



Sandringham School

'Everybody can be Somebody'



**Please return completed letters/forms in this pack
to the Form Tutor on
Induction Day
3rd September 2020**

1. Learning Fund Letter
2. BYOD Induction Information Sheet
3. BYOD Sandringham discount code
4. E-learning rules and responsibilities
5. Music Tuition Letter
6. Pupil Premium Letter
7. Safer Cycling Letter
8. Language Survey
9. Professional Skills Audit
10. Transport to School
11. Student Services Newsletter
12. Home School Partnership
13. Behaviour Policy
14. Sandprint Newsletter



June 2020

Dear Parent/Carer,

Sandringham Learning Fund Contribution – 2020/21

Each year we ask all families to make a voluntary contribution into the Sandringham Learning Fund. For Year 7 and moving forward, we have decided to adopt a new system whereby the Learning Fund also covers various extended learning day activities throughout the year (except for E-week). This means you will not have to worry about making these additional payments. Having reviewed the system for payment, we are now implementing a standing order process to spread costs across the year. The attached form gives information on this.

The Sandringham Learning Fund is designed to improve and enrich many aspects of school life that are not directly concerned with the curriculum. The fund is very important in enabling us to provide the sort of extra-curricular opportunities and amenities that we expect in a high performing school such as Sandringham and it will benefit all students at some point throughout the year. From now on, it will also include extended learning day activities for Year 7 students. Examples of how we use this fund are outlined below.

Our Student Leadership Team is very active and have some wonderful ideas for improving the environment for young people. They are raising some funds themselves and we will match their fund-raising efforts to support significant improvements to the school site. This will include seating, recreation areas, sports and other activities. We also use some of the Sandringham Learning Fund to support the school Library to ensure it is able to provide the highest quality resources possible at all levels in the school. The fund supports our extensive rewards scheme, designed to encourage all students to do their best and reward them for their efforts, including our new leadership programme. Some of the funds are used to subsidise the high costs of printing and other ICT consumables so that all students can produce work of the highest standard at a reasonable cost. The running of the school minibuses and provision of consumable sports equipment is supported.

As you can see, the Sandringham Learning Fund makes a significant difference, enabling us to provide the very best opportunities and a rich learning environment for your child(ren). Thank you in advance for your support and please see the reply slip for details of payment.

Yours sincerely,

Alan Gray
Headteacher



**Artsmark
Platinum Award**
Awarded by Arts
Council England





**Sandringham School Registered
Charity No. XT31929**

The Ridgeway, St Albans, Herts.
AL4 9NX

To:	The Manager,	
Bank Name:		
Full Postal Address:		
	Post Code:	



**PLEASE ENTER THE FULL ADDRESS
OF YOUR BANK IN THIS BOX**

**Please print and complete ALL sections of this form & return it together
with the Gift Aid Declaration Form (if applicable) to the Headteacher at the above address:**

STANDING ORDER MANDATE

ACCOUNT TO DEBIT:		
Account Number:	Account Name:	Sort Code:
		- -

(as it appears on your bank statements)

BENEFICIARY DETAILS:			
Bank:	Lloyds Bank		
Branch Details:	Hitchin Branch, PO Box 1000 BX1 1LT		
Beneficiary Name:	Sandringham School		
Account Number:	46373760	Sort Code:	30-94-30

PAYMENT DETAILS:	<input checked="" type="checkbox"/> <i>Please tick one box in each section:</i>		
Payment Amount:	<input type="checkbox"/> £5	<input type="checkbox"/> £7.50	<input type="checkbox"/> £10 Other: £ _____
Frequency of Payments:	<input type="checkbox"/> Monthly		
Date 1st Payment to be Made:	(DD/MM/YY) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> UNTIL FURTHER NOTICE		
Additional Instructions:	This standing order mandate is: <input type="checkbox"/> a new or additional payment to the Sandringham School <input type="checkbox"/> <u>replaces</u> any existing payment to Sandringham School		
Signature & Date:	_____ (Signature) (Date)		
Payment Reference:	_____ LEAVE BLANK: (For Office Use Only)		



**Sandringham School Registered
Charity No. XT31929**

The Ridgeway, St Albans, Herts.
AL4 9NX

GIFT AID DECLARATION

Using Gift Aid means that for every pound you give, we get an extra 25p from the Inland Revenue, helping your donation go further.



Please tick this box to enable us to claim Gift Aid

Please treat as Gift Aid donations all qualifying gifts of money I make or have made to the Sandringham School in the past four years. I confirm that I am a UK tax payer and have or will pay an amount of Income Tax and/or Capital Gains Tax for each tax year (6 April to 5 April) that is at least equal to the amount of tax that all charities and Community Amateur Sports Clubs that I donate to will reclaim on my gifts for that tax year. I understand that other taxes such as VAT and Council Tax do not qualify. I understand that Sandringham School will reclaim 25p of tax on every £1 that I give.

- This form should only be completed by the person donating the money.
- In the case of donations from joint accounts, the Charity will assume that the donation is made by the person who has signed the Gift Aid Declaration. If a joint account donor wishes to allocate the Gift Aid otherwise (eg. to the other account holder or in a specific proportion), please inform us in writing.

Title:	First Name: <i>(in full)</i>	Surname:	
Mr/Mrs/Miss/Dr/Other			
Home Address:			
			Postcode:
Student Name:			Form: <input type="checkbox"/>
Student Name:			Form: <input type="checkbox"/>



Please tick as appropriate:

<input type="checkbox"/> My donation will be made via the Attached Standing Order mandate OR: <input type="checkbox"/> My donation will be made via the enclosed cheque (payable to "Sandringham School")	Amount: £5 <input type="checkbox"/> £10 <input type="checkbox"/> £7.50 <input type="checkbox"/> Other: £ _____
	Signed: _____ Date: _____

Please notify the school if you:

- 1) Want to cancel this declaration.
- 2) No longer pay sufficient tax on your income and/or capital gains.

If you have changed your name or home address, please complete a new Gift Aid Declaration form & return it to the school.

THANK YOU FOR YOUR SUPPORT



Bring Your Own Device (BYOD)

Sandringham School operates a Bring Your Own Device (BYOD) policy where all students from Years 7 – 11 are required to have a tablet device in school for use in lessons and at home.

Students will have access to a wide range of online learning resources and lessons make use of portable devices to aid learning, assessment and creativity. Almost any tablet with a screen size of 7 inches or bigger and a rear-facing camera will suffice. Mobile phones are not suitable.

Although we know that a significant number of students already have a suitable device, we also appreciate that some families will need to acquire one ready for September. Whilst we do not specifically recommend an individual retailer or manufacturer, we can point you in the direction of where we know families have purchased from previously.

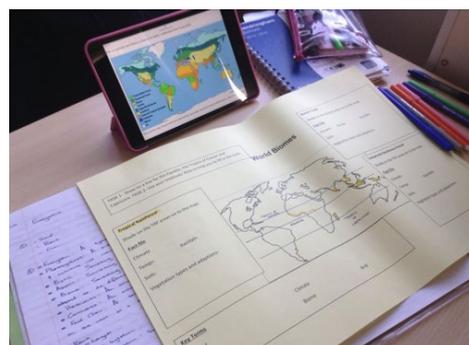


Online retailer, wearesync, offers students of Sandringham School exclusive discounts on Apple products. Presently they offer a 10% discount on iPads, 14% on Mac PCs and other discounts on accessories, cases, etc. wearesync also offers interest-free payment plans and a 3-year warranty. A flyer with the discount code will be included in your welcome pack. On the high street, we have Apple stores close by in both Watford and Brent Cross. John Lewis is a reputable retailer who continues to offer a price match guarantee if you see the same product cheaper at a comparable retailer. For peace of mind, John Lewis also includes a minimum 2-year guarantee on all electrical products. Whilst we do not endorse any retailer, we know these are just some of the popular choices among parents.

Equality of access is a key principle of our BYOD scheme. If you require financial assistance then please contact Louise Turner, Pupil Premium Coordinator, in the first instance.

Students will benefit from the extensive range of learning tools that we provide including:

- Managing home learning via the Show My Homework system
- A free copy of Microsoft Office suite for up to 5 household members
- Access to Google Apps for Education, including student email and unlimited cloud storage with Google Drive
- A range of resources such as Encyclopedia Britannica, an eBooks fiction library, online textbooks and many subject-specific tools such as MathsWatch, Kerboodle and Linguascope.



Each student will be provided with access details and trained on how to use the tools during their first few weeks of school.

More information for parents on Blended Learning is available on the school website - <https://sandringham.herts.sch.uk/bring-your-own-device/> or contact Mr Allday (Assistant Headteacher) via admin@sandringham.herts.sch.uk.



Exclusive discounts for SANDRINGHAM SCHOOL

Simply visit wearesync.co.uk and enter **sandringham** as the discount code to access exclusive deals on Mac, iPhone, iPad, and more...



Flexible finance

Interest free finance by Klarna¹



Pay in 3

Spread the cost over 3-months



Pay later in 30-days

30-days credit on your purchase



Sync3

Our free, three year guarantee²



Configure online

Build your dream device



Free delivery

On all online orders

1. Finance available for purchases up to £1,000
2. Sync3 available on Mac, iPhone, iPad

Sync at your Service...

Apple professionals for over 20 years and counting. We are an Apple Authorised Service Provider and offer a number of services to meet your technology needs

Repair now, pay later...

Whether you want to pay later in 30-days, or even pay in 3 instalments, we've got you covered. With Klarna, you can spread the cost of your repair.



Book and track repairs online

In a hurry? Book your repair online, and track it through diagnostic and repair using our online service tracker.

Nationwide collection and drop off service

We have a nationwide secure collection and drop off service available free for Mac products and £10 for iOS devices.





eLearning Rules and Responsibilities

Sandringham School provides a range of eLearning opportunities, including access to school computers, the Internet and the Bring Your Own Device (BYOD) programme. By using the school equipment or network, you agree to the following:

General

- I will only access the system and any school provided resources with my own login and password, which I will keep secret.
- I will respect all the school's computer resources and understand I am liable for the cost of any wilful damage I cause.
- I will not access other peoples' accounts or files.
- I will only use the school's network and computers for learning purposes.
- I will not copy, use or install any programs, pictures, music, video or games onto the school network without permission from a member of staff.
- I will not connect any device to the school's network, including smartphones, storage devices and cameras without permission from a member of staff.
- I will respect the copyright of any material and laws such as the Computer Misuse Act or Malicious Communications Act.
- I will not attempt to bypass the internet filtering system in school.
- I will not browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately, to a member of staff if I am in school or parent/carer if I am not in school.
- I will use my school email account exclusively for learning purposes. The messages I send will be polite and responsible and I understand it is forbidden to threaten, intimidate or prejudice any person or group.
- I will not give out my own or others' personal information, including: name, phone number, home address, interests, schools or clubs or any personal image. I will report immediately any request for personal information, to a member of staff if I am in school or parent/carer if I am not in school.
- I will not give my home address or telephone number, or arrange to meet someone unless my parent, carer or teacher has given permission.

- I will report any unpleasant material, upsetting messages sent to me or any misuse of the school's computer resources. I understand my report would be confidential and would help protect other pupils and myself.
- I understand that everything I search for, access, post or receive online can be traced now and in the future. My activity can be monitored and logged and if necessary shared with teachers, parents/carers and the police if necessary. I know it is essential that I build a good online reputation.

Bring Your Own Device

- I will bring my device to school with me each day. I am aware that I will receive consequences in line with the consequence system should I not have the correct equipment for school (year 7-11). Temporary loan devices can be borrowed for a day should you not have a device with you. If I borrow a device and do not return it at the end of the school day, then I will be sanctioned.
- If I bring a mobile phone to school, I know that this must be switched off and cannot be used whilst I am on campus throughout the school day (year 7-11). I will not be able to use my phone as a device for learning within my lessons.
- If I am participating in the school loan scheme, I understand that all tablets or laptops remain the property of Sandringham School and are on loan to me while I am on roll at school. I understand that loan devices must be returned on request.
- My own portable device will only be used for learning purposes during school time. Sanctions will apply for inappropriate use of my device during lessons.
- My teacher has full discretion to ask me to put my device away in any lesson or at any time.
- When I bring my own device to school, I am fully responsible for keeping it safe. My device will be fully charged before coming to school. I will store my device safely when it is not being used (e.g. in my locker.)
- I will ensure that my device has a passcode or other locking system to ensure that my personal information remains safe. I will not use another person's device without their permission.
- With my own device, I will only connect to the school WiFi network to use the Internet. I will not enable 3G/4G during school time for my own protection and to protect the privacy of staff and students.
- I will not take or post photographs, videos or livestream without the permission of all parties involved. I will not post any images to social media taken during school time without permission. I will delete any image or video if I am asked to do so by a

member of staff. I understand that teachers have the right under law to search my device for material that may be harmful.

- Whilst I am allowed to install my own software and media on my own device, I understand that space must be given to learning applications and I may be asked to delete other content to make space for learning tools.
- My own device must not contain illegal software, must not be 'Jailbroken' and must have regular official updates applied from the manufacturer in order to keep secure.
- If available, I will ensure my device has adequate antivirus and spyware protection and that it is kept up to date to prevent damage to other devices on the school network.

I understand that these rules are designed to keep me safe now and in the future.

I understand that my network and Internet access may be taken away if I fail to abide by these rules. In accordance with school policy, devices may be confiscated for a limited time period.

I understand that I am subject to sanctions laid down in the rewards and consequences policy and other applicable school policies. If I break the law the police may be informed.

By accepting your place at Sandringham School, you agree and consent to abide by all the instructions and requirements detailed in this acceptable use policy.



Sandringham School

'Everybody can be Somebody'

Headteacher: **Alan Gray, M.Sc., F.R.S.A.**

Deputy Headteacher: **Caroline Creaby, BA, M.Ed., Ed.D., F.R.S.A.**

Deputy Headteacher: **Fergal Moane, B.Sc. (Hons), M.A.**

The Ridgeway
St Albans
Hertfordshire
AL4 9NX

t: 01727 799560

f: 01727 759242

admin@sandringham.herts.sch.uk

www.sandringham.herts.sch.uk

Dear Parent/Carer,

MUSIC INSTRUMENTAL LESSONS

Sandringham has a tradition of generous music provision and excellent achievement. The Music staff are supported by a team of fifteen peripatetic instrumental teachers. The cost of music lessons in September will be £231.00 per term for 11 half hour individual lessons and £154.00 per term for 11 twenty-minute individual lessons. Charges are reviewed annually.

Once students are of a suitable standard, they will be expected to play or sing in the school bands and choirs. Students may, if they wish, be entered for practical or theory examinations.

In order to avoid students missing too much of any one timetabled school lesson, instrumental lesson times are changed each week whenever possible. Some lessons are held during lunch breaks or mid-morning breaks. Times are displayed on the notice board in the faculty, and parents/carers should encourage students to check there regularly.

Students are expected to attend all music lessons and to inform their instrumental tutor or myself as soon as they know of any problems and in any case at least a week before. **Credits cannot be given for a student's non-attendance at a scheduled instrumental lesson for whatever reason.** Instrumental teachers are under no obligation to make up lessons missed (unless due to their own absence) but will endeavour to re-arrange a lesson time if given sufficient notice.

Students can receive tuition on the following: Voice, Strings (Violin, viola, cello), Brass (trumpet, cornet, trombone, horn, tuba), Woodwind (flute, clarinet, saxophone, bassoon, oboe), Drum kit, Guitar (classical, electric or bass), Ukulele, Piano.

One half-term's notice is required to discontinue lessons, otherwise a half-term's fee will be charged in lieu.

If you would like your son or daughter to have instrumental lessons please complete the google form by clicking [here](#). Please complete this form by **Friday 10th July**. Payment for lessons will be requested via ParentPay in September once a place has been confirmed.

If your son/daughter is receiving remission for music fees, please be advised you have to renew your application to Hertfordshire Music Services on 0300 123 4048 or online at www.hertsdirect.org/interactive advising them of your changes. The school needs to have a reply from Hertfordshire County Council by the beginning of the new school term in order for you to receive your remission entitlement.



At present, instrumental and vocal lessons are being delivered online either via our school's system or that of Hertfordshire Music Service. We hope to be able to resume face to face tuition as soon as it is safe to do so. We will communicate full details of this as soon as we can and once government guidelines are released.

Yours sincerely

Emma Beaton
Acting Director of Learning: Music

FAQ

A student guide to Music Lessons

How do I know when my music lessons are?

The lesson times are on the red board in the Music Faculty. Don't forget that your lesson will be a different time each week and that it is **your responsibility** to remember to come to your lessons at the correct time. If you can't find your name on the board, just ask one of the music teachers for help!

Where will my lesson be?

Your lesson will be in one of the smaller practise rooms in the music block. Don't worry if you're not sure which teacher is yours, you can just ask any of the teaching staff and we will show you where to go!

What do I do if I can't come to my lesson?

You need to attend your music lessons! Your subject teachers know that instrumental lessons are taking place and that they take **priority**. If you are worried about missing a particular lesson, for example if you have a test, speak to your subject teacher to see if you can catch up at lunchtime. However, if you let your music teacher know a **week in advance** they may be able to organise a different lesson time for you.

If you are out of school on a trip, let your music teacher know in advance so they don't timetable you for a day you are not in

What happens if I forget my lesson?

Unfortunately, that lesson will still count as one of your 33 lessons across the year. If you struggle to remember your lessons, ask a friend to help you or use your planner.

Where can I keep my instrument during the school day?

There are shelves at the end of the corridor for you to keep your instruments during the school day, but remember to take them home to practise! If it will fit, you might want to keep

it in your locker instead. Please also remember that if you choose to keep it in the faculty, **we cannot take responsibility for any accidental damage** that may happen.

What do I need for my first lesson?

Your first lesson will be about getting to know your teacher and them getting to know you. Bring your instrument, a pencil and some of the music you were learning with your last teacher if you were having lessons before.

What groups are there at Sandringham?

We've got lots of different clubs on and if you are having lessons here, we expect you to take part in a choir or group.

If you are just starting out on your instrument or have played for less than a year the Sandringham Band on Mondays after school is a good first group to join! The extra-curricular timetable is displayed in the Music Faculty and there is something for everyone!





Sandringham School

'Everybody can be Somebody'

Headteacher: **Alan Gray, M.Sc., F.R.S.A.**

Deputy Headteacher: **Caroline Creaby, BA, M.Ed., Ed.D., F.R.S.A.**

Deputy Headteacher: **Fergal Moane, B.Sc. (Hons), M.A.**

Deputy Headteacher: **Mark Nicholls, BA (Hons)**

The Ridgeway
St Albans
Hertfordshire
AL4 9NX

Letter: Yr7/PP

June, 2020

t: 01727 799560
admin@sandringham.herts.sch.uk
www.sandringham.herts.sch.uk

Dear Parent/Carer

Every year Sandringham School receives funding from the Government to narrow the attainment gap of children from disadvantaged backgrounds. This funding is called a 'Pupil Premium' and it is linked to children being eligible for free school meals currently or within the last 6 years.

The school use this important funding in a variety of ways, this includes; excellent teaching, mentoring, support tuition, initiatives to raise aspirations, purchasing resources and extra-curricular activities. All of these ensure that no student should miss out or be disadvantaged simply due to financial circumstances.

If you feel that you may be eligible for free school meals please check online at www.hertsdirect.org/freeschoolmeals or call 03001234048. Please be assured that the process of obtaining free school meals is completely confidential. Credit will be allocated to individual student accounts and students use their fingerprint to purchase a meal in the same way as non-free school meal students.

If at any point you feel you need financial assistance to support your child's education or you have any questions about Pupil Premium, please do feel free to contact me. Your calls will be treated confidentially and we have access to a large range of support services both within and outside of school.

Please contact me on louise.turner@sandringham.herts.sch.uk or call on 01727 799560 ext: 266.

I look forward to hearing from you.

Yours sincerely

Louise Turner
Pupil Premium Coordinator



Artsmark
Platinum Award
Awarded by Arts
Council England





June 2020

Dear Parent/Carer,

Safer Cycling to School

At Sandringham we are keen to promote our School Travel Plan and part of this plan is to help as many students as possible to either walk or cycle to and from school. We currently have 2 cycle shelters where bikes can be left in a safe and secure environment.

If you would like your son/daughter to cycle to school, there are certain conditions we would like you to be aware of:

- Students should be competent cyclists and obey the Highway Code.
- Cycles should be in good, roadworthy condition.
- Cyclists must dismount at school gates and walk whilst on the premises.
- Cycle shelters are locked during the school day – a key can be obtained from student services should a student arrive late or need to leave early.
- Helmets must be worn if cycling to and from school. (We have a small store for helmets on a first come, first served basis).

If your son/daughter intends to cycle to school, please complete the slip at the bottom of this letter and return to student services.

Yours sincerely

Kirsten Dudley
Student Services

Please return to Kirsten Dudley, Student Services

Safer Cycling to School

Name: Tutor Group:

Bike Details:

I give permission for my son/daughter to cycle to and from Sandringham School.

Parent/Carer: Date:



Artsmark
Platinum Award
Awarded by Arts
Council England





Language Survey

Please kindly complete the details below and return the form to your tutor on induction 3rd September 2020.

Student's name:Tutor Group:

Address:

.....

Telephone Number:

Date of Birth:

Name of Father:

Name of Mother:

Names of any brothers or sisters in this school:

..... Tutor Group:

..... Tutor Group:

Letters sent home should be addressed to:

.....

(Please write their name(s) and not Mum or Mum and Dad, for example)

1. Were you born in this country?

If no, when did you come to this country?

2. Were your parents born in this country?

If no, where was your father born?

where was your mother born?

3a. Which languages are spoken in your home?

by your parents?

by you?

3b. Can you read and write in the above language/s? Yes or No

3c. Would you like to take a GCSE exam in the above language/s? Yes or No

3d. Please answer the following?

at home my parents speak to me in (Language)

at home I speak to my parents in (Language)



Sandringham School
'Everybody can be Somebody'



Professional Expertise Audit

Student's name: Tutor Group:

Your name:

Contact e-mail:

Where do you work?

What is your role?

How would you categorise your profession? Please tick all relevant boxes overleaf.

Your name:

Contact e-mail:

Where do you work?

What is your role?

How would you categorise your profession? Please tick all relevant boxes overleaf.

Would you be prepared to contribute to any of the following activities? (please circle)

- | | |
|------------------------|------------------------|
| Mentoring | Work Experience |
| Careers Fayre | Mock Interviews |
| Fundraising | Volunteering |
| Extra-curricular clubs | Exam Invigilation |
| Duke of Edinburgh | Employer Insight Talks |



Sandringham School

'Everybody can be Somebody'



Do you have any coaching or refereeing qualifications? (please list)

Occupation Category *(please tick all that apply)*

- | | | | |
|--|--------------------------|--------------------------------------|--------------------------|
| Administration, Business & Office Work | <input type="checkbox"/> | Leisure, Sport & Tourism | <input type="checkbox"/> |
| Building & Construction | <input type="checkbox"/> | Manufacturing & Production | <input type="checkbox"/> |
| Catering & Hospitality | <input type="checkbox"/> | Marketing & Advertising | <input type="checkbox"/> |
| Computers & IT | <input type="checkbox"/> | Media, Print & Publishing | <input type="checkbox"/> |
| Design, Arts & Crafts | <input type="checkbox"/> | Performing Arts | <input type="checkbox"/> |
| Education & Training | <input type="checkbox"/> | Personal & Cleaning Support Services | <input type="checkbox"/> |
| Engineering | <input type="checkbox"/> | Retail Sales & Customer Services | <input type="checkbox"/> |
| Environment, Animals & Plants | <input type="checkbox"/> | Science, Mathematics & Statistics | <input type="checkbox"/> |
| Financial Services | <input type="checkbox"/> | Security & Armed Forces | <input type="checkbox"/> |
| Healthcare | <input type="checkbox"/> | Social Work & Counselling Services | <input type="checkbox"/> |
| Languages, Information & Culture | <input type="checkbox"/> | Transport & Logistics | <input type="checkbox"/> |
| Legal & Political Services | <input type="checkbox"/> | | |

Thank you for taking the time to complete this survey. Please return this form on induction day on 3rd September 2020.



TRAVELLING TO SCHOOL



Sandringham is based in the Jersey Farm / Marshalswick area to the north of St Albans city centre.

The vast majority of our students live within 1-2km of the school gate and **we strongly encourage all of our students to walk**. This not only has environmental and health benefits but reduces congestion and is considerate of our neighbouring residents.

Other transportation options are as follows:

School Bus

There is a dedicated education service, the E901 & E902, which provides free home to school transport (funded by the local authority) to children in the Wheathampstead area, who are eligible to receive it. Free transport is granted when Sandringham is the nearest suitable school that your child could be allocated a place at, where your child lives more than 3 miles from the school. Please note that if there was a nearer school that your child could have been allocated a place at, regardless of whether or not you applied to that school, you will not be eligible for free home to school transport to Sandringham. More information is available on the Hertfordshire County Council website at www.hertfordshire.gov.uk/schooltransport or from the Admissions and Transport Team at HCC and you should direct any queries about home to school transport to them.

Public bus

The bus map for St Albans is attached.

Follow the link to access the Intalink website for bus timetables and routes

<https://www.intalink.org.uk/routes/2733/>



Hertfordshire County Council promote the SaverCard scheme that provides half price bus travel for students aged 11-18. More information and how to apply can be found on their website, www.hertsdirect.org/savercard

Cycling

We have two secure bike storage areas that are locked during the school day and provide plenty of space for students to ride bicycles to school. We ask that students cycling to Sandringham observe the highway code, do not cycle on pavements and wear a cycle helmet on their way to school, dismounting at the school gates before wheeling their cycle to the storage areas. Cycle lanes run along The Ridgeway in both directions. There is a separate area for staff/visitors cycle storage.



Train

The nearest station to the school is St Albans City station at a distance of 2.1 miles, served by [Thameslink](#) into London St Pancras and also to Luton and Gatwick airports.

St Albans Abbey station is located 2.6 miles from the school, connecting to Watford Junction and the West Midland mainline, served by [London Northwestern trains](#)

Driving

We discourage students and parents from driving to school. Whilst there are car parking facilities on-site for staff and visitors, there is no parking for parents or students. Gates are locked from 3pm to 3:10pm in order for students on foot to leave the campus safely. Please do not enter the school site to drop off. Please do not park illegally on the hatched markings outside the school, the bus stop or the zig-zag markings at the Puffin crossing outside the main school gate. Note that The Ridgeway has parking restrictions at both the start and end of the school day. This is to allow our students to use the cycle lanes: blocking these with cars forces them out into traffic and endangers their safety.

Please also be considerate to our neighbours, particularly on The Ridgeway and Skyswood Road. Do not block driveways or leave cars idling while waiting for students. Consider picking up students at a short distance away from the school – more information on the “Park and Stride” approach can be found on the [Living Streets](#) website.

WELCOME TO STUDENT SERVICES

We are situated in D block on the ground floor. We have various items of equipment for sale and the prices are listed below. We are open from 8.15am. until 3.00pm.

9 x 7 Book Covers	50p	Erasers	5p
A4 Book Covers	75p	Pencil Sharpeners	10p
Pens	5p	Compasses	35p
Pencils	15p	Protractors	15p
Glue sticks	30p	Clear pencil cases	60p
2B Art pencils	20p	Art sketch books	80p
15cm Rule	15p	30cm Rule	20p
Highlighter pens	20p	School Planners	£5.00
School Ties	£7.50		
Calculators	£9.40		
Record of Achievement Folder	£6.00		



BOOK COVERS

We do ask that **all** exercise books are covered with the Sandringham plastic wallets as this prolongs the life of the book and gives an insert inside the cover, front and back, in which to put pieces of homework.

LOCKER KEYS



You will need to purchase a locker key at the start of Year 7 for the fantastic value of £5.00. This pays for **rental** of the locker for the school year. If you lose your key you should report it as soon as possible to me at Student Services.

Hopefully the key will turn up within a few days, however, if it doesn't you will be required to pay £3.00 in order that we can get a duplicate key cut for you.

TRANSPORT

If you have any enquires regarding transport, please see me at Student Services. I deal with the County run coaches from Wheathampstead and any enquiries about public transport.

SAVERCARD

The SaverCard enables you to get half fare on all public bus services. Students who do not have a SaverCard could be charged adult fare on any public bus service.

Apply online at www.hertfordshire.gov.uk/savercard2020

ANYTHING ELSE?

Please just ask! We always do our best to help, whatever the problem. We look forward to meeting you all very soon.

Mrs Francis



If you are feeling unwell or have hurt yourself at school, you should come to Student Services. A decision will be taken as to whether you are well enough to return to lessons or to be sent home. If you need to take any medication during the school day, a consent form can be obtained from Student Services, which your parent/carer should sign and return with named medication in the original box for your use as required.

School Health.

School Health run a vaccination programme across the years. If you have any queries or concerns please contact Mrs Dudley at Student Services.

LOST PROPERTY

Space only allows us to keep items such as coats, shoes, P.E. kits etc. for 2 weeks before they are disposed of, so please ask if you have lost anything!



Better still, **NAME THEM FIRST** then we can return them!

Please do not bring in valuables, but when necessary, ensure they are safely locked away in your locker.

Please remember to name EVERYTHING!

CYCLING TO SCHOOL

Should you decide to cycle into school, you will need to ask your parents to complete the form at the bottom of the 'Safer Cycling' letter which can be found in the induction pack. Please return it to Student Services where a record will be kept. We have excellent cycle storage facilities at Sandringham and would encourage students to cycle or walk.

Cycling helmets are compulsory



ABSENCE LINE 01727 799564

Absence Email:

absence@sandringham.herts.sch.uk

(Available 24 hours)

Please report **ALL** absences **before 9:15am** on **every** day of absence.



Stuart Kemp
Assistant Headteacher

Mrs Dudley



Home School Partnership



Last Reviewed: March 2020/ALG

Next Review: March 2021

1. The home school partnership will be reviewed on an annual basis to ensure that it reflects our values and agreed mode of operation.
2. The agreement will be signed by all parties when a student joins the school. Each party agrees to follow these guidelines as far as possible and ensure that the very highest standards are up-held at all times.

Our Vision

Our belief is that **'Everybody can be Somebody'** because we:

- know you are on your own personal journey to realise your full **potential**
- recognise that you are a **valued** individual in a diverse community
- expect you to set no limits and aim high, **believing** in yourself
- encourage you to take **ownership** of your learning and personal development
- will guide you to explore a wide range of world-class **opportunities** to prepare you for life beyond school
- want you to be happy, confident, supported and **fulfilled**

Our Values

Relationships

- are inclusive and built on kindness and humility
- allow you to lead safe and healthy lives
- enable you to learn collaboratively
- encourage you to develop your individual character

Respect

- learning and achievement
- yourself and one another
- different views, beliefs, identities and cultures
- the environment in which we live
- the school rules and regulations: be polite and display mutual courtesy

Responsibility

- being a successful and independent learner
- modelling high standards of behaviour, conduct and appearance
- confidently meeting the challenges of a changing world
- making a positive contribution to society

Sandringham School - HOME-SCHOOL PARTNERSHIP



	As a student I will	As a parent I will	As a school we will
Learning and progress	<ul style="list-style-type: none"> learn to the best of my ability try to improve, by seeking and taking advice from staff, reviewing my progress regularly and setting personal goals with my tutor and parents at Learning Review Day attend parent-teacher evenings and learning review day undertake super-curricular activities appropriate to my interests develop my attributes through the Character Programme 	<ul style="list-style-type: none"> support my child's learning take an active interest in my child's life at school attend parents consultation evenings, Learning Review Day, and other events organised to help me learn about my child's progress encourage my child to undertake super-curricular activities support my child in undertaking the Character Programme 	<ul style="list-style-type: none"> support a high-quality learning environment provide access to a broad and balanced curriculum offer the best available teaching and support staff report regularly on progress and advise on how improvement can take place deliver a rich and varied super-curricular programme encourage all students to follow the Character Programme
Home-based Learning and Coursework	<ul style="list-style-type: none"> make sure that I have understood my home-based learning and check it on Show My Homework do my home learning to the best of my ability and on time meet my coursework deadlines 	<ul style="list-style-type: none"> provide a suitable environment at home to support my child's work give encouragement and appropriate support ensure they meet their deadlines for submission of work Monitor Show My Homework regularly to keep up to date 	<ul style="list-style-type: none"> provide opportunities for each child to achieve their full academic potential by regular setting and marking of appropriate tasks provide clear timelines and calendars for coursework and home learning schedules using Show my Homework and Google Classroom
Attendance and punctuality	<ul style="list-style-type: none"> arrive at school each day on time not leave the premises without permission aim for 100% attendance 	<ul style="list-style-type: none"> ensure my child attends school regularly and punctually inform the school of the reasons of any absence as soon as possible via the absence line avoid taking my child out of school during term time 	<ul style="list-style-type: none"> monitor and encourage outstanding attendance follow up attendance issues with the student and parent as necessary.
Responsibility	<ul style="list-style-type: none"> take responsibility for my own learning and behaviour observe the school rules at all times be hard-working in all aspects of school life 	<ul style="list-style-type: none"> encourage my child to behave responsibly and correctly and ensure they follow school rules at all times encourage my child to develop self-discipline and diligence 	<ul style="list-style-type: none"> define clear expectations with regard to behaviour and discipline and educate students to meet them uphold and promote values of self-discipline and diligence
Relationships	<ul style="list-style-type: none"> undertake never to bully other students support other students undertake to be a good citizen 	<ul style="list-style-type: none"> encourage my child to develop good friendship groups give early warning of any concerns in behaviour, learning or relationships 	<ul style="list-style-type: none"> provide a safe and positive learning environment provide guidance and support through the pastoral care system
Respect	<ul style="list-style-type: none"> behave in a manner which shows respect for others in my school respect the school buildings, property and surroundings respect the thought for the week 	<ul style="list-style-type: none"> encourage my child to uphold the values of integrity, compassion and tolerance 	<ul style="list-style-type: none"> uphold and promote the values of integrity, compassion and tolerance
Uniform and equipment	<ul style="list-style-type: none"> come to school each day correctly dressed, following the uniform and appearance guidelines and properly equipped use my planner, device and other equipment correctly wear my uniform correctly in and out of school 	<ul style="list-style-type: none"> ensure that my child leaves home each day appropriately dressed, equipped and prepared for the school day ensure that my child adheres to the appearance guidelines at all times both in and out of school 	<ul style="list-style-type: none"> monitor uniform, appearance and equipment on a regular basis and inform parents of problems consult on any changes to regulations in advance
Extra-curricular activities	<ul style="list-style-type: none"> become actively involved in school, including extra-curricular activities wherever possible 	<ul style="list-style-type: none"> support my child in any extra-curricular activities undertaken 	<ul style="list-style-type: none"> offer the chance to take part in a variety of extra-curricular activities
Communications	<ul style="list-style-type: none"> take home newsletters and information regularly when asked to do so monitor and use the learning platform, Show My Homework and school website to keep up to date with information bring back reply slips and absence letters promptly ensure that I always use my own tablet/electronic device in accordance with the Acceptable Use Agreement I have signed. 	<ul style="list-style-type: none"> take note of, and respond to, all school communications promptly and effectively monitor and use 'My child at school' and the school website to keep up to date with information and home learning that has been set draw matters of concern to the attention of the school at the earliest possible moment Support my child in appropriate use of an electronic learning device at school 	<ul style="list-style-type: none"> provide clear information to parents support the My child at School learning platform and website to ensure these are useful forms of communications contact parents at the earliest appropriate moment should concerns or problems arise deal with parental concerns promptly and effectively check and sign student planners weekly Support students in the appropriate use of electronic devices to further their learning



Behaviour Management Policy

Last Reviewed: May 2020

Next Review: May 2021



1. INTRODUCTION

Sandringham is a comprehensive, over-subscribed 11-18 school working within the Alban Academies Trust. Our Behaviour Management Policy (behaviour policy) aims to ensure that all students can reach their full potential in a safe, secure, calm and ordered environment. It encompasses our rules, rewards and sanctions and the communication and management framework we use to ensure that students know they are being treated fairly and consistently.

Rules are kept to a minimum and are in place for good reasons. They are made known to the school community, parents, staff and governors through the student planner, staff handbook, website and notices in the tutor room. Assemblies, Lifelong Learning (LLL) and Citizenship sessions are also used to inform students, and to discuss accepted standards of behaviour; and positive behaviour is promoted through engaging teaching and learning. **ALL** staff accept a collective responsibility for the management of good behaviour. Parents/carers are asked to work in partnership with the school.

The behaviour policy is central to our ethos and is designed to meet the needs of all our students.

2. PRINCIPLES

Our Mission Statement is 'Everybody Can Be Somebody'

Our core values are the 3 Rs; Respect, Responsibility and Relationships. Our behaviour policy is based on these core values. We have defined a code of conduct for students to promote positive behaviour as follows:

- DO** be prepared for lessons with your planner and other equipment including tablet device
- DO** be punctual
- DO** wear the correct uniform at all times
- DO** keep quiet and calm at break and lunchtime in the school building
- DO** go outside if you want to run about and be energetic
- DO** put your litter into the bins and keep Sandringham litter free
- DO** respect the property of others
- DO** allow others to be themselves and respect their right to be different

We believe in recognising, celebrating and rewarding achievement of all kinds. Our rewards system is designed to celebrate successes. We also have clear expectations regarding behaviour and consequences for poor behaviour. Our consequences system is based on a fair set of rules that will be applied by staff consistently and is based on giving students chances, choice and consequences.

We recognise that some difficult behaviour results from special educational needs (SEN), such as emotional and behavioural difficulties. As and if needed we may work together with other relevant services to prepare a planned intervention to help students manage their behaviour more effectively. Similarly, we recognise that other groups identified by Ofsted as 'at risk' in the education system, including children looked after, sick children and young carers may, at some point, need us to take account of their individual needs and circumstances when applying our behaviour policy.

All students have a copy of our Code of Conduct, Mission Statement, and key points about our Rewards & Consequences system in their planners.

Our Behaviour Management Policy follows Department of Education (DfE) guidance, recognises the requirements of the Disability Discrimination Act, and issues covered in the Human Rights Act and Race Relations Act, is integrated with the school's SEN/D policy, and is delivered using our standard teaching and learning and pastoral systems.

3. ROLES, RESPONSIBILITIES, DEFINITIONS

3.1 Roles and responsibilities

The governing body will establish in consultation with the Headteacher, staff and parents, the policy of promotion of good behaviour and keep it under review. They will monitor the behaviour policy and through the Curriculum, Achievement and Wellbeing (CAW) committee, work with the Assistant Headteacher with responsibility for behaviour, to look at data and spot trends.

- The Headteacher will be responsible for the implementation and the day-to-day management of the policy.
- The Assistant Headteacher, with responsibility for behaviour, will be responsible for the day-to-day running of the Rewards and Consequences system, provide half-termly reviews of the Rewards and Consequences system for the Leadership Group and annual reports to the CAW governors' committee.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.
- Parents and carers will take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

3.2 Definition of school jurisdiction

Our values are designed to encourage young people to become responsible citizens in our society and as such, all students on roll at Sandringham School are expected to uphold these core values in their life **both in and out of school**.

This policy applies on school premises and during school hours, on visits and trips, and school events and other occasions related to the school, and any occasions when the students are the responsibility of the staff. The policy applies when students are off site on study leave or work experience.

Whenever students are in school uniform out of school hours or travelling to and from school in uniform they are considered to be representing the school and therefore the school rules apply. This includes Sixth Form students, who remain subject to school jurisdiction even if off site. The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students. The school can impose penalties on students who have used the internet or a mobile phone to harass another student or member of staff outside school. In addition to this policy, further details are given in school policies on Anti Bullying, Single Equality Policy and Drug Education Policy.

3.3 Staff guidance

Staff should adhere to the following key points:

- sanctions will be just, fair, appropriate and clearly explained. They will also be documented and retained in the student file and logged on the rewards and consequences database.
- staff will take account of the needs and circumstances of individual students with particular identified difficulties, such as a disability, when implementing the policy
- whole class or year punishment will be rare, and only after consultation with the Performance Director (PD)
- setting additional work as a sanction for poor behaviour is not appropriate
- parents will be informed, as appropriate, of sanctions via the student planner, by letter, e-mail or by telephone
- tutors /PDs will be informed when students receive a sanction
- all standards of behaviour expected on campus should also be expected of students on trips, whether in or out of uniform
- students will be encouraged to learn from their mistakes and supported to make a fresh start.

3.4 Parents and carers

Parents /carers and teachers have joint responsibility, with students, for fostering responsible behaviour. The most important thing a parent can do to support the school is to send their child to school each day on time, equipped

and ready to learn. Parents are asked to respect the school's behaviour policy and the disciplinary authority of school staff. The Home-School Partnership is signed by parents early in Year Seven (Y7) and the school aims to work with parents should difficulties arise. If parents refuse unreasonably to sign up and support the school's behaviour policy, this can be used by the school to support applications to the courts for parenting orders. The school will also inform parents about improvements in behaviour. Early identification of potential difficulties is considered vital in changing behaviour patterns and parents are encouraged to support the school and play a lead role in the implementation of new strategies to assist a student in making the progress of which they are capable. Parents /carers are encouraged to monitor the student planner, sign it every week and engage in dialogue with teachers. Students' tutors are the first point of contact for parents, and are the foundation of our pastoral system, which is outlined in section 5.

If students are having particular difficulty meeting school's expectations about behaviour, the school will consider whether parental influence could help bring improvements. If so, provided parents or carers are willing to work with the school and want or need support in order to help improve their child's behaviour, the school's governing body may offer a written voluntary agreement designed to engender a productive relationship with parents and provide individualised support.

3.5 Unacceptable standards of behaviour from parents/carers or members of the public

The Alban Academies Trust expects parents/carers and members of the general public to treat school staff with the same respect they would expect to receive from them. We expect polite and respectful conversations at all times. Examples of unacceptable standards of behaviour from parents/carers either in person or via telephone calls or e-mail include:

- shouting or aggressive behaviour
- threatening or abusive language involving swearing or offensive remarks
- making malicious allegations
- derogatory remarks or behaviours
- wilful damage to Trust property
- excessive noise

Parents/carers or members of the public will be barred from the school premises if their behaviour is unreasonable, and they can be prosecuted if they break the ban.

4. REWARDS AND CONSEQUENCES

4.1 Rewards

Rewards are seen by Sandringham School as the most positive way in which to encourage good behaviour, motivation and academic progress.

Students may be rewarded for a number of reasons, including:

- excellent work of a high academic standard
- academic progress
- outstanding effort
- co-operation
- involvement in activities outside the school day
- extra-curricular activities
- changing the pattern of behaviour in a positive way
- improved attendance or punctuality
- excellent attendance
- community spirit

Specific rewards for each academic year are listed in the student planner. The type of rewards and the behaviour that earns it are given. They might include:

- verbal praise
- House Point stickers
- postcards home

- Performance Director commendation
- Headteacher commendation
- Roll of Honour boards
- School colours
- nomination for an award at the Annual Prize Giving and /or Awards Ceremony
- notes in the planner from staff
- Hertfordshire Attendance Awards
- attendance prizes
- work on display
- tutor group awards for House Point totals
- letters home/phone calls home
- early lunch pass
- Year 11 motivational scheme
- Golden Ticket

4.2 Preventing and Tackling Misbehaviour

The school will help students learn how to behave. We have legal power to apply a wide range of penalties/sanctions to students who break school rules, fail to follow instructions or behave in a way that is unacceptable.

Sanctions can include:

- application of consequences (see below)
- withdrawing the student from a lesson or from a peer group
- withdrawing participation in a school trip or event
- taking away break or lunch time privileges
- detention – including weekends
- confiscation of property
- exclusion from school – either for a fixed period or permanently

4.3 Consequences

The principle of the consequences system is that students are given a fair set of rules and are given the chance to behave. If they choose not to behave they may be given a warning or given an appropriate consequence.

The table of consequences, examples of behaviour that might trigger a consequence, and the sanction that applies, are listed in the student planner.

All consequences are recorded in students' files. Any consequence that involves an after-school detention (C3), isolation or exclusion (i.e. C4 and above) is notified to parents and carers with 24 hours notice – notice will be given by a letter which is signed for by the student and a text message is sent to parents/carers. Break and lunchtime detentions are recorded in the student's planner.

4.4 Detentions

Students will not be kept behind at the end of the day unless a detention has been agreed. In an emergency situation a senior member of staff should be involved and parents will be notified at the earliest opportunity. C3 detentions last for one hour at the end of the school day and are held in the school hall. This will happen a minimum of 24 hours after parents are notified.

When a student has accrued three C3 detentions in a half term, they automatically enter the C3 Fridays programme whereby all subsequent C3 detentions received during that half term will be sat as a 2 hour Friday detention. One of these hours will be completed as a normal C3 detention and the other will be reflective, targeted behaviour intervention with a senior member of staff.

Saturday detentions are held once per half term and are awarded and supervised by a member of the Leadership Group. These last two hours and students must attend wearing full school uniform. Students will be expected to complete school work or undertake community service and parents/carers will be notified by a posted letter. These detentions are awarded for:

- Repeated failure to attend a C3 detention
- Truancy
- Supervised Controlled Assessments catch up

4.5 C4 Support

Students may be removed from a classroom under the procedure known as C4 Support. This applies when a teacher feels it is no longer possible to teach a lesson with a particular individual student in the class. This may be either because of a single, disruptive or confrontational act or for a persistent, sustained disruption of the lesson. A senior member of staff will arrive and speak to both the student and the teacher to ascertain if it is appropriate for the student to be allowed to resume the lesson. If this is not possible the student will be removed from the classroom and the class teacher will then follow-up the incident by recording it on the student database and speaking again to the student concerned. Any punishment will be arranged and parents informed of what has happened. This takes place as soon after the incident as possible to maximise the impact of the follow-up.

Any student who is removed on C4 Support will receive a C3 detention or an internal exclusion depending on the severity of the incident.

4.6 C4 Internal Exclusion

Students may be withdrawn from lessons for longer periods, to work under supervision in the Silent Learning Area (SLA). Work should be provided and students may be allowed free time at break and lunch time if this is appropriate. Parents/carers will always be informed of internal exclusions by the Performance Director or Pastoral Manager by telephone and followed by a letter sent home. They may be called into school to discuss the incident and the ways forward.

This is not an exhaustive list, however examples of behaviour which may lead to an internal exclusion are:

- indirect rudeness towards a member of staff
- refusal to accept the code of conduct
- bullying
- harassment, including racist, sexist or homophobic abuse
- truancy
- chewing gum
- littering
- incorrect school uniform
- fighting
- off-site without permission at lunch

The context of the incident leading to internal exclusion will be reflected in the length of time a student spends away from the classroom.

A series of internal exclusions may result in a fixed term exclusion. Students and parents/carers will always be informed when this is the case initially by a telephone call and then in writing. The Performance Director keeps details of C4 incidents in the student's pastoral file.

4.7 Exclusion

If it is deemed necessary to exclude a student from school, an initial telephone call will be made to explain the circumstances and inform the parent/carer of the sanction. This telephone call will be followed up with an official letter as soon as practicably possible. We follow DfE guidelines on exclusions, and the final decision to externally exclude can be made only by the Headteacher or through delegation to one of the Deputy Headteachers. When deciding to exclude a pupil the Headteacher will ensure there has been a thorough investigation and that a record is kept of his actions and those of other staff. The standard of proof applied in school exclusions is the **balance of probabilities**. If staff have suspicions that a student has something on their person (drugs, weapon, cigarettes, etc) that may be in breach of school regulations a search will be made and the student will be asked to empty the contents of their pockets and bags. If they refuse, their parents will be called to carry out the search on our behalf.

There are TWO types of exclusion: fixed term and permanent.

The length of a fixed-term exclusion will be decided by the Headteacher with reference to:

- the age of the student
- the disciplinary record

- the nature of the offence
- the home background
- exam obligations

Whenever a student is sent home for a part of a day as a consequence of their actions, for example so that they can calm down and regain their composure we record the incident formally, as a fixed term exclusion, in line with DfE guidance. If a student is sent home for the lunchtime period it is recorded as a half-day exclusion.

The following incidents or offences will normally lead to a fixed-term exclusion. This list is intended to indicate the degree of severity of offences **but is not intended to be exhaustive**:

- persistent refusal to accept the Code of Conduct
- smoking or being with smokers (in or out of school – see 3.2)
- possession of smoking paraphernalia, including e-cigarettes
- deliberate damage or vandalism (in or out of school – see 3.2)
- swearing directly at a member of staff
- physical actions or violence towards a student (in or out of school – see 3.2)
- persistent bullying (including cyber, racist, sexist or homophobic) or a single case of extreme bullying (in or out of school – see 3.2) (permanent exclusion may also be deemed appropriate)
- bringing the school into disrepute (in or out of school – see 3.2)
- bringing inflammatory or inappropriate material into school that will cause offence
- filming or taking inappropriate photographs of other students/staff without their permission

We will not normally exclude for:

- truanting or non-attendance
- uniform or appearance
- poor academic progress
- behaviour of parents/carers
- refusal to sign the home-school partnership

If a child is excluded from school, either permanently or for a fixed period, the parents/carers are responsible for ensuring their child is not in a public place during school hours. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do so.

Where a student is excluded the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period exclusion
- undertake to set and mark work for that student for the first five days of the exclusion
- provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period exclusion of six days or longer
- advise any sanctions that may be imposed for non-attendance of the provision for the sixth day onwards
- consider how the time out of school might be used to address the pupil's problems; and
- consider what support will best help with the pupil's reintegration into the school at the end of the exclusion

The parents/ carers of a student who is excluded for a single or cumulative period of 6-15 days in any one term can request a meeting with governors to review the exclusion. The governors will meet within 6-50 school days of the exclusion and will decide whether or not to uphold the exclusion. If a student is excluded for more than 15 days in a term the governors will always meet within 15 school days to review the exclusion.

After a fixed-term exclusion, students must attend a re-admission meeting with their parents/carers and a member of the Leadership Group. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the student arranged at this time.

Repeated offences could ultimately lead to permanent exclusion. Permanent exclusion will usually be considered as a 'last resort' action; applied only when all other methods and strategies have failed. However, permanent exclusion can also follow after certain single incidents, which are deemed to be extremely serious.

The following incidents or offences will almost certainly lead to permanent exclusion. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive:

- a) actual or threatened violence against a member of staff (in or out of school – see 3.2)
- b) theft from the school, a student or a member of staff
- c) serious actual violence against another student

We have a zero tolerance policy towards drugs and weapons in school and any action regarding sexual abuse and exploitation. The following offences will result in permanent exclusion from the school:

- a) possession, use, supply or intent to supply an illegal drug
- b) bringing a weapon onto the school premises, or having a weapon in school.
- c) sexual abuse or assault
- d) behaviour leading to child protection issues, such as peer on peer abuse including sexual exploitation or grooming

Note: For clarification, a weapon is deemed as anything that can inflict harm and may include, amongst other things, a knife, blade, pen knife, swiss army knife or similar.

If a student is permanently excluded the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any permanent exclusion
- undertake to set and mark work for that student for the first five days of the exclusion
- advise parents/carers that, during the first week of the exclusion, the Local Authority will arrange to assess the student's needs and how to meet them; arrange a meeting with them to discuss options; and that from the sixth school day ensure that suitable full-time education is provided
- arrange a meeting of governors to review the exclusion and decide whether to uphold it

Students who are permanently excluded will remain on the school roll during the period allowed for appeals, or sooner if the Local Authority confirms there will be no appeal.

5. SUPPORT AND PREVENTION

The behaviour policy encourages students to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour. It incorporates staff training on promoting positive and consistent behaviour standards within the school. The following elements may be used to help students who have difficulty meeting expectations.

5.1 Pastoral system

Every student has a nominated tutor – a teacher who works to enable that student to make the best use of the time spent at school. Tutors work hard to secure a safe and successful environment in which the students in their care can flourish. They are responsible for overseeing the pastoral care, academic progress and development of the students in their tutor group.

Tutors want each student fulfilling their potential and will take opportunities to support and reinforce good behaviour and discuss problem behaviour as part of the work they do with their tutor groups. They carry out developmental work each morning and within the LLL session and encourage students to take increased and increasing responsibility for themselves.

Tutors work closely with their Performance Director and ensure that any issues that need to be communicated to staff are fed into the staff briefing system and into students' files.

The rewards and consequences system notifies tutors about the behaviour of students in their tutor group and they use this information as part of their work in guiding, supporting and encouraging their students, and communicating with parents as and when needed.

5.2 Encouraging good behaviour

Staff always try to build relationships with students and encourage students to choose the right behaviour. Teachers use a number of classroom management strategies, give chances of success and reward success, and staff training, support documentation and colleague interaction all focuses on emphasising the positive and ensuring students have a fair and consistent experience, and understand expectations. The table of rewards and consequences backs up this approach.

Classroom management strategies include:

- moving a student to a different part of the classroom, or to an isolated desk
- giving the student reflection time outside the door of the classroom (for no more than a few minutes)
- suspension of privileges eg open access, school trips
- referral to a Director of Learning or Performance Director

Staff collaborate closely, and involve senior staff as needed for advice and help on appropriate ways of implementing a strategy.

5.3 Progress cards

When a student has difficulty managing his/her behaviour a progress card will be used to help him or her improve. A student may choose to use a progress card voluntarily, as a way of getting feedback, or it may be compulsory, where staff want to use it to help a student identify problem behaviour and a focus for improvement.

Staff record achievement against the targets at the end of each session throughout the day. Progress cards are used to monitor progress, spot patterns and improve behaviour, attendance, punctuality or homework.

- the reason or focus will always be stated on the card
- they can be issued by the Form Tutor, Performance Director or member of the Leadership Group (LG)
- students will always be involved in the target setting dialogue
- parents will always be informed
- staff will always be informed
- they will not be used long-term unless requested by parents/carers

There are THREE levels of Progress Card based on the traffic light system:

- GREEN which will be checked by the tutor
- AMBER which will be checked by the Performance Director
- RED which will be checked by a member of the Leadership Group

If a student does not make progress whilst on a green card they will move on to an amber card; similarly from amber to red.

5.4 Contracts, Pastoral Support Plans, support from other agencies

A Pastoral Support Plan (PSP) is school-based intervention to help individual students to manage their behaviour. It is particularly useful for those whose behaviour is deteriorating rapidly, and who are in danger of permanent exclusion. Students who are considered 'vulnerable' will be identified at the earliest opportunity. An 'at risk' profile is developed from Year 7 to monitor this and a PSP will be put in place where appropriate.

PSPs identify precise and realistic targets for the student to work towards. A nominated member of staff will oversee the PSP. As part of target-setting we normally review literacy skills and outline a support programme where necessary. We may also consider groupings, classroom organisation and specialist support.

The following will always apply:

- students will be encouraged to set their own targets
- PSPs will break down the programme into fortnightly tasks and identify rewards and sanctions
- PSPs are reviewed half-way through their set time – often at about 16 weeks
- Parents/carers will be involved, and may be asked to sign a contract
- if the contract is broken, parents/carers and staff will be fully informed of the consequences of such an action

PSPs will be short, practical and agreed with parents/ carers. We will seek expert input from other agencies, including:

- Links Education Support Centre
- Behavioural Support Team
- Personalised Learning Managers
- School nurse
- Education Welfare Officer
- Connexions
- School Counsellor
- Educational Psychologist
- The Police – Crime Reduction Officer
- Police Community Support Officer
- Youth Offending Team
- Young Citizens Project

Working with parents/ carers, we may also seek input or advice from:

- Family doctor
- Child and Family Clinic
- Social services

PSPs will be individual. For particularly challenging students the following will be considered and implemented where necessary:

- A different curriculum. This may involve a reduced timetable, extended work placements, being educated off site or a combination of the three.
- Individual mentoring, by a member of staff, where the teacher and student would meet on a regular basis, perhaps weekly or fortnightly.

5.5 Special Educational Needs

Particular efforts will be made to avoid excluding students who are being supported at School Action or School Action Plus, or who are Statemented, under the Special Educational Needs Code of Practice. We also acknowledge our legal duty under the Disability Discrimination Act not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed period exclusions.

When students with SEN need a PSP, it does not replace the Special Educational Needs (SEN) assessment process. Rather than set up a PSP for pupils with an Individual Education Plan (IEP), we ensure that IEPs for these pupils reflect appropriate strategies to meet their additional needs.

We recognise that some students who need a PSP do not have particular SEN.

6. THE POLICE

It will be for the Headteacher or a Deputy to decide whether the police should be involved in any given incident. The police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents/carers will be informed immediately if a decision is taken to contact the police. The possession of illegal substances on the school premises will always lead to the involvement of the police.

The school will follow the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus it will be normal practice for police interviews to take place at school only in the presence of parents or guardians. If parents/carers cannot be contacted the interview will take place with the Headteacher or a Deputy.

Staff should not obstruct the police in the course of their duty. The police have the right to enter the site without permission of the Headteacher, but should only exercise this right in exceptional circumstances.

When to call the Police

- Once a prima facie case has been established, school led interviews and investigations should stop and the police should be called
- Accurate records of interviews and admissions should be kept as a member of staff could be called as a witness.
- Once a criminal investigation is under way school investigations and/or interviews **MUST** stop.
- Offences where the police may be called include: theft, harassment (bullying), assault, damage, drugs and offensive weapons.

7. PARTICIPATION IN SCHOOL TRIPS

Participation in school trips is subject to good conduct in school prior to the trip taking place. If any student's behaviour or attitude is in question and they are removed from the trip due to their conduct, any monies paid to date will not be refunded.

8. RELATED DOCUMENTS

- Drugs Policy
- Home School Partnership
- Attendance Policy
- Anti-bullying Policy
- Restrictive Intervention
- Personal Security Policy
- Equal Opportunities Policy
- Lifelong Learning
- Sixth Form Code of Conduct

Appendix: detail on specific rules 2019-20

Introduction

Our rules, and the consequences for breaking them are summarised in students' planners and discussed and reinforced in tutor groups and at assemblies, as appropriate. The following list gives more information about some of the rules we regularly reinforce. When rules are broken students receive a sanction in line with our consequences system.

Uniform & appearance

Uniform must be worn correctly at all times on the way to and from school and when representing the school off site. When non-uniform items are worn they may be confiscated and parents/carers may be asked to collect them from school. Where the correct footwear is not worn, students will be required to wear the correct uniform on loan from the school for that day. Students wearing inappropriate clothing will be referred to their Performance Director and may be sent home to change unless they have a letter explaining the exceptional circumstances.

Hair must be appropriate for a smart, professional environment and must not be extreme in style, colour or length. It should not be cut shorter than a number 3 and must not be shaved-patterned. This also applies to shaved eyebrows. Hair must be a natural colour. Only plain, functional and safe hair accessories are allowed. Hair extensions are not permitted. Boys in years 7 – 11 must be clean shaven.

Students are only permitted to wear one SMALL silver or gold stud earring in each ear. Jewellery which is not permitted in our guidelines will be confiscated, put in a named envelope, and passed on to the Performance Director. It will be returned at a mutually agreed time unless there are exceptional circumstances.

Students in Years 7-11 wearing makeup will be asked to remove it or directed to Student Services where stocks of makeup remover & nail varnish remover are held. False nails and French Polish are not permitted.

Mobile phones, devices and electrical goods

Mobile tablet devices are part of normal school equipment and must only be used for learning under the direction of a member of staff in lessons. Students are expected to sign the 'Appropriate Use of ICT' Policy and follow its guidelines. Device with a video or photo taking capability can easily be misused in a school setting. They will be confiscated if misused on school premises and further sanctions will be taken if the item is being used in a way detrimental to good order or the well-being or privacy of students or staff.

Mobile phones are not allowed to be used at school and must be switched off and put away as soon as they are on Campus. We recommend they are stored in lockers during the school day. If a phone is used or seen whilst in school, either during a lesson, in a classroom or around the school campus before, during and immediately after school without permission, the student will receive a C3 detention. Phones may be used to contact parents later in the day once an after school activity is completed.

Students may not, during the school day, use or have on their person, electronic equipment such as iPods, MP3 players, CD players or digital cameras. They will always be confiscated if seen in a student's possession on school premises, during school hours, unless a member of staff has explicitly requested that the student bring in the item. Further sanction will be taken if the item is being used in a way detrimental to good order.

Confiscated items will usually be returned at the end of the day unless there are exceptional circumstances.

Inappropriate language

Swearing or the use of any inappropriate language is not permitted. Any student heard swearing or using inappropriate language either about an individual or generally will be dealt with through the consequence system. Verbal abuse towards other people is not acceptable and will be dealt with via our consequences system.

Damage to property

The teacher at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will be punished through the consequence system.. Damage should be dealt with by the DOL in charge of that teaching area. Students will be billed for any subsequent costs incurred for replacement or repair.

Any student caught vandalising property within the school will be billed for any subsequent cost of repair and be dealt with according to our consequence system.

Out of bounds

Students are expected to be in designated areas in break times and before and after school. Clear guides to the exact areas forbidden are displayed around the school. Students caught in an out of bounds area will be dealt with through the consequence system. The following are out of bounds:

1. All laboratories and specialist areas (unless given specific permission to be there by a member of staff)
2. The cycle sheds, except for leaving and collection of cycles
3. The vicinity of motor vehicles
4. The kitchens and staff offices
5. All roof spaces, windows and fire escapes
6. Any area where building work is taking place
7. School field when weather conditions prevent these from being available for use. Senior staff will advise via the daily bulletin
8. Front of school

Truancy

Parents are requested to contact the school via the absence line on the morning of the first day of any absence. Students caught avoiding lessons, truanting, or repeatedly refusing to give reasons for absences will be dealt with via our consequence system.

Misuse of computer equipment

The school has a clear policy on misuse of computer equipment. Misconduct in this area such as (hacking) or improper use of the internet can result in loss of privileges and will be dealt with via our consequences system according to the severity of the incident.

Offensive conduct to other students

This includes bullying (physical, verbal or cyber), including racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always serious. Unacceptable behaviours are detailed in the school bullying policy.

If a student is harassed physically or verbally within the school they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence to both parties involved.

Offensive conduct to member of staff

Abusive language/rudeness or defiance towards a member of staff is very unusual and very serious. Students defying a member of staff or using foul language to a member of staff can expect to face serious sanctions up to and including permanent exclusion from school. Threatening or aggressive conduct or damaging conduct, or repeated misconduct of this sort would be aggravating factors.

Violent conduct towards staff, harassment of a member of staff or their property or family of any sorts, including beyond the bound of the school day or term would be a very serious offence and would most likely result in permanent exclusion from school.

Offensive conduct to staff will be dealt with by a member of the Leadership Team in line with our consequence system which covers for permanent exclusion for certain single one-off serious incidents.

Deliberate classroom disruption

Classroom disruption is unacceptable as it disrupts the learning of others in the classroom. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists, in line with our consequences system.

Theft

All cases involving theft including taking property without permission will be investigated by a senior member of staff. A fixed term exclusion is the minimum sanction for theft although it is most likely to lead to permanent exclusion. Each case will be considered taking into account all factors and the Police will, in most cases, be informed. To avoid difficulties no article may be bought or sold nor should any collection of money take place in school without permission of a senior member of staff.

Smoking

Smoking is not allowed on the school site or in school uniform off site. Students who are caught smoking, or part of a group in which people are smoking will receive a fixed term exclusion. Use of e-cigarettes or 'vaping' is deemed as smoking and e-cigarettes are prohibited items in school.

Alcohol- & drug-related offences

All instances suspected to involve alcohol, drugs or substance abuse will be dealt with as described in the Drugs Policy. When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of sanction. In cases where illegal substances are involved the Police will be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences and will lead to permanent exclusion.

Any involvement in supply of illegal substances is extremely serious and will lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance or making an arrangement to sell a substance off the school premises, or intent to supply are also both illegal and will be dealt with as explained above.

Possession or use of an offensive weapon

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks and any noxious substances such as are inappropriate within the school confines. The weapon will be confiscated and parents will be invited to collect it or the weapon will be disposed of. The student will be given some form of sanction. This will depend on the degree to which the item was used to cause alarm or harm to others; the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others; and the potential for the item to cause harm and alarm to others. Bringing dangerous weapons onto school premises, such as knives and blades will lead to permanent exclusion. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a sanction.

Possession of other offensive items

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Exclusion is most likely to apply.

Obstruction of justice

If serious misconduct has occurred, students are expected to be honest and helpful to staff investigating. Students who wilfully conceal important information will face more serious consequences. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of sanctions imposed.

Improper conduct

Sexual activity between students is not appropriate in an educational environment. Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve police action, and sanctions up to and including permanent exclusion from school. However, even where contact between students is consenting, sanctions may be set where behaviour goes beyond what the school views as normal affectionate behaviour for that age.



Sandprint- Friday 26th June 2020

Dear Students, Parents and Carers,

This has been another busy week particularly for the sixth form team. Year 12 have been sitting their end of year exams remotely, and this seems to have gone well. Whilst there is no real substitute for sitting examinations in exam venues, we hope that the virtual process has been a good alternative.

Behind the scenes the sixth form staff and directors of learning in each subject area have been busy preparing for the new sixth form induction process. This has been co-ordinated across BeauSandVer consortium, and went live on Tuesday morning. Our year 11 students and those from other schools who wish to join the sixth form at Sandringham have been working through the sixth form virtual induction programme. This programme included video presentations to introduce the sixth form and also the various subjects on offer. We had a very large number participate and it will be lovely to see you all in person in September. Of course, we will see you before this on results day in August. Mrs. Oakes is finalising a letter to go out to you all next week with details of how this will work.

Finally from me, a mention about the last week of term. We have almost finished the planning for prize giving assemblies and Dr. Creaby will be issuing full details on this to you next week. Throughout the week, each tutor group will have a specific slot when you come in to school for your assembly. They will be held in various venues around the site, such as the theatre, main hall and sixth form area and will involve seeing you before we break up for the summer holiday and awarding some end of year prizes. We will also give you some last minute information on how things will work at the start of the autumn term so that you are ready to go. Of course, the most important part of the assembly will be that you can meet up with everyone again after being away from school for so long. I look forward to seeing you all then.

I hope you enjoy the rest of this newsletter and have a very pleasant weekend.

Best wishes

Mr. Gray

FINAL E WEEK RESULTS: MESSAGE FROM MR NICHOLLS

Thanks again to Miss Quinn and the house team for their work organising and judging events through Eweek.

The Ready Steady Cook challenge led by Mrs Holmes results are now in as follows:

1 st Place -	Clover McDonald (8A) 50 HPS
Joint 2 nd Place -	Lauren Presland (8A) and Herbie Mckillop (8F) 35HPS
3 rd Place	Thyra Sondergaard (7H) 25HPS

Congratulations to Clover and a huge well done to all students who entered and a thank you to families who helped taste test the finished products! Plans are already in place for a repeat event in the new academic year.

House points were awarded to all entries and the collated scores follow for each KS3 year group.



Year 9 – E Week Activities

1st Place – Austen

2nd Place – Johnson

3rd Place – Elgar

Year 8 – E Week Activities

1st Place – Austen

2nd Place – Shakespeare

3rd Place – Fawcett

Year 7 – E Week Activities

1st Place – Shakespeare

2nd Place – Hepworth

3rd Place – Turing

A reminder that these scores will be added to those won earlier in the year, and those to be collected in the next three weeks, before the announcement in the last week of term of this Year's House cup winner.

LAST WEEK OF TERM: MESSAGE FROM DR CREABY

Following on from government guidance that secondary schools can now welcome students from all year groups into school for face to face meetings, we will be hosting tutor group assemblies for Years 7-10 in the final week of term. Having seen the success of E Week, with Year 10 and 12 students having the opportunity to meet their tutors face to face, we are really excited to be able to provide this opportunity for all students. In an assembly format, students will also have the opportunity to see their peers too.



The exact timing of each tutor group assembly will be confirmed in Tuesday's Sandprint but they will each last for 30 minutes. They will also include a scaled-back version of annual prize giving. Assemblies will take place on Monday – Thursday of the last week in the following venues:

Year 7: The Sandpit

Year 8: The Gym

Year 9: S11

Year 10: The Hall

As ever, we are ensuring that all safety recommendations from the government guidance are in place. As such, tutor group assemblies will be hosted in large venues in the school to ensure appropriate social distancing measures are in place. They will be spread out during the day in order to minimise mixing between groups.

Lessons will continue as normal during this week so, apart from when they are attending their tutor assembly, students should be logging on as normal and completing their school work.

We hope that students will enjoy this opportunity to see one another and their tutor before the summer break. We are looking forward to seeing all the students!

ARTS WEEK 2020 MON 29th JUNE- FRI 3RD JULY

Next week is our annual Arts Week running from Monday to Friday. The theme for the week is OUR WORLD. This is based upon our experiences during the COVID-19 pandemic and how the individual can express themselves through our subjects at this time, whether this is within their own world, their friends or family, their community or the wider world.

The assembly this week introduced arts week and shared the fabulous creativity already shown by many of the Sandringham staff during lockdown, along with all the relevant information required for the week.



Attached is the full timetable of activities, with students off timetable every day session 5 to participate in the amazing activities and live workshops. Please encourage your child to sign up to the arts week google classroom (see noticeboard for the code), where the googlemeet links and activity documents can be found.

We would love to see the creativity both the students, their friends and families have carried out during the week so students are being asked to upload any photos or videos to a googledrive folder or alternatively please email Miss Meeking. We would welcome the whole family to join in with any of the activities taking place and enjoy being creative in 'OUR WORLD' next week.

MUSIC NEWS: SANDWICH SERIES FINAL RECITAL

We would like to invite you to join us in celebrating the fantastic work of our music students by watching our final pre-recorded Sandwich Series recital [here](#). This final concert features Millie T from year 7, Nico C, James O, Yasmin B and Lauren P from year 8, Jacob T from year 9, Katie from Year 12 and Lucas H and Henry N from Year 11. A huge congratulations to all the students that have submitted performances for this series over the last term. It has been wonderful to enjoy and share these with the wider school community.

Other concerts can be watched on the links below



[Concert number 1](#)

[Concert number 2](#)

[Concert number 3](#)

[Concert number 4](#)

[Concert number 5](#)

Next Friday 3rd July to end our celebration of Arts Week, we would like to invite you to join us in watching a live Sandwich Series concert which will begin at 2pm. The concert features brothers Brendan and Ryan D, singer-songwriter Leona Mae, and brothers Zac, Fin and Josh from the band Princes to Kings. To be able to watch the concert live, you will need to join the google meet at 2pm with this code:

meet.google.com/xbw-iwgu-kdo

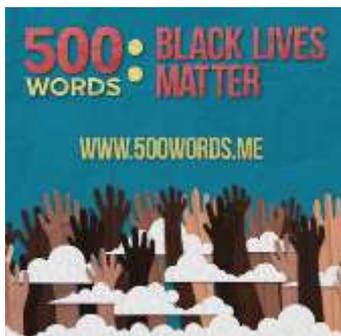
SIXTH FORM INDUCTION: MESSAGE FROM MRS MOUNCEY AND MISS CLARK

Sixth Form Induction took place online on 23rd and 24th June. Nearly 300 students attended, with over 100 students joining us from other schools. Students were able to view presentations about life in the Sixth Form, all of the opportunities on offer, and were also able to take part in recorded lessons for each of their chosen subjects. An evaluation form enabled students to feedback about their experience and ask any further questions. The materials are all available through the website below, so students can continue to engage with advice and guidance. Summer work has also been set for each subject, which students will need to bring in ready for their first lessons in September. Thank you to all of the students for participating in the process, we hope that you are all excited about starting your journey in the Sixth Form in September!



<https://sandringham.herts.sch.uk/about-the-sixth-form/>

500 WORDS: BLACK LIVES MATTER



500 Words is the world's largest story-writing competition for children. Over a million stories have been submitted since 2011, in response to everything from technology to climate change. Now, they would like to bring children's voices onto the themes and issues emerging from the Black Lives Matter movement and lead on the process of writing their story. From Monday 29th June until Friday 3rd July, they are inviting children aged between 5 and 13 to respond in whatever way they wish in no more than 500 words, in the form of a story. For more details please look on

<https://500words.me/>

LETTERS OF KINDNESS

Thanks again to Ms Quinn who has been co-ordinating the Letter of Kindness initiative. Here are a few extracts from letters that we have found particularly moving this week.



"Dear Key Worker. I hope you are having a good day, you deserve it! Remember, even if you are feeling upset or down, quarantine won't last forever, you are loved and you are unique. You are strong. Together we can get through these hard times - I believe in us!"

"Dear amazing NHS worker. I want to say a massive Thank You for putting your life at risk to save others. You are inspiration to the whole world. Me and my family are doing are best to not spread the virus by staying at home and social distancing from others."

"Dear care home workers. Thank you for taking care of the people that need the most help during this pandemic. My great- grandad lives in Spain and he's being taken care of and I'm really happy that he has someone to keep him company. The extra care you're giving is helping those people not feel lonely or scared. Thank you once again."

*"Dear Famers. **THANK YOU!** So much for growing fruit and vegetables to keep our country healthy. We would be stuck without you! Together we can get through this, keep going! You are doing a great job."*



LOCKER KEY RETURNS

A big thank you to all of those who have already returned locker keys. For those who haven't yet- please could they be dropped off in the box at reception or Student Services as soon as possible. Students can empty their lockers first and can do so at any time during the school day, reporting to Student Services or Reception first. If any students have lost their keys, Student Services will need £3 in a named envelope to be dropped in the box so they can get another key cut.



A BIG THANK YOU TO THE CARETAKERS



Whilst a lot of us have been away from school, Mr Chandler and the caretaking team have been busy ensuring the school is a safe environment to work in and that it will be looking its best for when everyone returns later in the year. Darren and Bert have made a lovely bespoke bookcase for the new English faculty office 'K Block' and we're sure you'll agree that S Block is also looking great with its new canopy. We look forward to you seeing the changes soon.



SCHOOL RESOURCES COLLECTION UPDATE



As we approach the end of the academic year, it is normal practice for the school not to issue new exercise books unless absolutely necessary. In an effort to be as sustainable as possible and reduce waste, from Tuesday 30th June we will no longer issue exercise books at Student Services. The last day for collecting resources will, therefore, be on Monday 29th June from 9am to 11am. We would encourage students to make use of lined paper if they are out of space in their exercise books.

CELEBRATING THE BIRTHDAY OF THE NHS

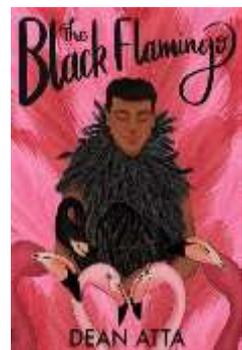
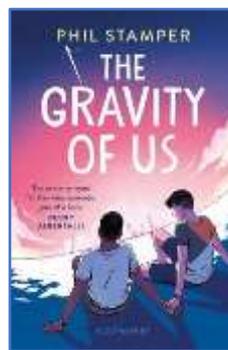
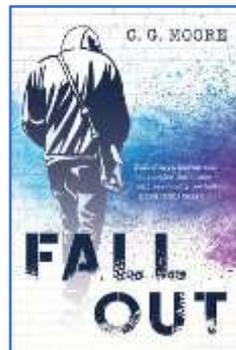
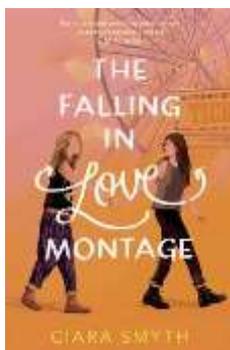


It will be the 72nd birthday of the NHS on Monday 6th July and there are lots of ways you can get involved to celebrate. There will be a minute's silence on Saturday 4th July and the lighting of candles to remember the tens of thousands of people who have died from coronavirus. There will also be the "biggest thank you" clap in Britain's history on Sunday 5th July. People are then encouraged to get in touch with someone

who is lonely or shielding to let them know they are supported. Bedfordshire Hospitals Trust are also suggesting wearing rainbow colours on Monday 6th July and posting your photo's online with the hashtags: #ldhfundraising #nhsbirthday.

NEW LGBTQ+ BOOKS AVAILABLE AT THE LIBRARY

The following new LGBTQ+ books are now available on the Sandringham web app through MySandSTORM > Accessit Learning Resource Centre. Email Ms Kirby to reserve these through Click & Collect.



LAST DAY FOR COLLECTING RESOURCES- MONDAY 29TH JUNE 9AM-11AM



Mon 29 th June	ARTS WEEK BEGINS 9-11am CLICK AND COLLECT LIBRARY 530pm VIRTUAL INDUCTION FOR NEW Y7
Tues 30 th June:	5-6.30pm - SYCD & Contemp Seniors.
Weds 1 st July:	3:15-4pm Striding Out, Junior Dance 3:15-4pm Boys Dance Club
Thurs 2 nd July	9-11am CLICK AND COLLECT LIBRARY 1:30pm Virtual Drama Club (every week) 3:15-4:30pm Triple Edge and Junior Dance
Fri 3 rd July	1.20-1.55pm Contemporary Dance club 2pm LIVE Sandwich Series concert