navy shorts, Smithdon navy jumper with logo, white sport socks, no jewellery, long hair tied up

- ✗ Hair may not be dyed bright or 'unnatural colours', shaved or stylised in a distracting way
- ✗ One pair of stud earrings, no other facial or oral piercings permitted (including retainers)
- ✗ No rings, bracelets, necklaces. Traditional wrist watch only - no smart watches
- ✗ No nail polish or false nails (acrylics/gel/nexgen/tips etc)
- ✗ Discreet, natural make up only - no false eyelashes

Equipment Mat

Blue/Black pen

Pencil

Purple pen

Compass

Yellow Highlighter pen

Ruler

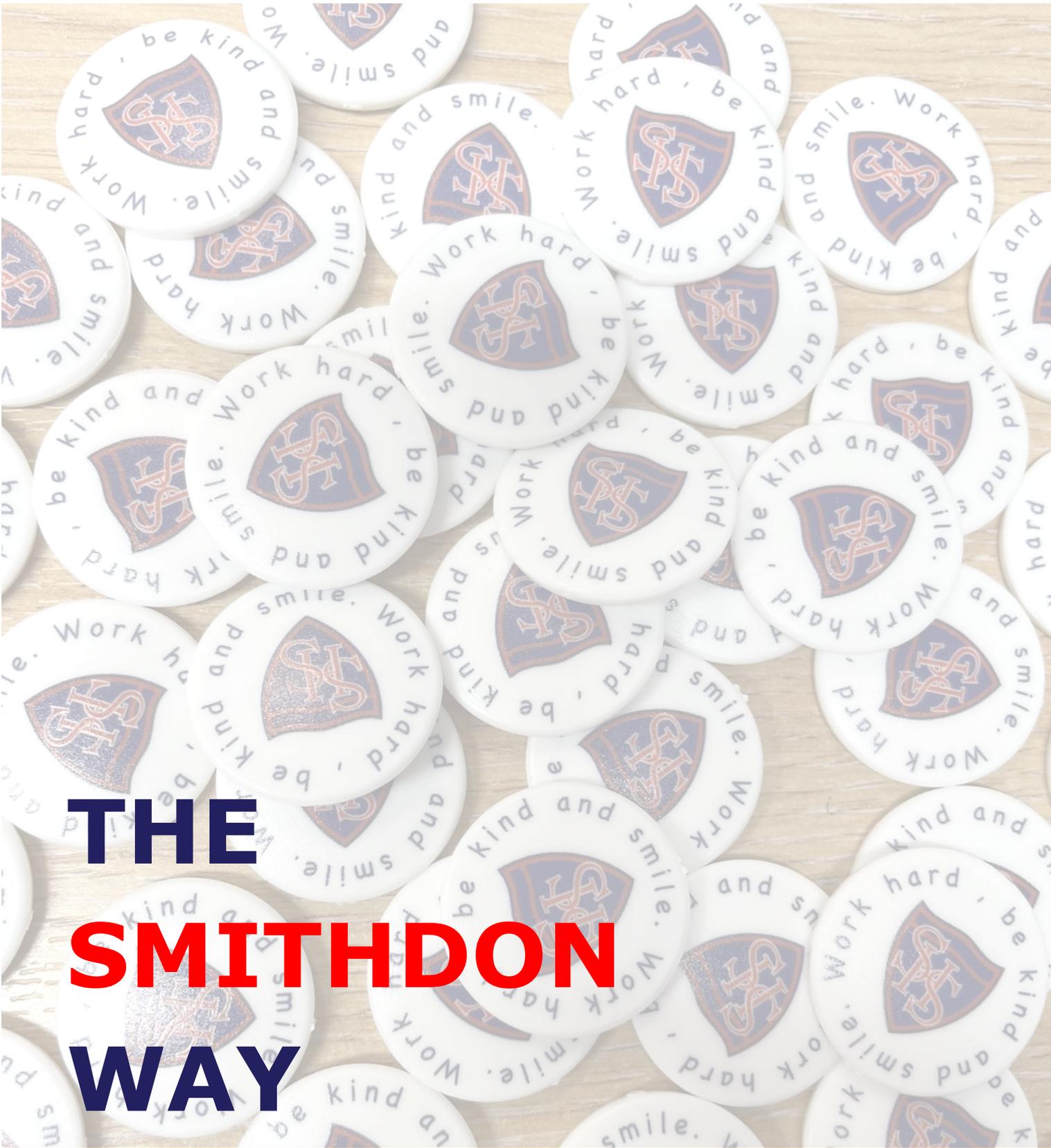
Scientific
Calculator

Rubber

Protractor

Knowledge Organiser (Y7-9)
Timetable (y10-11)

AND Reading book



THE SMITHDON WAY

Parents & Students 2023/4



SMITHDON HIGH SCHOOL
HUNSTANTON



Headteacher's Welcome

The learning culture at Smithdon High School is transforming, thanks to the hard work of students, their parents and our staff - with clear daily routines, an ambitious and engaging curriculum supported by an extensive co-curricular programme and high expectations for all. The learning culture ensures that we all embody our values, to Work Hard, Be Kind and Smile.

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

The learning environment that students can help shape at Smithdon High School will ensure that all students acquire the knowledge they need to progress through key milestones in their education journey and embark on careers of their choice.

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

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

Mrs Amanda Gibbins, Headteacher

Student Behaviours

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

Mrs Amanda Gibbins, Headteacher

Students at Smithdon High School are already aware of how unfair it is when there is lost learning and how damaging this is to their own learning and the learning of others. This is why the school has clearly set out students' and staff's expectations of behaviours in school in the Smithdon High School Behaviour Policy, as we want students to know what we expect of them and why. When students do not follow these expectations, it is the adults' responsibility to address this, because we want to make each student a better person in the long run.

Fulfilment of the expectations is logged on SIMS as reward points. Likewise, failure to meet the expectations is logged on SIMS. All are logged to ensure that the rewards and consequence systems are applied consistently and effectively. We use consistent language with students - R1s, R2s, etc rewards and C1s, C2s, etc for consequences - and relate successes and failures in relation to the Smithdon Seven.

It is imperative that students are rewarded when they exhibit good behaviour and uphold the principles and values of the school, especially when they are acting in a way that reflects the Smithdon Seven. We want to let students and their parents know when they have done well. We aim to reward at least 10x compared to that of consequences and celebrate with students on rewards days and assemblies.

Relationships

“Warm but Strict.”

Mrs Sarah Robinson, Deputy Headteacher

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

However, we also need to ensure we all know where the boundaries are in the student/teacher relationship - built upon mutual respect. A common expectation is for students to refer to their teacher by their title and surname or “Sir”/“Miss”. We make eye contact when spoken to. We say “thank you”. We say “excuse me”. We say “please”. We smile when we greet people, both inside and outside school, we help others: if someone trips up, you check to see they are alright. If you hear about anybody being unkind to another Smithdon High School student you tell an adult immediately.

All staff have been asked to adopt a “warm but strict” approach and to look for opportunities to reward positive student behaviour, as it is essential that we focus on the vast majority of students who try hard and to do their best in every lesson every day.

However, staff have also been instructed to follow the behaviour policy and to tackle any poor behaviour that distracts from learning or our culture. They will not shy away from difficult conversations so that Smithdon High School maintains a learning culture where all students can thrive. Every time an adult gives a Consequence, they are reminding students of the behaviour we really want.

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

Consistency

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

Roy T Bennet

We are all aware of the importance of consistency and the fairness this creates.

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

This can be damaging to the strong positive relationships we have with you as you may wish to challenge the teacher who rightly upholds the school’s expectations. We therefore ask that students and staff know what the school expectations are and to adhere to them at all times.

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

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



Manners

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

Emily Post, American writer

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

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

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

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

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

Lessons

Lesson Entry Protocols

- ★ Your teacher will be at the doorway to greet you, check uniform and ensure you are ready to learn
- ★ You should enter the classroom silently and stand silently behind your allocated seat with all your equipment out
- ★ When instructed by the teacher you should take your seat
- ★ A ‘Do Now’ task will be on the board.
- ★ You should promptly open your books, write and underline the date and title and start the ‘Do Now’ task.
- ★ Your teacher will take the register. Students should respond with ‘Yes Sir/Miss’ (except MFL)
- ★ Any students arriving after the main body will be marked as late
- ★ Your learning environment is important therefore you and your teacher will keep it tidy.

During Lessons

“Our main focus is to support students’ learning.”

Mr Steve Chapman, Assistant Headteacher

Using consistent language across the school will ensure students know what the expectations are. We ask our staff not to be ambiguous with their instructions and to be clear on what they want students to do - where possible giving direct prompts, such as:

- ★ “Begin the task now, you have 3 minutes”
- ★ “Pens down, face me”

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

We will therefore challenge students who are not focusing on learning, using the staged behaviour system to support them all. Students must follow instructions **FIRST TIME EVERY TIME**.

We expect that students take pride in their books and they remain neat and tidy: this is why we have our Smithdon Book Agreement. All work in books should have a date and title, underlined. Space should not be wasted and must be free from graffiti.

All books must have a copy of the book agreement, a Learning Journey for the subject and a book cover.

Lesson Exit Protocols

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



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

E.D. Hirsch

High Expectations

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

Charles F. Kettering

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

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

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

- ★ “Keep moving quickly and quietly to lessons”
- ★ “Well done on your smart appearance” or “you need to correct your uniform”
- ★ “Well done for queuing to the side and being respectful of others”

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

Michelangelo



Self-Belief

Ambition

Responsibility

Community

Prepared

Respect

Pride

Lesson Sequence Rubric

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

Do now

We start our lessons with a 'Do Now' – retrieval of prior knowledge learnt in lessons including some knowledge relevant to the current lesson. This helps make sure core knowledge has high storage and retrieval strength, can be used with accuracy, fluency and flexibility. It also allows us to carry out formative assessment and teach responsively.

I do

- In the 'I do' the teacher delivers, including asking lots of questions to check understanding, extend and probe the limits of understanding. The teacher models for the class, providing guided instructions including asking procedural question
- This way of delivering new content ensures we deliver lessons in a way sympathetic to students' working memory and we maximise our chances that students will learn what is intended.
- Learners are not passive during this stage of the lesson and are actively thinking about the content that is being delivered.
- We check understanding here because everyone comes into our lessons with different experiences, they all build knowledge differently, so we have to make sure that they have understood what was intended. If they did not, we re-teach.

We do

- This is a stage of co-construction where the teacher and the students complete an activity together.
- Students need to practise what they have been taught and apply their knowledge to solve problems. We do this gradually in a way that is sympathetic to the limited demands of working memory.
- We also do this because we recognise that meaningful success is a key driver of motivation. If a student suffers repeated failures due to lack of guidance when applying what they have been taught, then their learning is vulnerable.
- It is through the scaffolding in the 'we do' that we support students move through their zone of proximal development to meet their learning goals.
- We check understanding to inform our decision about the next steps in our teaching. One way we do this is by the teacher and the students completing an activity together, with the teacher asking the students questions to support completion.

You do

In the 'you do' students apply what they have been taught. It is the stage of the lesson sequence where we are releasing more of the responsibility of the learning process to students. This happens at different rates and the teacher responds to learners as appropriate.

For instance, the students apply what they have been taught, scaffolds remain on the board or in books to support learners. The teacher circulates and provides live feedback.

Reading at Smithdon

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

Jim Rohn

We value reading. We know that being engaged in reading is one of the most important ways to make a difference to students' life chances.

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

- **Reading for pleasure:** each week in KS3, English lessons dedicate time to independent reading. You will have the opportunity to select books from our library. If you are in Year 7 and 8, you will be enrolled in the Accelerated Reader programme. Not only will you be able to track your progress as a reader, but you will also have opportunities to join reading competitions and challenges pitched for your reading level.
- **Disciplinary reading:** your teachers will guide you to read, think and write like a scholar of their subject. Teachers will support your reading by pre-teaching key vocabulary and modelling fluent reading. As a student, you will have opportunities to read aloud in lessons, sometimes rereading extracts of a text that your teacher or a classmate has read. To support pronunciation of key vocabulary, you will also have opportunities to respond chorally, repeating words in unison.
- **Fluency:** fluency is the ability to read accurately and automatically with the appropriate intonation and expression. Fluency brings meaning to the words on the page, enabling a text to make sense. Your teachers will present you with complex texts because we know you can rise to the challenges we set. Your teacher will remind the class that to understand what we read, we must read to the punctuation; we must read with expression and volume; we must read accurately, correcting mistakes, and we must read at a conversational pace.
- **Reading interventions:** because we want every student to progress as a reader and feel confident about reading (both silently and aloud), we offer a number of reading interventions catered to individual needs. These include phonics, such as Toe-by-Toe and Read, Write, Inc, Fresh Start. We also offer IDLS intervention for literacy, reading intervention, and a Reading Ambassadors programme.

Knowledge Organisers & Homework

At Smithdon we set homework in order to extend classroom learning and to revise/revisit previous learning, helping to embed it into the long term memory.

All homework is posted on Google Classroom and students will have a minimum of 1 week to complete it - this gives plenty of time to ask for clarification or help if you need it. You should not leave it until the night before it is due! We run various subject clubs after school where you can get help with your homework, as well as a Homework Club at lunchtime and after school.

Key Stage 3

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

You must keep all of these safe throughout KS3 as they all build up together to make your full KS3 curriculum. Homework is based on your Knowledge Organisers. Your teachers will set work using the current or a previous Knowledge Organiser and often using one of the learning techniques referred to in the Knowledge Organiser pages: this helps you develop these techniques to become an independent learner. Homework will be set as follows:

Monday - Maths (set on Sparx)

Tuesday - English - **Read daily**. Update reading logs on a Tuesday.

Wednesday - Science

Thursday - Humanities (Language, History, Geography or RE) on rotation

Friday - All other subjects on rotation

Key Stage 4

In Years 10 and 11 each subject will set a weekly homework based on revising and reviewing in preparation for exams. All work will be set on Google Classroom and may be linked to the 50 Questions Booklet provided at the start of Year 10 (the start of the GCSE/BTEC courses). You must keep this booklet with you at all times.

Spotlight

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

Every morning, we begin the day by assembling into tutor lines on the middle playground, and the Headteacher addresses the whole school with a weekly focus area. Each day any updates/notices are shared and praise is given to student activities, competition successes and other key positive events. All of this sets students up for the day and reiterates Smithdon's expectations.

At the beginning of Spotlight, we ask tutors to check uniform, looking for indicators that their group is ready for the day and triaging any issues at that point.

Break and Lunchtime

Duties are an essential part of our role in keeping children safe and ensuring that positive relationships are fostered. We wear High Vis – so that students feel safer as they can see us, it is as simple as that. We ensure that our presence is felt, so that students know that we are there.

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

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

Whilst it is important that areas of the school are not left unsupervised, we also take the opportunity to talk to our students. This time spent is often where we get to know students best and this helps build strong relationships with students who we don't ordinarily speak to.

Pastoral Responsibility

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

Rita Pearson (Educator)

The role of the Form Tutor

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

Tutors are encouraged to be your champion as they will get to know you and your families best, so ensure you establish a strong relationship with them. They will also, however, have the highest expectations of you and are likely to be the first to meet you in the mornings. They will remind you of the high standards held in the areas of uniform, behaviour and attendance.

They will also ensure that you get the messages which come from the Senior Leadership Team that will keep you informed and everyone on the same page. They will be keen that no student within your group lets you and them down with poor standards and will make sure that you are lined up orderly for assemblies and are respectful to those presenting.

They will also be your biggest champion and will get to know you, your families and subject teachers well. They will understand your needs; help

remove any barriers to learning you may have and will fight your corner if need be.

As Tutors your tutor group represents all of you, so please do not disappoint them in any way.

Pastoral Managers and Assistant Headteachers (pastoral)

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

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

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

Senior Leadership Team

Our role is simply
to enable learning.

This means we support all teachers, all support staff and all students in everything that they do, removing barriers where we can and ensuring that the culture within the school supports learning.

We maintain high expectations constantly, ensuring that students and staff know WITH CERTAINTY what is expected of them. We will never ask someone to do something that we wouldn't/don't do ourselves. We lead by example, ensuring that we are visible to staff and students daily.

On Call

When a student is disrupting the learning of others, and will not correct their behaviour through the staged warning system, then they must be removed from the lesson to minimise the impact they are having on the education of others.

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

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

We tour the entire school daily. This supports staff and students, and is paramount in maintaining a positive atmosphere.

The Senior Leadership Team consists of the Headteacher, Deputy Headteacher and five Assistant Headteachers.

The on call system provides support for teachers and students



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

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

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

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



Equality and Diversity

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

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

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

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

Learning Support

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

Our teaching staff are trained to adapt lessons so that every child is able to learn at their own pace and in their own way, especially for students with SEND, from Specific Learning Difficulties (including dyslexia) and Autistic Spectrum conditions to Speech, Language and Communication needs, as well as Social, Emotional and Mental Health difficulties.

Progress is carefully and regularly tracked by the SEND team and we use our best endeavours to ensure that each student's needs are identified and met as early as possible. If the SENDCo, teacher, parent or child themselves identifies that the student has a special educational need, we will investigate the best way to support the student.

Safeguarding

In order to ensure that students are kept safe at all times, Smithdon High School has various staff trained to full Designated Safeguarding Lead (DSL) level, and all other staff receive both annual and frequent in-house safeguarding CPD training and updates. Our Lead DSL also ensures that our staff are trained according to locally prevalent risk factors.

All staff and volunteers are trained on how to report any concerns they may have, however big or small: we follow the mantra 'it is better to report and be wrong than to not report and be right'.

Students also receive regular safeguarding messages and are encouraged to raise concerns. Students are specifically trained to know that they can disclose any concerns they have to **any** member of staff, but also to know who the designated safeguarding team includes. These are:

WNAT Trust Lead DSL: **Ms R Bazeley-Smith**, Assistant Headteacher

Senior DSL: **Mr D Ward**, Assistant Headteacher (KS4)

Alternate DSL: **Miss K Bucke**, Pastoral Manager

Alternate DSLs:

- Mrs A Gibbins, Headteacher
- Mrs S Robinson, Deputy Headteacher
- Mr M Johnson, Assistant Headteacher (Pastoral)
- Mrs S Collins, Pastoral Manager
- Miss S Green, Pastoral Manager

All staff of Smithdon High School hold a responsibility for safeguarding students.

All staff and students should note that the accurate completion of lesson registers is of pivotal importance in Smithdon's approach to safeguarding, including ensuring that missing students are reported to the Attendance Officer as soon as possible, so that they can be located and confirmed safe as quickly as possible.

SMITHDON HIGH SCHOOL
HUNSTANTON
Safeguarding Everybody
Every day

Ms R Bazeley-Smith **Mrs A Gibbins** **Mr D Ward**

If you are concerned, speak to a Designated Safeguarding Lead

Work hard, be kind and smile

West Norfolk Academies Trust