



SCHOOL HANDBOOK

This Handbook is written for you as pupils at Longridge, and for your parents. It is updated annually at the start of each academic year. Dates of School events are published separately in the School Calendar which can be found online at <https://lts.org.uk/events/>.

Academic Year 2025/2026

A Guide for Pupils, Parents, and Guardians or Carers

Mission Statement, Purpose, Values and Aims

Mission Statement

We provide a holistic education where pupils are nurtured to become independent, confident, collaborative, innovative and life-long learners whilst fulfilling their potential; we will also purposefully engage individuals in a community where everyone feels happy, safe, valued and encouraged.

Purpose

Longridge is a School where everyone can excel. We provide a holistic education where our pupils can fulfil their potential, as confident, independent, and life-long learners.

Values

We encourage our community to demonstrate specific values:

- Care – looking after ourselves, and others
- Achieve – attaining successful outcomes
- Respect – showing due regard for ourselves, for others and for our environment.
- Persevere – keeping going when challenged in school, or in life
- Excel - being the best we can be at all times

In 2024, our J6 pupils created the following acrostics to articulate these values in a way that was meaningful to them:

- **Care** – Consideration for others; **Accompany** people when they are lonely, **Respect** other people, **Equal** rights for everybody
- **Achieve** – **Always** **Challenge** yourself **Highly** **In** **Everything** **Voluntarily** with great **Endeavour**
- **Respect** – **Responsibility**, **Education**, **Safety**, **Patience**, **Encouraging** friends, **Careful** play, **Tolerate** everyone
- **Persevere** – **Patience**, **Education**, **Rapidly** improve, **Scientist** eventually, **Endeavour**, **Very** hard-working, **Excellence**, **Reaching** high, **Excel**
- **Excel** – **Excel** is **Xcellent** **Continuation** of hard work **Endless** commitment **Leaving** you with high achievement and satisfaction.

Aims

We are committed to delivering the following aims:

- Excellence in Education - improving the outcomes for pupils to fulfil potential
- Excellence in Care - sustaining an excellent level of pastoral care for our pupils
- Care for our People - developing our team of professionals
- Grow and Develop our School - increasing pupil numbers
- Invest our Time and Money wisely - Improving our systems and environment

These aims articulate the School's vision and focus to secure an outstanding future.

Motto: Carpe Diem

The School's motto is taken from a quotation from the Roman poet, Horace. It is generally taken to mean 'make the most of the present time' or 'seize the day'. This expression forms

part of the School logo, reflecting a healthy sense of purpose in School as well as encouragement for all pupils to make the most of the time they have each day.

Ethos

Longridge has a tangible school ethos that is expressed through its pupils and staff in their interactions both within and outside their school community. Longridge is characterised by its nurturing and caring environment as well as by its holistic approach to education. Individuals develop and gain confidence throughout their experiences at school. Underpinning this is an academic approach that is suitably challenging for pupils and innovative; a curriculum that is enriching as well as inclusive, together with a learning environment that is enjoyable. This ethos permeates the School's aims and mission. It is supported by the School's values and aims.

We have an active school community where everyone plays their part in ensuring that this ethos is an enduring one.

Code of Conduct

At Longridge we have high expectations of behaviour and we expect our School community to be polite and well-mannered. We respect others and take their views seriously. We believe in working with endeavour and allowing others to learn. We expect everyone to come to school on time, dressed in the correct uniform and with the necessary equipment and enthusiasm to complete tasks successfully. We maintain a clean, safe and pleasant school environment. We work to the best of our ability and are proud of our achievements as well as those of others.

Chairman of Governors

The Chairman of Governors is Mr T. Bramald, who may be contacted directly at the School address: Longridge Towers School, Berwick upon Tweed TD15 2XQ. Telephone: (01289) 307584.

Head

The Head is Mr J.C.E. Lee, who may also be contacted directly at the School address: Longridge Towers School, Berwick upon Tweed TD15 2XQ. Telephone: (01289) 307584 and on headmaster@lts.org.uk

If you have any questions or suggestions about this Handbook, please contact the School by email on enquiries@lts.org.uk

Board of Governors

Chairman	Mr T. Bramald
Governors	Mr D.Armstrong
	Mrs I. J. Cheer
	Mrs P. Derries

Mr P. Evans

Mrs A. Marshall

Mr R. Reay

Mr E. Roney

Mrs C. Targonski

Dr J. Watson

Senior Leadership Team

Deputy Head/ Economics

Mrs J. Arnott, BSc, PGCE

Senior Leader/ SENDCo (Senior)/ DSL/
PSHE*/Science

Mrs C. Barber, M.Ed, PGCE

Director of Finance/ Bursar

Mrs V. Bryson, C.A., PGCert. BA (Hons)

Co-Head of Junior Department /SENDCo
(Junior) / DDSL

Mrs S. Bullen BA, (Hons), QTS, NASENCo

Head/ Maths / Psychology

Mr J. C. E. Lee, MA (Hons), ACA, QTS, PGCE

Co-Head of Junior Department / Spanish

Mrs S. Maddock, B.Ed (Hons)

Senior Management Team

Finance Manager

Mrs J. Aitchison, BSc (Hons)

Director Learning and Teaching / English

Dr N. Dalrymple, Ph.D, PGCE

Head of Pastoral/ Economics / PE

Mr A. Skeen, BA (Hons), QTS

Pupil Executive

School Captains

Charlotte Wilson & Curd Bocker

Deputy School Captains

Alice Ward & Emily Allen

House Captains

Jerningham

Campbell Thomson

Home

Jess Dodd

Stobo

Maya Wood

Deputy House Captains

Jerningham

Alex Armstrong

Home	Frema Awuku
Stobo	Stephen London
School Prefects	
Treasurer	Elliott Reynolds
Student Ambassador / New Pupil Induction	Esse Otto
Charity, Events & Social	Frema Awuku
Sports	Alice Ward, Esse Otto, Hunter Murray & Alex Armstrong
Junior Department Senior Prefects	Frema Awuku & Chloe Alger
School Council	Chloe Alger & Rory Antrobus
Wellbeing	Elyse Hughes & Skylar Wilson
Head of Common Room	Maya Wood
Assemblies & Literacy	Darcey Reece-Heal
Boarding	Connor Ward & Nathan McLean
Support Team	
PA to Co-Heads of Junior Department	Mrs A. Allis
Registrar & Marketing Manager	Mrs M. Burns
Receptionist	Mrs R. Flatman & Mrs L. Eden
Health & Safety Co-ordinator	Mrs S. Fleming
DT Technician	Rev. D. Handley
IT Manager	Mr M. McCarter
Site Manager	Mr C. Smith
Science Technician	Mr K. Toomey
HR Advisor & PA to Finance Director	Mrs J. Sherratt
IT Technician	Mr J. Gardiner
PA to Head	Mrs C. Targonski

Logistics office

Mrs A. O'Neill

Heads of Form

Head of Sixth Form

Mrs K. Forster, BA (Hons), PGDipEd

Head of Form 4 & 5/ Physics

Mr R. Woodrow, MEng, PGCE

Head of Forms 3 /English * / Librarian

Mrs A. Gettins, BA (Hons), QTS

Head of Forms 1 & 2/ Biology

Miss J. McCalvey, BSc (Hons), PGCE

Academic Staff

* Head of Faculty/Department

English

Mr P. Bentley, BA (Hons), MA, PGCE, NPQML

Spanish

Mrs M. Borrego-Jimenez, BA (Hons), PGCE

Gen Subjects – Jnr Dept, Maths F1

Ms D. Bryden, B.Ed (Hons)

German (MFL*)

Mr M. Caddick, BA, PGCE

General Subjects - Junior Dept.

Mrs C. Cairns, BA (Hons), QTS

General Subjects - Junior Dept.

Miss A. Coulson, BSc (Hons), PGCE

History (Humanities*)

Mr D. Crowe, BA, PGCE

Maths*

Mr P. Dodd, BEng (Hons), DIS, PGCE

General Subjects - Junior Dept.

Mrs S. Douglas, BA (Hons), QTS

EAL

Mrs N. Green, BA (Hons), PGCE

Physics/ Director of Music

Dr M. Hardy, PhD, LRSM, QTS

Music

Mrs H. Humphreys, BA (Hons), PGCE

Drama

Mrs K. Hutton, BA, QTS

Geography

Mr W. Ibbetson-Price, BA, MA, NPQH

Art

Mr R. Johnson, BA (Hons), MA, PGCE

Art (Art, Music, Drama *)

Mr B. Jones, B.Ed

Humanities

Mr T. Lindsay, MA (Hons), PGDE

Head of Sport*, Sports Studies, Psych

Mr D. Massie, B.Ed (Hons)

General Subjects – Jnr Dept. Sci F1

Mrs R. Mole, BSc (Hons), PGCE

General Subjects – Jnr Dept. Geog F1	Mr R. Moscrop, BA (Hons), QTS
Forest School Leader– Junior Dept.	Mrs S. Murray, BA (Hons), PGCE
EYFS Class Teacher - Junior Dept.	Ms H. Norbury, BA (Hons), PGCE
PE, Outdoor Learning	Mrs L. Peters, B.Ed (Hons)
PE, PSHE	Mrs E. Shaw, BA, PGCE
General Subjects – Junior Dept.	Mrs G. Skeen, BSc (Hons), QTS
CDT, PE, Outdoor Learning	Mrs M. Smith, BSc (Hons), PGCE
Science*, Chemistry	Mrs S. Ward, BSc (Hons), PGCE
CDT, ICT	Mr A. Westthorp, BEng (Hons), STTC, PGCE
French, Spanish	Mrs K. Westthorp, MA (Hons), PGCE
Maths	Mrs M. Wood, BSc (Hons), PGCE

Learning Support Staff

Teaching Assistant - Junior Dept.	Mrs K. Czerwińska, PGCEYP, MA (Poland)
Teaching Assistant - Junior Dept.	Miss E. Dixon, BA (Hons)
Learning Support (Senior), IT, RS	Mrs C. Handley, BA, HLTA
Learning Support (Senior)	Mrs Z. Jones, (Level 3)
Learning Support (Senior)	Ms K. Redpath, HLTA
Teaching Assistant - Junior Dept.	Mrs A. Young, FDTA

Boarding and Pastoral Staff

Head of Boarding / DDSL	Mr G. Hattle, Cert. of Prof. Practice
Senior House Parent/DDSL	Mrs A. Ireland, BA (Hons), PGCE, Cert. of Prof. Practice
Assistant House Parent	Mrs E. Crossan
Assistant House Parent	Mr M. Short, Cert of Prof. Practice
School Matron	Mrs S. Watson-Armstrong, RGN

Telephone Numbers

School Office: (01289) 307584

Email: enquiries@lts.org.uk

School Matron (01289) 302139

House Parents (01289) 308183

Start of Term Arrangements

Boarders join the school on the day before teaching begins; where travel arrangements permit, new boarders should arrive at approximately 3.00pm, whilst other boarders should arrive between 5.00 and 6.00pm.

New Senior Day Pupils are invited to arrive early, between 8.30 and 8.40am on the first day of term, and report to Reception in the Entrance Hall outside the main building. Limited parking is available near the front entrance or in the adjoining car-park.

New entrants to the Junior Department should be taken directly to the entrance of the Stobo Building (Year 3-Year 6) or the entrance to the Jerningham Building (Early Years - Year 2) where they will be met and taken to their class. Staff will be on duty on the playground to guide parents and pupils.

We operate a 'buddy' system for each new pupil. A buddy is a pupil in the same form group as each new pupil and whose responsibility it is to support pupils through any transition in School and to assist with the settling in process. They are usually a first point of contact for new pupils and can help with getting to know other pupils, finding their way around the School and the timings of the day. The main school buildings are listed below on a site map.

Further details are contained in the 'Joining Information' sent to all new pupils, along with a uniform list which is also available on the school website.

The School uses the English system of allocating pupils to years based upon their age on 1st September each year.

Year Group	Class	Year Group	Class
EYFS Nursery	R1	7	Form 1
EYFS Reception	R2	8	Form 2



1	J1	9	Form 3
2	J2	10	Form 4
3	J3	11	Form 5
4	J4	12	Lower 6th
5	J5	13	Upper 6th
6	J6		

With Key Stage 1 (KS1) being J1 and J2; and Key Stage 2 (KS2) being J3 to J6.

THE DAILY ROUTINE

School Day

The School Day for the majority of pupils is from 8.45am to 4.45pm. For Key Stage1 pupils (J1 and J2), the day is from 8.45am until 3.00pm (or 3.50pm if pupils remain in School for structured play sessions). Early Years (R1 and R2) pupils have more flexible pick up arrangements which will have been communicated separately. Pupils should be in their class or form room for registration before 8.45am.

SENIOR TIMETABLE

	Monday - Friday	Extended Assembly
Registration/Assembly	8.45am - 9.00am	8.45am - 9.10am
1	9.00am - 9.55am	9.10am - 10.05am
2	9.55am - 10.50am	10.05am - 11.00am
Break	10.50am - 11.10am	11.00am - 11.20am
3	11.10am - 12.05pm	11.20am - 12.15pm
4	12.05pm - 1.00pm	12.15pm - 1.10pm
Lunch	1.00pm - 2.10pm	1.10pm - 2.10pm
5	2.10pm - 3.05pm	
6	3.05pm - 4.00pm	
Enrichment (optional)	4.00pm - 4.45pm	
Buses depart	4.50pm	
Pick up	4.00pm or 4.50pm	

JUNIOR TIMETABLE

Monday - Friday	
Registration /Assembly	8.45am - 9.00am
1	9.00am - 9.55am
2	9.55am - 10.50am
Break	10.50am - 11.05am
3	11.05am - 12.00pm
Lunch	12.00pm - 12.55pm
4	12.55pm - 1.50pm (registration is taken at the start of this session)
Break	1.50pm - 2.05pm
5	2.05pm - 3.00pm
6	3.00pm - 3.50pm (With optional structured play for KS1)
Enrichment (optional)	3.50pm - 4.45pm
Buses depart	4.50pm
Pick up	3.00pm (KS1), 3.50pm or 4.45pm

Arrival at School

Throughout the term, parents/carers of pupils in the Junior Department are requested to use the car parking spaces that are at the front of the Jerningham Building. Junior Department staff are on duty each morning to meet and greet the children.

On arrival at School, pupils who are based in the Jerningham Building (Early Years - J2) should be taken to the entrance of the building. Pupils in J3 - J6 should go to their classrooms in the Stobo Building.

Parents/carers who bring senior pupils to School by car should drop off pupils in front of the main building and be mindful of others entering the School at this time. For visits, parking is available near the front entrance, or in the adjoining car-park.

Registration

All senior pupils are responsible for registering with their Form Tutors each morning, and with their class teacher during P5 in the afternoon. Pupils in the Junior Department are registered twice a day at the beginning of each morning and afternoon session. Senior pupils are additionally recorded at each lesson.

Senior pupils are responsible for using the online system or book in Reception for signing in if they are late into School, or signing out when they leave School during the School Day for any reason. Senior pupils leaving at 4.00pm should also sign out, as should those being collected at 4.45pm. Pupils leaving by bus will be registered at the buses. This process helps monitor attendance and enables pupils to be found if they are needed to be contacted in an emergency.

During the School day pupils may not leave the School premises for any reason without prior permission of a member of the Senior Leadership Team or School Matron. Parents/carers who require their child to leave the premises during the day for a medical appointment or similar reason should send a note in advance to the appropriate Form Tutor and collect pupils from Reception, where they should sign out (Senior), or from the Stobo or Jerningham buildings (Junior).

Absence

The School is required by law to make returns to the DfE concerning pupil absences.

The School Office and Form Tutor / Class Teacher should be informed as early as possible if a pupil is absent either due to illness or for any other reason. Parents/carers can do this either by phone or email to itsreception@lts.org.uk for senior pupils or by phone or email to aallis@lts.org.uk for junior pupils. Notifications of medical appointments or similar should be given to the Form Tutor / Class Teacher in advance. This is to allow the Form Tutor / Class Teacher to give the appropriate mark in the Register. If arriving late at school, pupils should sign in at Reception (Senior pupils) or be accompanied to the Stobo or Jerningham buildings (Junior Department). Without notification, the Reception (Seniors) or the Co-Heads of the Junior Department's PA (Juniors) will make contact with parents/carers to ascertain the whereabouts of pupils. The reason for absence should be confirmed by parents/carers in writing.

Permission for absences other than illness must be sought from the Co-Heads of Junior Department or the Deputy Head using the Permission for Absence form on the School's website a minimum of two weeks before the required date. It is expected that these will only be made in exceptional educational circumstances, as our expectation is that pupils will attend School in accordance with the published term dates.

Pupils who are not available for individual academic lessons due to absence for any reason should endeavour to make up any work they have missed.

Collection from School

For pupils in J1 - J2, school finishes at 3.00pm. Parents/carers should collect their children at this time if they are not staying on for an after school activity. Children who are awaiting an older sibling or a school bus will be supervised in a structured play session until they are collected at either 3.50pm, or at 4.45pm after Enrichment. All pupils in Early Years - J2 should be collected from the Jerningham Building. J1 - J2 pupils travelling home by bus will be escorted to their bus by an adult.

For pupils in J3-U6, formal lessons end at 3.50pm when pupils then have a choice either to be picked up or remain in school and attend an Enrichment Activity which will continue until

4.45pm. Senior pupils who are going home at 3.50pm, but have not been collected by 4.05pm may read quietly in the entrance hall, where they will be supervised by the Receptionist or be directed to attend a year-group Enrichment activity by Reception. Junior pupils will be supervised in the Jerningham or Stobo buildings until parents arrive.

Details of Enrichment activities are available on the School website; parents are emailed in advance of each session with a link allowing them to book activities prior to the start of each Enrichment cycle.

Parents/carers picking up Junior pupils should use the car park outside Jerningham and parents/carers of Senior pupils should collect at the front of School. We respectfully ask parents/carers to support us by not using the small number of parking bays at the front of School other than for collection and by avoiding blocking any part of the school drive when waiting for their children. Under no circumstances should anyone park in the rear courtyard or on the turning circle which are reserved for the school buses and deliveries.

Please note that there is a 10mph speed limit to be observed by all drivers on the school grounds.

Pupil Entrance

Entry to the main building for Senior pupils is via the Bursar's stairs at the back of the School building. Junior pupils should enter the Stobo building using the doors to their classroom, and enter Jerningham via the front door.

Form Tutors / Class Teachers

Form Tutors / Class Teachers should be the first port of call for pupils to talk through concerns and for any parent with a query or concern about their child. Each Form Tutor / Class Teacher is responsible for the wellbeing and pastoral care of the pupils in their class and will provide feedback to parents/carers on their child's progress at Parents' Evenings.

Assemblies

Senior School assemblies are held in the Chapel and follow a programme of health and wellbeing as well as offering an opportunity to share notices, an occasional short act of worship or reflection, or to hear from speakers. Assemblies normally take place on Wednesday and Friday. The Junior Department has whole department assemblies twice a week in the Atrium of the Stobo building on Mondays and Fridays. The children in the Jerningham building have their own assembly each Wednesday; likewise, the children in the Stobo building have separate assemblies each Tuesday and Thursday.

FURTHER GUIDANCE FOR PUPILS, PARENTS AND GUARDIANS

This guide is intended to augment the information about the School contained in the Application Form and the website, and covers aspects which are particularly relevant to pupils and their parents/carers. There is a separate "Boarders' Handbook" for boarding pupils. For ease of reference items appear in alphabetical order.

Academic Assessment

It is our aim to ensure that all pupils make excellent progress academically. We use materials provided by the Centre for Evaluation and Monitoring (CEM), to provide baseline and predictive information of potential for pupils. For the majority of pupils, this testing is undertaken in the autumn term, and pupils joining through the year will be asked to complete these tests online prior to starting or as soon as they start.

This information is used to plan pupils' learning, and assessment is used to measure progress. For pupils in Forms 1 and 2, this potential is expressed as a 'flight path' and in Forms 3 to Upper Sixth as aspirational grades in certificate subjects.

Assessments may be formative as pupils learn new skills and knowledge, or summative, which measure how much they have understood and retained. Formative assessment includes verbal feedback and occurs as part of the daily teaching and learning process. Pupils are encouraged to enter into dialogue with their teachers to identify what is going well and how they can improve. This process can also include written comments and targets on work. Summative assessments also give feedback but in a more formalised way, sometimes with a grade or mark, often at the end of a topic. For Senior pupils, these grades indicate the level of progress they are making in relation to their 'flight path' or aspirational grades.

The Senior pupils sit formal internal examinations in May/June for Form 4. Forms 1 to 3 also sit more formal assessment during the summer term, but these are done mainly in class time. Mock GCSE and A-level examinations take place in January and March respectively, with public examinations being sat in May/June.

Within the Junior Department, assessment is designed to support progression in learning; monitor the attainment of individuals, groups and classes; identify pupils who may have special educational needs; raise standards of learning and involve children with self-assessment where appropriate. Assessment is carried out against the content of the National Curriculum and the School Curriculum described below. We use key assessment criteria as a basis to identify learning objectives in each curriculum area for each year group. These criteria form the basis of what pupils are expected to know and be able to do, and planning is based upon these expectations. Regular and periodic assessment helps teachers to assess whether a pupil is 'commencing', 'developing', 'secure' or 'advanced' in relation to their year group's assessment criteria in each subject area.

Diagnostic assessments may take place at any time during a pupil's career at Longridge, or on entry to the school.

New pupils are assessed prior to their entrance to the School to ascertain their individual needs in English and mathematics.

Academic Progress Monitoring and Reporting

Marking and feedback are an integral and continuous part of supporting progress. This may be delivered verbally or in writing. Marking in the Junior Department is usually 'diagnostic' outlining what a pupil has done well and what their next steps are for development/improvement.

For senior pupils, marking work may be diagnostic, but is also used as a means of sharing with pupils where they are in relation to 'flight paths' or aspirational grades, and giving guidance on what they need to do to make further progress.

Pupils and their parents/carers will receive more formalised feedback during the course of the term about both attitudes to learning and progress. Pupils will be asked to write some of their own comments to include in school reports.

In the Junior Department, there is a full academic report at the end of the year and interim reports at the end of the Michaelmas and Lent terms. Pupils in the Senior Department receive regular written reports. Pupils may be invited to record their own comments on their progress.

These reports provide information on progress, attitudes to learning and comments from the pupil and their Form Tutor. Heads of Year/ Co-Heads of the Junior Department may also add an additional comment.

Parents'/Carers' Meetings take place during the academic year when there is the opportunity to discuss an individual's progress with the staff who teach particular subjects or with Class Teacher for junior pupils.

Academic Mentors

Form 5 pupils are allocated academic mentors to support them with active revision strategies, and organisational skills when balancing competing demands. The pupil's academic mentor will not usually be the pupil's Form Tutor.

Admissions

Longridge Towers is a not an academically selective school whose aim is to provide education of the highest possible quality to pupils from a wide spectrum of abilities, who will benefit from the broad, balanced and differentiated curriculum and who will contribute to and benefit from the ethos and activities of our school community.

Although Longridge Towers School has Christian roots, the School does not select for entry on the basis of religious belief, and it offers the opportunity for all to practise their own faith.

Longridge offers a limited number of scholarships to reward excellence and celebrate exceptional talent in academic subjects, art, music and sport.

There are several main steps in the entry process, starting with a suggestion to visit the School and to arrange some time for Taster Days in School. Further information can be found in the School's Admissions Policy at: [Admissions Information](#).

Copies of the School's Terms and Conditions are on the School's website and within the Parent Contract and will be made available to parents/carers as part of the admissions process.

Bags and Equipment

Senior pupils are expected to carry books in an appropriate sturdy bag marked clearly with their name. For safety reasons, plastic bags may not be used. For Senior pupils, sports bags and kit must be brought to School only on the days of use. After use, all kit must be taken home for washing and not left in lockers or on storage shelves. Pupils should use their assigned cubbies wisely to prevent carrying all their books to all lessons. Handbags are only allowed in the Sixth Form.

All pupils from J3 to U6 need to bring a pencil case to school containing:

- a suitable handwriting pen with blue or black ink (blue only in the Junior Department)
- Pencil(s)
- Rubber
- Ruler
- Pencil sharpener
- Colouring pencils (not felt tips or Sharpie pens please)
- Glue stick
- Geometry set (Senior Pupils)
- Calculator (Senior Pupils) - please check with your maths teacher as to the most suitable model. The Maths Department can supply calculators if appropriate (with the cost added to the fee note).

Pupils should not bring correction fluid or scissors into School (see note under Prohibited Items below).

Behaviour Expectations

The School's aim to sustain a happy and safe learning environment is underpinned by a culture of care, respect, responsibility and consideration.

Our expectations of behaviour to support this are high. Pupils are expected to be courteous, polite and respectful at all times. Rudeness is not tolerated.

As members of the 'school family', all pupils are required to be sensitive and thoughtful to the needs of others and to learn to value and respect each other's differences. Pride is taken in work, appearance, personal achievements and the achievements of others. Pupils should demonstrate care for each other and the environment. They are expected to be punctual to all School activities, including Registration, lessons and sports fixtures.

All staff are collectively responsible for ensuring that pupils learn to be considerate to others and behave appropriately and therefore encourage pupils to:

- Act considerately towards others
- Tell the truth
- Respect the rights and property of others
- Keep promises
- Show kindness to others
- Take personal responsibility for one's actions
- Be self-disciplined and self-motivated

If pupils do have to be reprimanded regarding inappropriate or anti-social behaviour, this is done in a constructive manner.

The School does not tolerate bullying, cheating, cruelty, irresponsibility, dishonesty, theft, being unkind or consistently unacceptable work. Pupils should note that gambling in any form is prohibited, and pupils must not buy or sell goods from each other whilst at School unless they have written permission from the Head.

The School does not tolerate possession or use of drugs, drug related paraphernalia, including any so-called 'legal highs', or misuse of substances including cigarettes or vapes.. Such matters will be dealt with in line with the School's Drug and Drug Testing Policy, copies of which can be requested from the School Office.

Whilst the School recognises that friendships between pupils are important and wishes to encourage good interpersonal relationships it must balance several factors in its approach to very close relationships. Pupils should be aware that their behaviour towards each other is observed by staff, other pupils and visitors. Pupils are expected to act towards each other sensitively and with a certain amount of ease, but not to hold hands, kiss, or embrace in a fashion which embarrasses others.

Break Times

Pupils are expected to be outside during breaks and should bring appropriate clothing when the weather is cooler. Breaks are an opportunity for pupils to socialise with other pupils, and for them to organise themselves for the next part of the School Day. Some pupils choose to take part in physical activity, such as impromptu rugby or netball games. It is strongly recommended that trainers are worn for such games. Pupils are expected to be courteous and kind to one another. For Senior pupils, mobile phones should remain switched off and out of sight in keeping with the School's Mobile Phone Policy. Pupils are expected to use the toilet if required during breaks, before returning to lessons.

Snacks may be brought in for break and the type of snack should reflect the School's commitment to encouraging healthy eating, such as fruit (fresh or dried), individual small packs of biscuits, crisps, or popcorn. **We would ask parents and pupils to bear in mind that there will be members of the School community who are allergic to nuts or other allergens.**

Pupils should remain within the designated break areas at all times and any litter should be deposited tidily in the bins provided.

There will always be at least four members of staff on duty each break time in the Senior areas and three in the Junior Department. If a Senior pupil is injured or feels unwell, Reception staff should be informed. Junior pupils should report to one of the duty staff. First Aid may be administered by the member of staff on duty if necessary. If an injury requires further attention, a pupil will be taken to the School matron.

At the wettest times of the year, Senior pupils will be expected to remain on hard surfaces or go to designated 'wet break' areas, where they are encouraged to read quietly, play games or socialise with their peers. A decision about wet breaks will be at the discretion of the Deputy Head and will be communicated to all staff and pupils prior to the break time.

Junior pupils should have their school coat available at all times; pupils are taken outside to play at break times whenever possible. In the event of very poor weather when an indoor

break is required, children remain in their classrooms where they can take part in wet weather activities. They are supervised by the duty teachers.

Bus Service

The School has a fleet of mini buses, and contracts one of its bus routes to a local operator. The bus service is run for the benefit of parents/carers on a non-profit making basis. The service operates at the start and end of each School day, with a termly charge in advance according to the destination. Requests for new routes should be made to the Finance Director. The routes may change depending upon need throughout the year and pupils and parents will be kept informed of such changes or can see the changes on our website: [Bus Information](#).

Pupils travelling in School minibuses must wear seat belts throughout the journey. Moving about whilst the bus is in motion is strictly forbidden in the interests of safety, as is any form of behaviour which might distract the driver. This also applies to pupils travelling in buses contracted by the School to transport them e.g. to school, on trips.

The School reserves the right to refuse the use of a bus to any pupil who misbehaves or whose actions constitute a danger to other users.

Wherever a school minibus is used, all drivers will have undertaken MIDAS (Minibus Driver Awareness Scheme) training.

Careers Advice

As part of the Careers programme, all senior pupils benefit from the services of independent external advisors. These advisors provide advice and conduct interviews on a one-to-one basis for pupils at the major transition points from school, both before GCSE examinations and during A' Level study. This careers advice supplements careers education delivered through PSHE.

Careers education begins with younger pupils and is addressed through the assembly programme as well as in lessons across the curriculum as opportunities arise. We teach pupils about the world of work and job opportunities. We also have regular conversations that challenge stereotypes, broaden pupils' horizons and raise their aspirations about future careers.

Classroom Expectations

We hope that all pupils will be able to answer the following questions about each learning experience:

1. What am I trying to achieve?
2. How much progress have I made so far?
3. What should I do next?

Teachers work hard to ensure that each lesson has a sense of purpose, a challenge and an opportunity for feedback and dialogue.

We use three approaches to learning that support pupils' academic growth and development across the school, with different descriptors, as follows:.

Senior Pupils		
Self-management	Collaboration	Communication
<i>To demonstrate this, pupils should:</i> • Persevere with an optimistic approach when faced with challenge • Organise materials effectively • Manage time and meet deadlines • Reflect on strengths and areas for development • Set and work towards ambitious goals in an increasingly independent way • Work creatively to solve problems	<i>To demonstrate this, pupils should:</i> • Support and encourage others • Take responsibility for tasks within groups • Contribute to discussions face-to-face • Respond positively and considerately to the contributions of others • Compromise where necessary	<i>To demonstrate this, pupils should:</i> • Choose language appropriate to audience and purpose • Actively listen, read and watch • Express ideas in written work • Express ideas verbally • Clearly structure communications • Use information scientifically

Junior Pupils		
Your child as a learner	Your child working with others	Your child as a communicator
• Shows high levels of energy and interest • Listens attentively • Works well independently in accordance with their age • Enjoys challenge and shows resilience when tasks are difficult	• Works well with other children • Forms positive relationships with adults and other children • (Begins to take¹)Takes responsibility for tasks within groups	• Is a reflective learner and follows advice carefully • Manages and expresses own feelings well • Contributes well to class discussions • Is confident to talk about and share thoughts and ideas

• Is well organised in lessons • Works with focus and concentration • Is proud of how they may have accomplished something – not just the end result • Talks about values and behaviour and knows that some behaviour is unacceptable • Reflect on strengths and areas for development²	• (Begins to respond) Responds positively and sensitively to the contributions of others • (Begins to support) Supports and encourages others • Work as part of a group or class and compromise where necessary • Plays cooperatively and take turns with others¹	• Actively listens, reads and watches responding appropriately • Expresses ideas appropriately in oral or written form • Chooses language appropriate to audience and purpose²
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Communication

Parents/carers are welcome to contact their child's Form Tutor or Class Teacher at any time regarding pastoral matters. Discussions about progress should be made in the first instance with the child's subject/class teacher. Parents are welcome at all major school events; a weekly newsletter is emailed out along with regular School Update communications.

The School Calendar also appears on the School's website at: <https://lts.org.uk/events/> and is updated regularly when new events are added.

Complaints

With the introduction of the Education (Independent School Standards) Regulations 2003, independent schools are required by law to adopt, make available and apply a Complaints Procedure. The full Complaints Procedure explains the process for making a complaint and can be found at: [School Policies](#). An outline of it is included here for your information:

Stage 1 - Informal Resolution

It is hoped that most complaints and concerns will be resolved quickly and informally after parents have contacted a Form Tutor, Head of Department/ Faculty, or House Parent.

Should the staff member and parents fail to reach a satisfactory resolution, parents will be advised to proceed with their complaint in accordance with Stage 2 of the procedure.

Stage 2 - Formal Resolution

At this stage, parents should put their complaint in writing to the Head. In most cases the Head will meet the parents concerned to discuss the matter; if necessary he will conduct further investigations.

Once the Head is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing.

Stage 3 - Panel Hearing

If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution) they should do so in writing to the School's Bursar setting out their grounds for appeal and providing any supporting evidence.

The Bursar has been appointed by the Governors to refer the appeal to the Complaints Panel for consideration. After due consideration, the Panel will consider whether or not the Stage 2 decision was a reasonable one and write to parents informing them of its decision, and the reasons for it.

Curriculum

The School offers a broad and balanced curriculum, suitable for pupils with a wide range of abilities and interests. It gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education, and provides opportunities for pupils to acquire skills in speaking and listening, literacy and numeracy. It aims to prepare our pupils for the opportunities, responsibilities and experiences of adult life. The curriculum is given greater depth by a full programme of Enrichment Activities and extracurricular opportunities.

Details of the curriculum for Junior pupils can be found at [Curriculum](#).

Details of the curriculum for Senior pupils (Forms 1 - 3) can be found at [Curriculum](#).

The English National Curriculum is followed and enhanced in various ways. GCSE Examinations are taken in Forms 4 and 5 (Years 10/11) and a full programme of A' Levels is offered in the Sixth Form.

Pupils in Forms 1 - 3 follow a programme of English, mathematics, science, French, Spanish, German, geography, history, art, drama, music, DT, ICT, PSHE, PE, RS and Games, and Outdoor learning.

In the GCSE years (Forms 4 and 5), most pupils will study for nine or ten GCSEs. These consist of a core curriculum of:

- English Language
- English Literature
- Mathematics
- Biology, Chemistry and Physics

Additional GCSE options are chosen from the following:

Art	Computer Science	Design Technology	French	Geography
German	History	Music	Spanish	Physical Education

In the Sixth Form, in addition to the above subjects, pupils can also study the Gym Instructors' course and A' Levels in:

- Business and Economics
- Psychology
- Extended Project Qualification (AS)
- Photography (AS)
- Environmental Science (AS)

Pupils joining the Sixth Form are normally expected to attain a minimum of six GCSE passes at Level 4 or above at GCSE (or four National 5 passes at grade C or above), and achieve Grade B or Level 5 in the subjects proposed for study at AS and A2. Pupils usually take four subjects in their Lower Sixth year and choose to take either three or four subjects to A' Level.

Data Privacy

The School processes data in accordance with the Data Protection Act 1998 (as amended or superseded) and other related legislation. The detail of how the School processes such information is contained within its Privacy and Data Protection Notice, a copy of which is available on the School's website.

Disability Accessibility Plan

The School is committed to making its education available to as wide a spectrum of pupils as possible, including those with some form of disability and a '*Disability Accessibility Plan*' has been prepared. Copies of the full plan may be obtained, upon request, from the School Office.

Action - Appeals Procedure

Any pupil who has undergone the disciplinary process which resulted in his/ her temporary or permanent exclusion may appeal, within seven days of the date of the written notification of the punishment, in writing to a Committee of the Board of Governors to have his/her case reviewed; such review will take place within seven days of the receipt of the appeal. At any appeal hearing you, or your representative, may present your case in person. The decision of the Committee is final.

English for pupils whose first language is not English

The School is able to provide tuition for pupils whose first language is not English; these lessons are charged as an extra. Further details are available from the School Office.

Enrichment

During lunch break and after formal lessons, Longridge offers an extensive range of clubs and activities. The programme changes during the course of the year, and pupils are expected to confirm which activities they are choosing using a link to their Enrichment choices on the School website. They are expected to attend those activities throughout the Enrichment cycle in question.

- All pupils who opt for Enrichment Activities or Homework Clubs are registered at the session.

- Pupils involved in sport, drama productions, music and Duke of Edinburgh's Award make a long term commitment to these activities and are expected to give priority to these activities in all circumstances.

Equal Opportunities

This School is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities. We oppose all forms of unlawful or unfair discrimination and aim to ensure equal treatment and inclusion for everyone.

Examples of discrimination would be, for example:

- Physical assault against a person or group because of age, race, religion, sex, sexual orientation, gender reassignment or disability.
- Verbal abuse, derogatory name-calling, insults, threats and racist jokes or graffiti.
- Refusing to cooperate with other pupils because of age, race, religion, sex, sexual orientation, gender reassignment or disability.

If any individual or any group of pupils are found guilty of discrimination or harassment, then the school will apply an appropriate sanction and parents/carers will be informed.

Games and P.E.

We expect pupils to take part in all Games and P.E. sessions as part of their all-round education at Longridge. More about the Games and P.E. curriculum can be found at <https://its.org.uk/senior/curriculum/>. For Senior pupils, Games and P.E. lessons are timetabled as one single P.E. lesson each week and one double Games lesson each week. In the Junior Department, all pupils have two lessons of Games and P.E. each week and lessons may be timetabled as two single lessons or one double lesson each week. An additional Games or Swimming lesson takes place each Friday afternoon.

Selection for school represented teams is based upon not only individual pupil ability, but also considers attitudes to teamwork, behaviour during lessons, as well as a commitment to team training (which is predominantly catered for during Enrichment activities). Pupils must wear the School's regulation P.E. kit.

Houses

All pupils in Key Stage 2 within the Junior Department (J3 - J6) are allocated to either Cheviot or Tweed House, named after the two main geographical features of the area. Senior pupils and teaching staff are allocated to Home, Jerningham, or Stobo House. These Houses are named after the Founding President of Longridge Towers School (and former Prime Minister), Lord Home of the Hirsel; the family who originally lived at and who built Longridge Towers, Sir Hubert and Lady Anne Jerningham; and the Founding Chair of Governors, Mr James Stobo. The House system operates to engender a healthy drive for collaborative success and foster a sense of community. Individual as well as collective success in the School's inter-house competitions is recognised in several prizes at Prize Giving on Founders' Day at the end of each academic year.

Where possible, pupils will be allocated the same House as any other sibling in school. During the week there will be a House lunch, where different timings allow pupils from within the same House to eat together across multiple year groups to provide further opportunities to build on their House friendships.

Junior Department

The Junior Department caters for pupils aged from 3 -11 years. It has its own Co-Heads of Department and it is housed in two separate buildings adjacent to the Main Building. Pupils in Early Years – J2 are based in the Jerningham Building, whilst pupils in J3 - J6 are housed in the Stobo Building.

Parents and relatives are invited to join Junior pupils for various assemblies and functions throughout the School year. These include class assemblies in which the children participate, a Harvest Festival, Carols around the Christmas tree at the start of the annual Christmas Fair and Christmas and Easter assemblies held at Norham St Cuthbert's Church.

At the end of the Christmas Term, there is an Early Years/Key Stage 1 Nativity production and Key Stage 2 pupils host a production usually in the summer Term. Sports Days are held towards the end of the summer term.

If parents/carers have any concerns or wish to discuss their child's progress they should contact their child's Class Teacher in the first instance, or the Co-Heads of the Junior Department.

Library Usage

Longridge has a well stocked library, which encourages pupils to develop a love of learning and also to read for pleasure. It is an area which is used throughout the week for English reading periods. It is also available for use by Sixth Form pupils for unsupervised quiet study and work. Pupils in Forms 1 to 5 may use the library during break or lunch with permission from the Librarian, or during scheduled enrichment activities. Books may be borrowed for three week periods.

Please note that pupils are not permitted to use the mezzanine level unless a member of staff is present. It is anticipated that pupils will use the library in a positive way to support their learning.

Cubbies

The School has a large number of open lockers/storage shelves and most pupils keep their items in these and respect each other's property when stored there. For convenience cubbies are allocated to year groups.

Medical

Parents/carers are asked each year to renew the pupil health form to ensure that the School has up to date information for the start of each school year. This is important in helping manage pupils' general health and specific health needs safely. Parents/carers are asked to keep Matron informed of any changes which arise during the course of the year.

Medicines must not be brought into school unless a prescribed course of treatment requires it. Over the counter medication can be provided by Matron, who will assess need. If a child is taking a course of medication that needs to be administered during school time, we are able to assist with this. Parents/carers should ensure that medicines are in their original packaging and clearly marked with their child's name. For Senior pupils, written details of the dosage and the times the medicine is to be given (using the appropriate form which is available to download from the school website) to the School Matron. If the medication is for a Junior pupil, written details (using the same downloadable form) should be left with the class teacher and with Mrs Allis (aallis@lts.org.uk).

Pupils arriving by car should hand in any medications they are required to take during the School day as soon as they arrive. This should be to Matron (or in her absence, the Designated Safeguarding Lead) or to the class teacher or Mrs Allis in the Junior Department for safe storage. Parents/carers of pupils travelling by bus should hand the medication to the bus driver, clearly marked in a small plastic bag along with the appropriate form. The driver will then see that the medication is delivered to the relevant members of staff on arrival at the School.

Occasional Boarding

The School is pleased to offer occasional boarding facilities to day pupils. Stays as short as one night are possible, as are stays of several weeks. Charges are levied at an appropriate daily rate and should be discussed with the Director of Finance, Mrs Bryson. (Tel: 01289 307584). Overnight stays by groups of day pupils setting out early the next day on a school trip can be arranged for a small fee.

Requests for occasional boarding should be made several days in advance to the Head of Boarding, Mr Gavin Hattle (01289 308183), e-mail: boarding@lts.org.uk

Prioritisation

All pupils are required to give first priority to school and house fixtures and events. If a pupil should wish to be excused from playing in a match or if they are involved in another School event when they have been chosen, they should inform the teacher in charge of the team on the day the team sheet is published at the latest, and preferably before publication.

Most fixtures, plays and musical activities are published in the School Calendar and we would ask that family commitments which clash should, where possible, be rearranged.

Pupils who join Longridge Towers should, along with their parents, be in no doubt that their commitment to the School includes full participation in sporting opportunities, as well as choirs, orchestra, drama productions and whole school events. In all of these communal undertakings the absence of a pupil may seriously jeopardise the viability of the activity for all of the other participants. It is, therefore, essential that pupils acknowledge their responsibility to participate and parents/carers support them in doing so, even when it is less convenient to themselves.

Senior Pupil Prefects, School Captains and House Captains

Posts on the Senior Pupil Executive are awarded on the basis of an application and interview process, along with staff references. Interviews are normally conducted by the Head, Head of Sixth Form and a Governor. The School Captains and their deputies are supported by House Captains, their deputies and prefects. These pupils act as ambassadors for the whole school, and serve as the leaders and role models of the pupil body of the School. All prefects have a role in finding out about and representing all pupils, taking part in decision making and supporting staff in some supervisory duties such as during lunch or wet weather breaks. Likewise, in the Junior Department, pupils are elected to be House Captains and Sports Captains; these pupils are expected to be role models for younger pupils on the basis of leadership qualities and participation in the life of the Junior Department. All J6 pupils are expected to take on varying prefect duties throughout the year to assist with the smooth running of the Department.

Pupil Photographs

The way in which the School uses images to celebrate the successes of its pupils and to promote school events is highly regulated. The way in which the School uses and looks after images is detailed in its *Taking, Storing and Using Images of Children Policy*, a copy of which is available on the School's website.

Removal of a Pupil

Parents/carers are reminded that the School requires one full term's notice, terminating at the end of a term, of their intention to withdraw a pupil from the school or a term's fees in lieu of such notice.

Where a pupil is expelled or withdrawn from the school part-way through a term no repayment of fees is made in respect of the weeks missed.

Rewards and Sanctions

Senior pupils who demonstrate a positive attitude to learning and embrace the School values will see this recognised in their Attitude to Learning grade, and via the recording of positive events (Merits) by staff on 3SYS, the School's Management System. Merits contribute to house points and certificates and communication home is made via email by Heads of Year. Pupils who display a consistently constructive approach or a high level of resilience are acknowledged as a Pupil of the Week.

Similarly in the Junior Department, pupils in Key Stage 2 may be awarded house points by staff. Children's achievements both socially and academically are celebrated in weekly assemblies and certificates are awarded. 'Stars in Jars' are awarded to Key Stage 2 pupils when they work collaboratively as a class and demonstrate great teamwork.

We expect pupils and staff to treat each other with consideration and good manners and to respond positively to the opportunities and demands of school life. Pupils appreciate what is expected of them, what constitutes unacceptable behaviour and why sanctions may be imposed for such behaviour. The disciplinary system is progressive, reflecting either the previous record of misbehaviour, or the seriousness of an incident.

In most cases, a teacher will warn a pupil before giving any sanction. They will use their professional judgement to issue an appropriate sanction in line with the *Behaviour Policy*. For Senior pupils, minor sanctions (Misdemeanours) are recorded by the issuing member of staff in the system. Additionally, more serious or persistent matters may be referred to Heads of Form, with the most serious being referred to the Head of Pastoral Care. Parents will be contacted where misdemeanours being recorded cause concern.

In the unexpected event of serious incidents requiring the consideration of the Deputy Head or Head, more serious sanctions may apply. Whilst written warnings of possible suspension or even removal from school will normally be given, in very serious cases, such as the bringing of drugs into school, no previous warning may have been issued.

At no time will any pupil be subjected to corporal punishment.

Safeguarding

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and other third parties to share this commitment. The safety of our pupils is our number one priority. Please view our *Child Protection (Safeguarding) Policy* on our website for more details.

School Trips and Outings

Pupils are taken on educational trips and outings during the year, and parents/carers will be informed by letter or email giving details such as when and where the trip is taking place and the cost of the trip. We often receive very positive comments following outings and visits, praising the politeness and good manners of our pupils.

Full Risk Assessments are made prior to outings and every care is taken to ensure the welfare and safety of all involved.

School Uniform

Parents are requested to assist the School by providing their children with the correct full School uniform. Our uniform can be purchased online from Border Embroideries (<https://www.border-embroideries.co.uk>). Pupils whose uniform does not comply should expect to be asked to rectify this immediately if practicable or by the next school day at the latest. We have some second hand uniforms available for sale on our School website.

All items of clothing, including shoes, must be marked with the owner's name.

Senior School

The Senior School caters for pupils aged from 11-19. It uses the Main Building, CDT Workshop and Sports Hall.

Parents and relatives are invited to join functions and activities throughout the School year. These include events such as the Christmas Fair, Charity events, Concerts, a programme of parent social functions, Parent Teacher meetings, Inter-House Competitions, and some Sports Fixtures.

In the Lent term, there is usually a School Production (senior pupils) which may be held at School or locally. The School's Sports Days are held towards the end of the summer term.

If parents/carers have any concerns or wish to discuss their child's progress they should contact in the first instance their child's Form Tutor.

Special Educational Needs

The School is able to offer some support to pupils who have recognised Special Educational Needs. Full details of the School's approach to this are contained in the *Special Educational Needs and Inclusion Policy* which can be found at [School Policies](#).

Special Occasions

We have a wonderfully diverse mixture of pupils, parents and staff whose cultural and religious backgrounds define and enhance who we are. We seek to broaden pupils' understanding and appreciation of the world, by not only educating them about the many and varied religions and cultures, but also recognising and celebrating festivals and special occasions in school.

Founders' Day: Founders' Day takes place annually at the end of the summer term and it is compulsory for all pupils. Parents receive an invitation to share this special day with us and a guest of honour gives an address to the school. The Head and Chair of Governors usually address the School. The prize giving ceremony then follows. The awards are based on a multitude of criteria; this includes academic success as well as progress throughout the year, classroom contributions, exam results and contributions to the school and wider community.

Christmas Carol Service: Our annual Christmas Carol Service takes place at the end of the Michaelmas term and all pupils from Reception to Upper Sixth are expected to attend.

Birthday Celebrations: Pupils may bring in shop-bought cakes, fruit or other similar items to celebrate their birthday with their classmates. These should be given to the Form Tutor immediately on arrival at school. Parents are reminded that we have pupils at school who are allergic to a range of food ingredients, including nuts and eggs. Please avoid packets of sweets, chocolate and other confectionery of this sort. Unfortunately due to the risk for pupils with allergies we are unable to allow home made cakes and biscuits.

Form Tutors / Class Teachers are also aware of which pupils have specific medical/dietary needs, but in order to be as inclusive as possible in all celebrations we would ask you to do everything you can to bear these issues in mind. Shop bought cakes, whilst more expensive, can often make the ingredients clearer for the Form Tutors / Class Teachers.

If pupils or their parents have any concerns regarding eating home-baked cakes, even if parents have made allergy warnings clear, please let the School Office know so that we can record this centrally and advise Form Tutors.

Use of School Facilities

It is the policy of the School to offer any of the School's facilities for use by local community groups. Where the group is working on behalf of a registered charity the facilities may be

used free or at a nominal charge. Some of the School's facilities are also available for private functions at a commercial rate. Please contact the Finance Director for further details.

Valuables

Parents are reminded that pupils' clothing and personal effects are not insured by the School and that no responsibility can be accepted for loss or damage. Parents are therefore advised to ensure that their private insurance policies cover these. All clothing and personal effects should be clearly labelled with the pupil's name, to help facilitate their return if lost.

Pupils should not bring large amounts of money or items of exceptional value to School.

School Rules and Guidance for Pupils

General Conduct

The School Rules apply when pupils are at School and when representing the School. Pupils are expected to be well-mannered and courteous in their dealings with other members of the School, members of staff and of the public. Pupils are required to show diligence in their work, as well as respect to each other and towards property at all times.

Any action which is contrary to common sense, good manners, or the law of the land, or which is likely to bring the name of the School into disrepute will be regarded as a breach of School Rules.

If you have questions about the School Rules or Guidance provided, or any suggestions, please contact Mrs Barber as Designated Safeguarding Lead or the Head. Senior pupils may also wish to contact the School via their Tootoot account; this is an online and anonymous way of raising questions, concerns or suggestions and will be provided to pupils in Form 1 to Upper Sixth when they join Longridge.

Acceptable Use of IT Policy

All pupils sign a contract governing use of IT and the School network. For pupils in J3 to Upper 6, you and your parents sign an *Acceptable Use Policy*.

Appointments

The Head's approval is required for the appointment of all School officials or society officers.

Boarding Corridors

The Boarding House is the home of Boarding Pupils and must be respected as such. No pupils are allowed onto the boarding corridors during lessons. No day pupil should be in the Boarding House unless booked into boarding for that night, when they should report there after 4.45pm.

Bullying

Bullying is the repeated and intentional hurting of one person by another person or a group. There is often an imbalance of power in the relationship. Bullying can be physical, verbal or psychological, and may be carried out face-to-face or on-line. Such behaviour causes fear

and distress for the victim and may distract them from enjoying their work and play. It often affects other children who witness the behaviour and it can damage the atmosphere in School. Neither bullying nor any other form of offensive behaviours are acceptable at Longridge Towers School and any pupil who feels that they have been subjected to such behaviour should report the matter immediately to their Form Tutor or any other member of staff they feel comfortable with, such as Head of Form, Matron, Deputy Head, Co-Heads of the Junior Department or the Headteacher. Persistent bullies must expect to be required to leave the School. The *Anti-Bullying Policy* can be at [School Policies](#).

Cars and Driving Lessons

Sixth Form pupils may arrange driving lessons and tests during the school day provided that they coincide with study periods or lunch and have their parents'/carers' agreement to attend such lessons. School events, trips, lessons and fixtures must take precedence and if a pupil is in any doubt about scheduling these lessons, they should check with the Head of Sixth Form. Pupils attending driving lessons should sign out and in with Reception.

Sixth Formers may, having passed their test and with the prior written consent of their parents/carers and the Head of Sixth Form, be permitted to travel to and from School in their own cars. Forms for this are available on request from the School Office. Any pupil cars must be left parked in the designated car park throughout the School day and may not be used either to leave the School premises or to move about the campus until after the end of the School day. Cars must not be used to give lifts to other pupils unless the School has received prior written notification from both the parent/carer of the pupil giving and the parent/carer of the pupil accepting a lift. Again, permission forms are available from the School Office.

The roads around Longridge can be extremely dangerous, and pupils are not permitted to bring bicycles or motorcycles to School. Further information can be found at [School Policies](#).

Dress Code

All pupils expected to wear the correct school uniform throughout the day. Clothing should be neat and tidy and shoes should be cleaned and polished.

Pupils should not bring undue attention to themselves through their dress or appearance.

Clothing:

- Blazers and suit jackets should be of a good fit and they can be removed for greater comfort in class with the permission of the teacher. Blazers should always be worn when moving around the School.
- In colder weather, scarves, hats and Longridge outdoor coats may be worn outside. These should be navy or black in colour. coats may also be worn outside. No coats may be worn inside.
- Shirts and blouses should be tucked into waistbands. Trousers should be charcoal grey.
- When worn with a tie, shirt top buttons must be fastened.

- The ideal length of kilts is no shorter than just above the knee. Kilts should be an appropriate fit for age and size, and should not be rolled up at the waist. Parents of pupils wearing kilts which are too short will be asked to replace the kilt with a more appropriate size or with trousers.
- To assist pupils develop good posture, and because pupils do a considerable amount of walking during the School Day, robust black shoes with low heels must be worn. For the avoidance of doubt these are not sports shoes or shoes with visible coloured stitching.

Dress Code (Form 6):

Pupils in the 6th Form should dress in business attire. Dark suits, smart shoes, shirts with ties or blouses are appropriate. When moving around School suit jackets should be worn, and on colder days practical dark coloured coats appropriate to a business-like image may be worn outside.

Games kit and any item of clothing used for trips or expeditions should be stored appropriately when brought into School. Games kit must be School regulation - similar items are not acceptable.

At Longridge we expect pupils to wear their uniform with pride. Pupils whose uniform does not comply with this should expect to be asked to rectify this immediately if practicable or by the next school day at the latest. Parents will be informed of repeated non-observance.

Hair:

All pupils' hair should be clean, tidy, and neatly brushed; it must not be dyed conspicuously. Exaggerated styles of hair (for instance where the scalp is visible, or cut with significantly different lengths), or hair that is excessively gelled, is unacceptable. All pupils must wear hair off the face. All pupils with long hair must tie their hair back during Games, Science, Art, Outdoor Learning and Design & Technology lessons for reasons of Health and Safety, or if instructed to do so by a member of staff. All hair accessories should be plain blue or black.

There should be no facial hair and visible tattoos

Pupils attending School with unacceptable haircuts will be asked to rectify the situation at the hairdresser before being able to return to School.

Make-up and Jewellery: Make-up is not permitted in the Junior Department or in Forms 1 – 3, but may be worn discreetly by Forms 4 – 6.

Coloured nail products are not permitted. Permitted jewellery is a single pair of plain gold or silver ear studs (one in each ear), wristwatches and neck jewellery of a religious nature only which should be worn out of sight under the shirt. Bracelets and rings are not permitted.

Email Etiquette

Senior pupils are expected to check their School email account regularly during the week and to reply courteously to emails, particularly in response to those from members of staff.

Fire Regulations

All members of the School are expected to be familiar with fire regulations and to be able to take appropriate action in the event of a fire.

A fire practice and whole school evacuation drill takes place each term. Pupils do not know in advance when this will occur.

When the fire alarm is heard, all pupils and staff need to leave the building in silence as quickly as possible. Senior pupils must assemble on the main playground in front of the Stobo building in alphabetical order by form class. Junior pupils must assemble on the Junior playground. When all class registers have been taken, and a safety assessment made, a Fire Marshall or the Head will advise pupils to return to their teaching rooms.

Silence must be observed throughout as instructions and additional information may need to be given.

Homework

A homework timetable is issued at the start of term. Senior pupils are expected to record any tasks set in their Planner (a School provided homework diary), check the Google Calendar for any work set there, and to complete all set work to the best of their ability and hand it in by the deadline specified by their teacher. Pupils are also expected to use their own time to research, read and prepare for lessons in an increasingly independent way as they progress through school. Homework for Junior pupils will be set in a homework book.

Litter

There are a number of litter bins situated around the School and everyone is expected to take responsibility for using these. It is everyone's responsibility to pick up litter that has been dropped by accident, and to ensure that rooms, corridors, buses and grounds are left tidy.

Meals

Longridge catering fully complies with government guidelines on food-based standards for school lunches, and pupils have a freshly prepared selection of hot meals. All food is fresh and locally sourced to create a delicious series of menus which are seasonal, healthy and nutritionally balanced. A vegetarian or vegan option, home-made soup, bread and a salad bar are available every day.

Pupils are permitted to bring packed lunches which can be eaten in one of the dining rooms or for Senior pupils, at the picnic tables at the front of the School.

There is fresh drinking water readily available for all pupils. Pupils should bring a refillable bottle each day so they can fill these from one of the water fountains. Information about dietary requirements is collected from pupils and parents on joining the School and catering staff will be aware of individual needs. Should individual dietary requirements change, please advise the office at: enquiries@lts.org.uk

Any suggestions about School meals should be made via the form representative to the School Council, Form Tutor or, for boarders, the Boarding Prefect via their own Tuesday Forum.

Mobile Phones and Other Portable Communications Devices

Mobile phones and Other Portable Communication Devices are not required during the School Day. We expect pupils to communicate 'face to face' with each other; and parents to contact members of staff directly. We also recognise that phones and portable devices can be useful for older pupils with their learning, and for younger pupils making contact with home if they are travelling on the School buses. As a result, the use of mobile phones on site is restricted.

Senior pupils in Form 2 and above may bring mobile phones and other portable communications devices to School. However, pupils are not permitted to use them during the School Day, without express permission from a member of staff, or as below..

Any pupil in the Junior Department and Form 1 with a mobile phone or similar, must hand in their devices to their class teacher or Reception at the start of each day and then can collect them before going home. Senior Pupils in Form 2 and above are expected to be responsible for their own phone, and should keep them switched off, out of sight, and preferably kept in their bags.

Sixth Form pupils may have the privilege of using their mobile phone in the classroom for work-related purposes at the discretion of their subject teachers, or in the Sixth Form Common Room. Pupils who wish to use a laptop in lessons should first of all speak to the Designated Safeguarding Lead.

Pupils who bring mobile telephones or devices to School do so at their own risk, and the School cannot accept any liability for any loss or damage which occurs. The sanction for pupils who misuse their devices can include confiscation.

Prohibited Items

Chewing gum is not permitted in School. The use of Tipp-Ex or other correcting fluids is banned by all examination boards and is also not permitted in School.

Pupils may not bring onto the School premises under any circumstances any form of weapon or hazardous materials, alcohol, drugs or drug-related paraphernalia (other than for authorised medical purposes), any so-called 'legal highs', aerosols, tobacco products, vapes or smoking paraphernalia.

Relationships and Sex Education

All pupils will receive Relationships Education in the Junior Department and Relationships and Sex Education in the Senior Department in accordance with statutory guidance [Relationships and sex education \(RSE\) and health education](#). Junior pupils will also receive some aspects of sex education (linked closely to their work within the science curriculum) in J5 and J6. The School's policy on Relationships and Sex Education can be found at [School Policies](#) and we welcome feedback from parents and pupils about our RSE programme.

The purpose of the School's policy is to ensure that an effective relationship and sex education is delivered to pupils to enable them to make well informed decisions about their lives. Effective relationship and sex education does not encourage early sexual experimentation; it builds up knowledge and skills which allow pupils to make informed

decisions: This is particularly important today because of the many different and conflicting pressures on young people.

Educational Aspects: The education of pupils about relationships and sex as well as physical development is delivered primarily through the Science Department as part of the science curriculum. The RSE programme is flexible and will be followed up Biology lessons if required; it will also prepare junior aged pupils to cope with the physical and emotional challenges of growing up and at senior level, encourage consideration of the broader emotional and ethical dimensions of sexual attitudes. It is the beginning of lifelong learning about physical, moral and emotional development as well as the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care for others.

Disciplinary Aspects: Whilst the School recognises that friendships between pupils are important and wishes to encourage good interpersonal relationships it must balance several factors in its approach to very close relationships.

As regards pupils, the School is acting 'in loco parentis' and must safeguard and promote the welfare of each pupil. For the sake of the well-being of the School community as a whole, exclusive relationships are discouraged and sexual intimacy is considered incompatible with a healthy, educational environment for young people.

Safety, Wellbeing and Enjoyment

We have few rules at Longridge as we expect all members of the community to treat each other with respect and common decency. For everyone's health and safety and wellbeing:

- Please walk with an awareness for others when moving about the school;
- Take care and do not play in or near the car parking areas;
- Please think about the experience of younger pupils when playing in the playground;
- Eat lunch in the dining rooms or at the picnic tables. Eat snacks outside or when necessary, designated wet break areas, and not in the corridors or classrooms;
- Acknowledge people in School and ideally use staff names rather than 'Sir' or 'Miss';
- Seek out opportunities to help others by holding doors open, and performing other acts of kindness to members of the Longridge community;
- Put litter in the bins provided and pick up litter that has been dropped by accident.

School Premises

Pupils at Longridge are able to enjoy exceptional surroundings during the School Day. Pupils can use the playgrounds as well as the designated seating areas and front lawn - weather permitting - during break times.

Junior pupils have separate playground areas near the Stobo and Jerningham buildings.

Given the size of the site, there are some areas that are out of bounds unless supervised by a member of staff to keep pupils safe.

The wooded areas beyond the paths around the School and any fenced off areas are out of bounds at all times of the year.

The front door and main staircase are ordinarily used during certain times in the day or by the Sixth Form as a privilege. The Tower is out of bounds at all times.

Senior pupils are allowed on the games fields during the summer term and, at the discretion of the games staff at other times of the year. At no time must hockey goals be used for football. Pupils are also not permitted in the Sports Hall or on the Astroturf without a member of staff present. For obvious reasons, ball games should not be played on the parking area in front of the School or the courtyard at the back of School.

Study Periods (Sixth Form)

Study periods are for quiet study and should be spent in School in the place of study appropriate to the age group unless the pupil has made prior arrangements (music, drama etc.) with a member of staff.

Worries

Any pupil who feels particularly worried about something should seek help or advice from their Form Tutor, Class Teacher, Head of Year, Head of Pastoral Care, DSL, or any other member of staff they feel comfortable with. They may also seek advice from a friend, an older pupil, Matron, Co-Heads of the Junior Department, Deputy Head or Head. If they feel unable to talk to someone at School they should talk to one of the following: their parents/carers or call ChildLine (Tel: 0800 1111).

MICHAELMAS 2025

Boarders Return:	Wednesday 3rd September
Term Begins:	Thursday 4th September
Half Term:	Saturday 18th October – Sunday 2nd November
Term Ends:	Thursday 18th December at 4.00pm
Boarders Depart:	Friday 19th December

LENT 2026

Boarders Return:	Tuesday 6th January
Term Begins:	Wednesday 7th January
Half Term:	Saturday 14th February – Sunday 22nd February
Term Ends:	Wednesday 1st April
Boarders Depart:	Thursday 2nd April

SUMMER 2026

Boarders Return:	Monday 20th April
Term Begins:	Tuesday 21st April
Half Term:	Saturday 23rd May - Sunday 31st May
Term Ends:	Friday 3rd July
Boarders Depart:	Saturday 4th July

Contacts

School Office: (01289) 307584

Email: ltsreception@lts.org.uk

Email: enquiries@lts.org.uk

School Matron: (01289) 302139

House Parents: (01289) 308183

Facebook: <https://www.facebook.com/LongridgeTowersSchool/>

X: <https://twitter.com/LongridgeTowers/>

Instagram: <https://www.instagram.com/longridgetowers/>