

PARENTS INFORMATION BOOKLET 2020/21 CONTENTS

- Uniform List
- Proposed Timings of the school day for all Year Groups
- Term Dates
- Free school meals information
- Parent Pay information
- Biometric information
- Privacy Notice
- Computer Network Access Agreement
- Use of Mobile Phone & Electronic Devices Agreement
- PE Participation Requirements
- Attendance & Punctuality
- Behaviour for Learning Policy

UNIFORM LIST 2020-2021

The following list was agreed by a working party of parents, students and governors and most items can be bought at the shops indicated below.

GIRLS' UNIFORM

- Black blazer with school badge
- Plain white collared blouse
- School tie
- School skirt with logo
- Black trousers, boot cut *
- Either neutral/black tights or black/white socks – Not both
- **Black shoes only**, of a solid, robust and traditional style will be permitted in school. Shoes need to be suitable for a formal environment like an office or an interview. Photos of exemplars will be available on the website. Polishable trainers, trainer style shoes, sport branded shoes, boots and canvas shoes **will not** be permitted.
- School black 'V' neck pullover or cardigan (not zipped) [optional], **not** sweatshirts or hoodies

GIRLS' SPORTS/DANCE KIT

- Black hoodie with Lyndon logo
- Falcon girls V-neck white/black polo shirt with school badge
- Black skort with Lyndon logo **or** black leggings with Lyndon logo (plain black tracksuit bottoms will be accepted in exceptional circumstances)
- Sport Trainers
- Football socks, black with white trim
- Optional – Thermal base layer top (for winter)
- Football Boots

BOYS' UNIFORM

- Black blazer with school badge
- Plain white collared shirt
- School tie
- Black **school** trousers
- Black socks
- **Black shoes only**, of a solid, robust and traditional style will be permitted in school. Shoes need to be suitable for a formal environment like an office or an interview. Photos of exemplars will be available on the website. Polishable trainers, trainer style shoes, sport branded shoes, boots and canvas shoes **will not** be permitted.
- School black 'V' neck pullover [optional], **not** sweatshirts or hoodies

BOYS' SPORTS/DANCE KIT

- Falcon unisex black and white games top with school badge
- Falcon boys white/black polo shirt with school badge
- Plain black shorts
- Sport Trainers, white sport socks
- Football boots
- Football socks, black with white trim
- Optional – Thermal base layer top (for winter)

For reasons of hygiene, students must change completely for P.E. and Games and not wear sports kit in normal lessons.

JEWELLERY ~ Jewellery: No item should pose a health and safety risk. A watch and small plain stud type earrings [no more than **one** in each ear] are allowed. Rings, bracelets, hooped earrings and other visible loose-fitting items are **not** allowed. No other visible body piercing studs (not even covered by tape). Nose rings and tongue piercings are not allowed- clear spacers must be worn for school.

HAIRCUTS – Students must not wear extreme haircuts to school. No undercuts/shaved hair for girls and no tramlines or close shaved hair for boys or inappropriate hair colours for both boys and girls. Hair should be natural tone in colour. Final decisions about suitability will be made by the Principal or Vice Principals.

MAKE UP

Students to refrain from wearing excessive make-up in school (including false eyelashes, painted or false nails).

OUTDOOR WEAR (when needed in addition to the blazer)

- Plain/dark outdoor coat, **no** fur, denim, leather look, hoodies, body warmers, sweatshirts or other leisure type garments are allowed.
- No caps, other headwear, scarves or gloves should be worn in school. Baseball caps may be allowed in very sunny weather as protective wear. This will be announced in assemblies. Where there is doubt over the suitability of any article of clothing, the Head Teacher or her Leadership Team has final responsibility for interpreting the rules

SCHOOL BAGS

These should be brought to school **DAILY**. They must be of a suitable size to carry a planner and exercise books, pencil cases and any other equipment necessary for lessons. Small handbag/pouches styles are **PROHIBITED**.

EQUIPMENT

All students are expected to bring the following equipment to each lesson:

- Pen
- Pencil
- Ruler
- Homework planner

FOOTBALLS and OTHER SPORTS BALLS [Plastic, not leather]

These must be carried inside bags, if not school bags, then in a carrier bag.

*** GIRLS' UNIFORM [TROUSERS]**

Girls may wear trousers all year round. Please observe the following guidance:

- Trousers should be of smart, business-like/office appearance.
- Not tight or skinny fitting, straight legged, nor hipster or any other "fashionable, in vogue" deviation from the above, boot cut is acceptable.
- Not made of denim or similar "jean style" fabric.
- No patterns, embroidery, or external combat style pockets, metal belts, etc.

If in doubt please obtain approval. Your child's Pastoral Manager will be pleased to confirm if they are suitable or not. If need be, and as with other items, the Principal or his Leadership Team will have the final responsibility.

Please note

Where a student is found wearing any item of clothing or jewellery which does not align to the expectations for uniform as specified above, they will be asked to remove them. Where a student repeatedly falls short of the school's expectations for uniform; items of clothing may be confiscated. Whilst the school will make every effort to ensure confiscated items are kept safe the school will not accept responsibility for any loss or damage whilst in possession of items which are prohibited by the school rules.

SCHOOL UNIFORM SUPPLIERS

CLIVE MARK SCHOOLWEAR 2286 Coventry Road Birmingham B26 3JR ☎ : 0121 722 2286	MIDLAND SCHOOLWEAR 1160 Warwick Road Acocks Green Birmingham B27 6BP ☎ : 0121 707 2033	MANSURI SCHOOLWEAR & SPORTS WEAR 163 Yew Tree Lane Yardley Birmingham B26 1AY ☎ : 0121 784 4230	MANSURI SCHOOLWEAR & SPORTS WEAR 754-756 Stratford Road Sparkhill Birmingham B11 4ER ☎ : 0121 778 2787
---	---	--	---

ALL CLOTHING SHOULD BE MARKED WITH THE OWNER'S NAME

TIMING OF THE SCHOOL DAY FOR ALL YEAR GROUPS

Monday, Wednesday, Thursday and Friday of both weeks remain unchanged.

Assembly/Tutor	8:40 am – 9:10 am
Lesson 1	9:10 am – 10:25 am
Break	10:25 am – 10:45 am
Lesson 2	10:45 am – 12:00 pm
Lesson 3	12:00 pm – 1:15 pm
Lunch	1:15 pm – 1:45 pm
Lesson 4	1:45 pm – 3:00 pm
Student Dismissal	3:00 pm

Tuesday of both weeks.

Assembly/Tutor	8:40 am – 9:10 am
Lesson 1	9:10 am – 10:10 am
Break	10:10 am – 10:30 am
Lesson 2	10:30 am – 11:30 pm
Lesson 3	11:30 pm – 12:30 pm
Lunch	12:30 pm – 1:00 pm
Lesson 4	1:00 pm – 2:00 pm
Student Dismissal	2:00 pm

TERM DATES – 2020/2021

AUTUMN TERM 2020	
STAFF ONLY	<ul style="list-style-type: none"> Tuesday 1st September 2020 (STAFF ONLY)
STAFF ONLY	<ul style="list-style-type: none"> Wednesday 2nd September 2020 (STAFF ONLY)
TERM STARTS ALL STUDENTS	<ul style="list-style-type: none"> Thursday 3rd September 2020 (ALL STUDENTS)
HALF-TERM	<ul style="list-style-type: none"> Monday 26th October 2020 → Friday 30th October 2020
STAFF ONLY	<ul style="list-style-type: none"> Friday 27th November 2020 (STAFF ONLY)
TERM ENDS	<ul style="list-style-type: none"> Thursday 17th December 2020
STAFF ONLY	<ul style="list-style-type: none"> Friday 18th December 2020 (STAFF ONLY)
SPRING TERM 2021	
TERM STARTS	<ul style="list-style-type: none"> Monday 4th January 2021
TERM ENDS	<ul style="list-style-type: none"> Thursday 11th February 2021
STAFF ONLY	<ul style="list-style-type: none"> Friday 12th February 2021 (STAFF ONLY)
HALF-TERM	<ul style="list-style-type: none"> Monday 15th February 2021 → Friday 19th February 2021
TERM ENDS	<ul style="list-style-type: none"> Wednesday 31st March 2021
STAFF ONLY	<ul style="list-style-type: none"> Thursday 1st April 2021 (STAFF ONLY)
SUMMER TERM 2021	
TERM STARTS	<ul style="list-style-type: none"> Monday 19th April 2021
MAY DAY	<ul style="list-style-type: none"> Monday 3rd May 2021
HALF-TERM	<ul style="list-style-type: none"> Monday 31st May 2021 → Friday 4th June 2021
TERM ENDS	<ul style="list-style-type: none"> Wednesday 21st July 2021
STAFF TRAINING DAYS	
STUDENTS NOT IN SCHOOL ON THE FOLLOWING DATES:-	
Tuesday	<ul style="list-style-type: none"> 1st September 2020
Wednesday	<ul style="list-style-type: none"> 2nd September 2020
Friday	<ul style="list-style-type: none"> 27th November 2020
Friday	<ul style="list-style-type: none"> 18th December 2020
Friday	<ul style="list-style-type: none"> 12th February 2021
Thursday	<ul style="list-style-type: none"> 1st April 2021
Friday	<ul style="list-style-type: none"> 30th April 2021

FREE SCHOOL MEAL INFORMATION – CRITERIA

What are the new eligibility criteria?

Children are entitled to receive free school meals if they or their parents or carers receive any of the benefits below.

- Universal Credit, provided they have an annual net earned income not exceeding £7,400 (£616.67 per month)
- Income support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part 6 of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit, provided they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by HMRC
- Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit

I don't currently claim free school meals – what does this mean for me?

If you think you might be eligible for free school meals, submit a claim to your local authority by visiting www.solihull.gov.uk/fsm and complete the online application. The information you provide will be used to check if you are in receipt of a qualifying benefit and, if you are on Universal Credit, that your earnings do not exceed the threshold. If you claim Universal Credit, your earnings will be assessed from up to three of your last Universal Credit assessment periods.

If you are eligible, your school will be notified. Your child will receive free school meals and the school will receive extra funding.

I am currently claiming free school meals – what does this mean for me?

Most people won't be affected by the new criteria. If you're currently claiming free school meals, but don't meet the new criteria, your child will continue to receive free school meals until the end of the Universal Credit rollout period. This will apply even if your earnings rise above the new threshold or if you stop being entitled to Universal Credit. The rollout period is currently scheduled to end in March 2022.

Once Universal Credit is fully rolled out, your child will keep their free school meal until the end of their current phase of education, i.e. primary or secondary.

Where can I get more information?

If you need any further information, please contact Miss Hill at the school or contact the local authority directly. You can also visit the free school meal website: www.gov.uk/apply-free-school-meals

FREE SCHOOL MEALS COMMUNICATION

All applications for free school meals are now online.

Closing date for applications will be 21st July 2020. We will still accept late applications submitted during the school holiday but applications are processed on a first come first served basis.

Please see guidance words and print screens attached.

Free School Meals Application.

To apply, visit www.solihull.gov.uk/FSM and you will arrive at this page. Click on the orange button that says Online application.

The screenshot shows a web browser window displaying the Solihull Metropolitan Borough Council website. The page title is "Free school meals" and the URL is "www.solihull.gov.uk/FSM". The page features a search bar, navigation menus for "Resident", "Business", and "About the Council", and a main content area with the heading "Free School Meals and Universal Infant Free School Meals". The main content includes a question "What do I need to do to get free school meals for my child?", a link to an "Online application" button, and a section titled "Free School Meals (FSM)" with a list of "Qualifying Benefits". The right sidebar contains sections for "See Also...", "Live Chat", "Feedback", and "Contact us".

Free School Meals and Universal Infant Free School Meals

What do I need to do to get free school meals for my child?

Click on the button to make an online application.

[Online application](#)

This will link you to our Parent Portal where you can apply for Free School Meals or register for Universal Infant Free School Meals.

Free School Meals (FSM)

To qualify for free school meals under this scheme you must receive at least one of the following benefits:

Qualifying Benefits:

- > Income Support
- > Jobseeker's Allowance -income-based (JSA)
- > Income-Related Employment and Support Allowance (ESA)
- > If you receive both income-based and contribution-based JSA/ESA you should still qualify if the amounts you receive are the same or if income-based part is higher. If however, contribution-based part is higher you will not qualify

See Also...

- > School meals

Live Chat

Have questions?
Need help?
LiveChat

Feedback

Is this information helpful?

Contact us

Telephone Us

You should then be taken to this page. Click on Login under Free School Meals to access your account.

The screenshot shows the 'Parent Portal' registration page. At the top, there are navigation links for 'Resident', 'Business', and 'About the Council'. Below the header, there are 'Register' and 'Login' buttons. The main content area is divided into three columns:

- 2 Year Old Funding:** Explains that a 2-year-old child may be entitled to a free childcare place for up to 15 hours per week. It provides instructions on how to register or login.
- School Admissions 2017:** Explains how to apply for school places, including late applications and how to update preferences or addresses.
- Free School Meals:** Explains that children may be entitled to free school meals or universal infant free school meals. It provides instructions on how to register or login.

Each column includes contact information (email and phone) and a link to more information. At the bottom, there are social media icons and a copyright notice for Solihull Metropolitan Borough Council - 2014.

Enter your details to sign in.

The screenshot shows the 'Parent Portal' login page. At the top, there are navigation links for 'Resident', 'Business', and 'About the Council'. Below the header, there is a 'Parent Portal' banner. The main content area features a 'Sign In' form with the following fields:

- Email Address ***: A text input field.
- Password ***: A password input field.
- Sign in**: A blue button with a white arrow icon.

Below the form, there is a link that says 'Click here if you have lost or forgotten your password'. At the bottom, there are social media icons and a copyright notice for Solihull Metropolitan Borough Council - 2014.

You should then see this screen which shows your details and your children's details. This information has been removed to protect identity.

The screenshot shows a web browser window with two tabs: 'Free school meals' and 'Application summary'. The address bar shows the URL: <https://eservices.solihull.gov.uk/Enrol/appsummary.aspx>. The page header is 'Parent Portal' with a 'Sign Out' link. The main content area is titled 'Applicant' and displays the following information:

- Last EY Application Date:** 13/07/2015
- Application Received**
- We will check your eligibility and contact you within 5 working days to confirm whether your child is eligible for funding. N.B. We are unable to carry out a check **until** your child's second birthday.

There are several buttons: 'Add child', 'Free School Meals / Universal Infant Meals Application', '2 year old funding application', and 'Edit parent'. A pink warning banner states: 'Before progressing, please use the 'Edit Child' link to review or amend child details.' Below this are two 'Edit Child' buttons. A 'School Admissions' section includes an 'Apply for school / nursery' button and 'Available Admissions Rounds: Year 11 16/17'.

If your children aren't listed, click add child first and add their details.

Once your child is showing, click Free School Meals / Universal Infant Meals Application. Enter your National Insurance (NI) Number or NASS, and your date of birth. Then click "Free School Meals / Universal Infant Meals Application".

The screenshot shows a web browser window with two tabs: 'Free school meals' and 'Enrol: Applicant FSM De...'. The address bar shows the URL: <https://eservices.solihull.gov.uk/Enrol/account/fsmadd.aspx?mode=fsm>. The page title is 'Applicant for FSM / UIFSM Details'. The instructions state: 'Please complete the form below with the required details then click on the submit application button.' A red warning message reads: 'Please do not apply for a free school meal until you have accepted an offer of a full time place at a Solihull school. Please note - free school meals do not start until Reception.'

The form is titled 'Details' and includes the following fields:

- * indicates an essential box
- Please enter NI Number or NASS Number:-
- National Insurance (NI) Number
- National Asylum Support Service (NASS) Number
- Parent / Carer DOB (DDMM/YYYY)*

Buttons for 'Cancel' and 'Free School Meals / Universal Infant Meals Application' are visible. Below the form is a 'Declaration' section with the following text:

I confirm that I have read and understood the application process on the Council's website.

I certify that the information which I have provided is complete and accurate. I give my consent to the free school meals team to contact relevant agencies to validate this application. I will advise the Council if my circumstances change

I agree that the information provided on this application will be used to ensure that the council's records are correct. It may be shared with other agencies and service providers to ensure my child receives an appropriate service.

PARENT PAY INFORMATION

Cashless Systems at Lyndon School

Lyndon has developed a cashless environment with all payments for lunches, trips and other items accepted via Parentpay. No cash or cheques are accepted in school. Many parents will already be familiar with this system having used Parentpay in their child's primary school.

ParentPay offers you the freedom to make payments whenever and wherever you like, 24 hours a day, 7 days a week, safe in the knowledge that the technology used is of the highest internet security available. It holds an electronic record of your payments that you can view at any time but no card details are stored in any part of the system. If you do not have access to the internet you can pay at local stores displaying the Paypoint sign.

You will be sent your individual login and password, by post, with further details, in July/August. Parents already using Parentpay in a primary school MUST close that account and open a new one at Lyndon. Unfortunately funds cannot be transferred.

Parentpay and lunches

- No cash or cheques are accepted in school. Credit will be allowed for Year 7 students for the first 1 week while everyone gets familiar with the system. Parents must use Parentpay (see above) to put money on their child's account. Students access accounts in school using their biometric print (see overleaf).
- Parents can see what their child is spending at lunchtime on their own account page.
- Parentpay links to the computer in our kitchens that controls individual accounts.
- Initially account automatically have a £5.00 daily limit, however this can be changed if parents wish (please write to school for att. Miss Hill).
- Students who are entitled to free school meals will find the daily amount is automatically credited to their account.
- At the tills we use a biometric system that scan the individual's finger or thump print. This image is turned into a mathematical algorithm and the image of the finger is then discarded. This information cannot be used to create that finger print again at any point.
- Students will have their fingerprint scanned during Shadowing Week . Any student who misses this will be added to the system on the first day of term.
- Students will be shown how to use the biometric system and there will be plenty of staff on hand to help.

If you have any queries please contact Miss Hill – at Lyndon School on 0121 743 3402.

BIOMETRIC INFORMATION

What is biometric information?

Biometric information is information about a person's physical or behavioural characteristics that can be used to identify them, for example, information from their finger or thumb print.

What is an automated recognition system?

This system takes measurements of your child's finger or thumb print and converts these measurements into a template to be stored on the system. An image of your child's finger or thumb print is not stored. The template is used to permit your child to access services.

How do I know this data is safe?

The law places specific requirements on schools when using personal information, such as biometric information, about pupils for the purposes of an automated biometric recognition system.

For example:

- The school *cannot* use the information for any purpose other than those for which it was originally obtained e.g. at Lyndon School this is catering.
- The school must ensure that the information is stored securely and remove the information when the student leaves the school.
- The school must tell you what it intends to do with the information.
- The school cannot disclose personal information to another person or organisation. The only organisation the school wishes to share the information with is NRS (Nationwide Retail Systems). This is the company that provides and manages the software that operates our cashless catering system. This contract was organised by Solihull Catering who manage our kitchens.



GDPR Documentation | Privacy notice for parents

How we use information about pupils and parents

This document explains what information we collect about pupils and parents, how and why we collect it, how we use it, who we share it with, and what rights you have. For more, see our [Data Protection Policy](#).

What we collect

We collect information about your child's:

personal identifiers (such as their name and any unique reference numbers);

- contact details (such as their address);
- performance at school (such as their test scores and exam results);
- wellbeing (such as whether there are any reasons to think they might not be happy in school);
- educational needs (such as what we need to do to make sure they learn as best as you can);
- attendance records (such as which dates they are not in school and the reasons for that);
- behaviour (such as their praise points and detentions);
- opinions and preferences (such as their answers to surveys);
- health records (such as any allergies or dietary requirements they might have);
- picture (such as school photos and CCTV images);
- characteristics (such as their birth date and ethnic background); and
- destination after they leave the school (such as whether they stay in education or find a job).

Some of this information might be sensitive.

We might also collect their fingerprint. This is to make it easier for them to buy food in the canteen. They do not have to provide their fingerprint if they don't want to. They will still be able to buy food in the canteen.

We also collect information about you, including your:

- personal identifiers (such as your name);
- contact details (such as your address, email address and phone number);
- financial information (such as your bank details, payments and balances);
- opinions and preferences (such as your answers to surveys or any complaints you might make);
- family circumstances (such as any issues that might be affecting your child's wellbeing); and
- correspondence with us (such as any letters, emails or text messages you might send to us).

How we collect it

We get most of this information from you or your child through things like:

- the form we get when your child first joins our school;
- the registers we take to check who is in school; and
- the work your child gives to their teacher during their lessons.

In most cases, you or your child have to give us this information. Sometimes, you will have a choice about whether you want to give us the information or whether you want to let us use it in a certain way.

We also get information about your child from other places. This is usually from their last school, the council or the government.

Why we collect it and how we use it

We collect and use this information for different purposes.

To help us run our school (*public task*)

We have to use this information so that we can run our school, including to:

- get in touch with you when we need to;
- check how well your child is doing and work out whether they need extra help;
- make sure we can help your child learn as best as they can;
- check how well our school is doing as a whole; and
- run other services, like school meals and school counselling.

To allow us follow the law (*legal obligation*)

We have to use some of this information because the law says we must, including to:

- keep your child safe and look after their wellbeing.

To help us promote our pupils and our school (*consent*)

We might want to use this information as part of our promotional work, including to:

- celebrate your child's achievements on our website, on social media or in a newspaper; and
- help us advertise our school in our brochures and prospectuses.

We will always ask for consent before we use your child's information in this way. We might ask you for your consent or we might ask your child to give their consent. It will depend on whether your child understands what they're being asked to agree to.

If you give your consent for us to do this, you can change your mind at any time. If your child gives their consent, they can change their mind too.

We often need to use this information for more than one reason.

We need to keep some types of information for longer than others. To find out how long we keep information about you and your child, see our [Retention Schedule](#).

Who we share it with

Sometimes, we need to share this information with other organisations.

By law (*legal obligation*)

The law says we need to share your child's information with:

- the Department for Education, under The Education (Information About Individual Pupils) (England) Regulations 2013; and □ the council, for things such as:
 - making sure your child is safe, *under The Children Act 2004*;
 - providing youth services and careers advice, *under The Education Act 1996*;
 - keeping other people healthy, *under The Health Protection (Local Authority Powers) Regulations 2010*; and
 - making sure your child has an education, *under The Education (Pupil Registration) (England) Regulations 2006*.

By contract (*contract*)

Sometimes, we need to ask other organisations to help us do things. We might need to share this information with them so they can do that. These organisations are called our "data processors".

The main organisations we work with include:

- [Arbor](#), which gives us the system we use to store most information about you and your child;
- [CPOMS](#), which gives us the system we use to store information about your child's wellbeing;
- [SISRA](#), which gives us a system we use to check on your child's academic performance; □ [Solihull Metropolitan Borough Council's catering service](#), which provides school meals; and □ [ParentPay](#), which lets you make payments for things like school meals.

Whenever we share this information with a data processor, we will make sure they keep it safe.

What rights you have

You have rights about how your information is used and kept safe. For example, you can:

- ask to see the information we have about you;
- say that you don't want us to use it; □ ask us to limit the way we use it;
- ask us to correct it if you think it's wrong;
- ask us to delete it; and
- complain about how we use it.

Your child has the same rights over their information. Depending on the circumstances, you can exercise those rights on behalf of your child.

For more information about your rights, visit the ICO's website: www.ico.org.uk/your-data-matters/.

Complaints

We take complaints about data protection very seriously.

If you have any concerns about how we collect or use personal information, please let us know by contacting our Data Protection Officer (see the next section, called "Contact us").

If you are not happy with the way we respond to your concerns, you can make a complaint to the ICO:

<https://ico.org.uk/make-a-complaint>

0303 123 1113

Information Commissioner's Office
Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

Contact us

Summit Learning Trust is the data controller for the personal information processed by the Trust and its academies. Our Data Protection Officer is a company called S4S.

If you want to see the information we have about you, please [use this form](#).

If you have any questions or concerns about anything mentioned in this privacy notice, please contact our Data Protection Officer. You can contact them by post or by email:

Data Protection Officer
Summit Learning Trust (c/o Ninestiles, an Academy)
Hartfield Crescent, Acocks Green, Birmingham, B27 7QG

dpo@summitlearningtrust.org.uk

If you need to contact Summit Learning Trust for another reason, you can contact us by post or by email:

Summit Learning Trust (c/o Ninestiles, an Academy)
Hartfield Crescent, Acocks Green, Birmingham, B27 7QG

enquiries@summitlearningtrust.org.uk

COMPUTER NETWORK ACCESS AGREEMENT

The following guidelines have been set out for all students using the computer network at Lyndon School Humanities College, including all internet based services such as the Virtual Learning Platform.

Students must not:

- Install and/or listen to music unless given strict instructions by their teacher as part of the lesson.
- Use racist, foul or abusive language to each other or members of staff.
- Be disrespectful or argumentative to each other or members of staff.
- Access non-educational Web Sites to download music, games or programs to the network without the express permission of their teacher or ICT technical team.
- Use another student's password to access the network or give their password to another student.
- Send, store or place offensive/copyrighted/pirated material over/on the network, including Email and
- Use the network with intent to destroy and/or cause interruption to software, hardware and services.

Any student discovered not following the above expectations would initially be asked to leave the computer suite, and have the incident reported to Mr Roberts (Team Leader ICT). A decision will then be made as to which of the following sanctions is imposed:

- Parental contact informing of a subject detention.
- Parental contact informing of internal school exclusion.
- Parental contact informing of external school exclusion.

Repeated failure to follow the above expectations will result in the student being locked out of the School Network for a period of two weeks [It should be noted that this might have an impact on the student's schoolwork, Key Stage 3 levels or GCSE grades].

In return, Lyndon School will:

- Endeavour to ensure the facilities are maintained and in good working order.
- Provide technical support as and when required.
- Endeavour to ensure the network, Internet and the School Intranet are continuously maintained.
- Assist students in making the most of the School's Computer Network.

Only upon return of a signed copy of this agreement will a student be allowed to access the computer network and Internet. A signed copy of this Computer Network Access Agreement must therefore be signed and returned to the school.

USE OF MOBILE PHONES AND ELECTRONIC DEVICES (INCLUDING IPODS, MP3 PLAYERS, TABLETS & WEARABLE TECHNOLOGY)

Following a number of technological advancements, it has become necessary to revise the school's guidance in respect of the use of mobile phones and electronic devices during the school day. As a consequence of this review the scope of our previously established guidance, has now been extended to include **wearable technology and all connectable devices.**

Parent/Carers are reminded that our rule in this regard is that no phones or electrical devices should be out at any time and that at all times all forms of electronic items should be switched off. Mobile phones or other devices going off in lessons and around school do cause unnecessary disruption, and as such we would ask parents/carers to respectfully ask that students refrain from bringing such items in to school. Furthermore, mobile phones and electronic devices are increasingly expensive to purchase, and as such it is important to note the school will not accept any responsibility for the loss/theft or any damage to a mobile phone or electrical device, which includes any connectable devices such as tablets and wearable technology e.g. smart watches, whilst on school premises.

Any student in breach of this simple rule will have the phone or electrical device confiscated and it will be kept in a secure place until the end of the day. A college detention will then be issued, to be served the following week.

PHYSICAL EDUCATION DEPARTMENT PARTICIPATION REQUIREMENTS

Physical Education (PE) is a compulsory part of the National Curriculum and plays an important role in leading and maintaining a healthy active lifestyle. Participation within Physical Education lessons are vitally important to ensure students continually make progress within PE.

All students are expected to participate and bring Lyndon School PE kit for all timetabled PE lessons in both Key Stage 3 and Key Stage 4, failure to do so will result in the appropriate sanctions (see below).

Exemption from physical participation in lessons

If a student is injured or unable to participate physically in a lesson, a dated note from a parent/carer must be provided at the beginning of the lesson clearly stating why the student cannot participate and for how long. For long term injuries, a doctor's note must be provided.

In addition to the note, students must still bring and wear their full PE kit as they are still actively involved in the lesson, and may be asked to officiate, coach, score or assist in other ways. Students may also be outside for their lessons and by wearing PE kit rather than their school uniform, it can keep their uniform clean and dry for the remainder of the school day. Failure to adhere to the above will result in the student following the sanction ladder for not bringing appropriate kit to the lesson.

In the event of extreme injuries/circumstances (i.e. broken leg) we understand that students will not be physically able to get changed for their PE lessons. In this instance this must be agreed prior to the lesson with the PE Team Leader and the PE teacher.

Active Participation

Whilst in PE lessons, the students must participate as directed by their teacher. If students are failing to participate, the school Behaviour for Learning (BfL) system will be followed.

Sanctions:

Key Stage 3

- First occasion, a warning will be given and PE kit will be issued to the student to wear and participate in the lesson.
- Occasion 2-5, a consequence (C3) will be given and PE kit will be issued to the student to wear and participate in the lesson.
- Occasion 6, an isolation (C4) will be given and PE kit will be issued to the student to wear and participate in the lesson.

Key Stage 4

- First occasion, a warning will be given and PE kit will be issued to the student to wear and participate in the lesson.
- Occasion 2-3, a consequence (C3) will be given and PE kit will be issued to the student to wear and participate in the lesson.
- Occasion 4, an isolation (C4) will be given and PE kit will be issued to the student to wear and participate in the lesson.
- As KS4 only have one lesson per week, the steps before a C4 is issued are fewer.

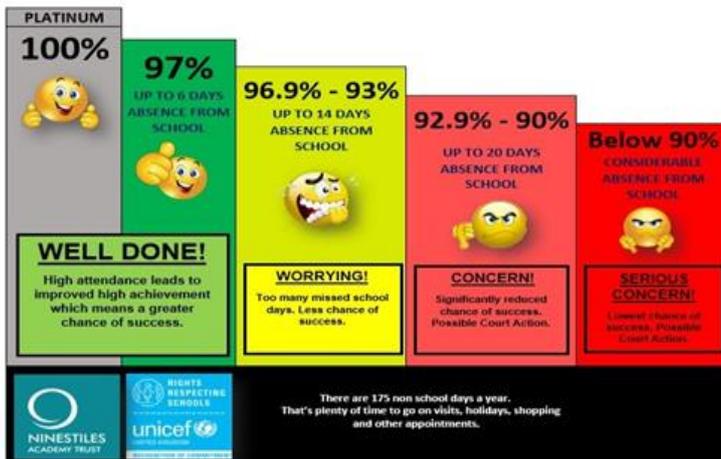
If a student refuses to wear appropriate PE kit that is provided, on the first occasion this will lead to a C3 for defiance. If this is repeated an isolation (C4) will be issued for repeated defiance.

The sanction ladder will reset every term (autumn, spring and summer) to give students an opportunity to have a fresh start.

ATTENDANCE

The letter we send half termly is a Trust initiative and is intended to keep parents fully informed of their child's attendance. We want to work with all parents to improve students attendance to 97% and to prepare them for the wider world of work. We do recognise that children can be ill sometimes but we ask that you continue to work in partnership with us and always keep us fully informed of absences.

As you will also be aware, we only authorise leave of absence for students in 'exceptional circumstances'. If you do need to apply for this, you can request a form from reception. However, we should be clear that any holidays or extended trips will be unauthorised, as the expectation is that holidays/trips abroad are booked within school holidays.



- Regular attendance at school means that your child can make the most of their education, improving their opportunities later in life.
- School can also help your child develop their social skills such as making and maintaining friendships.
- A regular and punctual attendance pattern will help your child when they enter the world of work.
- Research has shown a clear link between good attendance at school and the quality of the qualifications that students achieve.

PUNCTUALITY TO SCHOOL

Students should arrive at school from **8.35 am** to ensure that they are in their tutor bases at **8.40 am**. Any students who arrive after **8.40 am** will be marked as late. If a student arrives late to school twice, without a valid reason, then they will be issued a consequence (45 minute detention). Any student arriving at school after 9.05 am without a valid reason will be issued a consequence.

 <p>Lyndon School SUMMIT LEARNING TRUST</p>	<h2>LYNDON SCHOOL</h2>
--	------------------------

The Trust Mission Statement

Strength through diversity ambition through challenge,
excellence through curiosity.

Policy title	Behaviour for Learning Policy
Behaviour Expectations for Students	<p>'Behaviour for Learning' will contribute to the development of a whole school ethos that is both conducive for learning and maximises the chances of all students achieving their full potential. It also provides a framework that allows all staff to take collegiate responsibility for ensuring all students are nurtured in a safe, caring and happy environment.</p> <p>Students are expected to adhere to all policies, rules and expectations set out by Lyndon School. The following criteria defines the minimum expectations of students at all times.</p> <p><u>In corridors, students are expected to:</u></p> <ul style="list-style-type: none"> • Keep to the left. • Walk calmly. • Do not lay hands on one another; respecting each other's personal space. • Hold doors open for others. • Remember and exercise their manners always. • Remove outdoor coats and place in bags. <p><u>At the start of the day, at break and lunchtime students are expected to:</u></p> <ul style="list-style-type: none"> • Line up safely, sensibly and on-time to all timetabled sessions. • Leave tables clean and tidy. • Always put litter in the bin. • Remember and exercise their manners with all staff and students at all times. • Play/socialise sensibly without upsetting others. • Be sensible. <p><u>In all lessons students are expected to:</u></p> <ul style="list-style-type: none"> • Listen and be respectful of others. • Never interrupt a teacher or another student. • Take turns to speak. • Respect other students' right to learn. • Remember and exercise their manners always. • Always try their best. • Remember their equipment. <p><u>On the way to and from school students are expected to:</u></p> <ul style="list-style-type: none"> • Look smart and wear uniform correctly. • Be sensible and safe when crossing the roads. • Be polite and courteous to other people and their property. <p>By doing this school leaders and staff can:</p>

- Concentrate on improving teaching and learning, realising the academic potential of all students.
- Support the creation of a culture where high quality teaching and learning experiences become an inherent part of the student experience here at Lyndon School.
- Promote and reinforce the importance of positive behaviour both in and outside of school to ensure students develop into responsible citizens ready for life in democratic Great Britain.
- Consistently and fairly reward positive behaviour and challenge behaviour that falls short of the school's expectations.
- Provide clear and quantifiable evidence to our stakeholders to ensure that Lyndon School continues to improve and more importantly cares.

All students and staff are required to participate in scripted restorative justice conversations where harm has been done, to address what has happened and to make reparation. Restorative conversations will usually adhere to the following guiding questions:

1. What has happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done?
5. What do think you need to do to make things right?

Copies of the scripts used are included in Appendix 1.

Supporting Good Behaviour for Parents

It is our belief that the success of this policy depends very much on all staff, students and parents/ carers being involved in the effort to maintain high standards of discipline at Lyndon School and in the community. This will entail all parties working in partnership, to encourage good behaviour and ensuring that the aims of the Behaviour for Learning Policy, Anti Bullying Policy and School Expectations are met.

Parents/ carers, as members of the school community, have a responsibility to support the school to maintain good behaviour; to ignore misbehaviour is to condone it. All parents and carers should reinforce the expectations for students covered in section 1. Should you have any concerns in how to support your child's behaviour, please contact your child's Pastoral Manager who will explore whether additional support is available through Early Help?

What is Early Help?

Early Help is the support that is delivered to any child at, Level 1 to Level 3 of Solihull's Threshold guidance. It includes universal interventions that are offered to an entire population to prevent problems developing and targeted support to particular children and families with additional needs.

The purpose of Early Help is to support the well-being of children and families by tackling emerging needs at the earliest opportunity and prevent them from getting worse. This means working with children and families to engage and include them as equal partners and to support them to access additional services that can promote positive outcomes.

Effective Early Help may be delivered at any point in a child's life; pre-birth onwards about any issue which is impacting or could affect their development and well-being, including education and health safety.

Finally all parents and carers of students at Lyndon School are expected to adhere to the provisions of the Parent Code of Conduct. Copies of this are available via our website via the link <https://www.lyndon.org.uk/policies-statutory-information/>

Managing Behaviour for Staff and Leaders

All staff, and other stakeholders (including Governors), are expected to work within the scope of this policy. As such, regular professional development is provided to all staff at the start and throughout the academic year to ensure they both understand and can consistently apply the behaviour management policy agreed by the Local Governing Body.

Expectations of staff

Staff should always be mindful of their conduct when dealing with students. They are expected to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and acceptance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Positively participate in **scripted** restorative justice conferences (Appendix 1) when a student has been issued an isolation by them. Reaffirming the lines of acceptable behaviour and repairing their relationship and resetting the expectations for behaviour for the next lesson.
- Modelling good behaviour to reinforce our expectations.
- Reminding students that they must act responsibly and make the right choices
- Applying the BfL policy consistently and fairly; making use of the **guidance** provided to all staff.
- Use these pre-emptive reminders as a matter of course. For eg:
 - **Silent non-verbal:** hand signal, eye contact, facial expression, shake head, sharp pause or clicking.
 - **Unnamed:** 'I will wait until we are all quiet.' Or use a countdown 5, 4, 3, 2, 1.
 - **Named:** 'Michael, we listen so we can learn. Thank you.'

Expectations of Leaders

School leaders will ensure that all staff are made aware, and adhere to the BFL policy, as well as ensure that staff receive appropriate training at the start of and throughout the academic year.

Lyndon School believes that good behaviour must be taught and consistently reinforced. As such we expect all adults to ensure that both students and staff are aware of all the school rules and ensure they are prominently displayed around school.

Monitoring

The Assistant Principal responsible for the BFL strategy, will meet termly with key professionals to review student data relating to sanctions. Where there is evidence to suggest that a student's behaviour is cause for concern a referral will be made to the Support Referral Panel, which will discuss and implement an appropriate package of support. If a member of staff requires specific support, they should speak to their Line Manager in the first instance and in turn, any member of the Senior Leadership Team. Pastoral Managers can also provide support where appropriate.

Rewards for High Standards

Rewarding students for positive behaviours, achievements and attendance is integral part of the Bf policy. We fundamentally believe that recognising and rewarding students for their endeavours encourages them to embrace the school's values of trust, respect and success. Moreover, rewards provide the encouragement and motivation for students to take risks and aspire to even greater achievements. Lyndon School is committed to providing a range of reward opportunities throughout the school, in every area, at every level.

All staff are expected to follow the agreed rewards procedures for awarding praise points, which are given for all forms of positive behaviour, achievement and good attendance. School certificates will be awarded in line with the graduated approach below:

Year 7:

Praise Points	Award Given
10 points	Bronze certificate in tutor time and tutor sends praise letter home
20 points	Pastoral Manager awards a silver certificate in tutor time or other occasion and sends praise letter home.
30 points	Assistant Principal awards a gold certificate and sends a praise letter home
40 points	Vice Principal invites student to receive a platinum certificate in assembly.
50 points	Principal presents a diamond certificate and a letter home.
75 points	Year 7 Star badge & letter home
100 points	Principal's award given by the Principal
150 points	Bronze badge (as per the Year 8 – 11 scale).

Years 8,9,10 &11.

Praise Points	Award Given
20 points	Bronze certificate in tutor time and tutor sends praise letter home
40 points	Pastoral Manager awards a silver certificate in tutor time or other occasion and sends praise letter home.
60 points	Assistant Principal awards a gold certificate and sends a praise letter home
80 points	Vice Principal invites student to receive a platinum certificate in assembly.
100 points	Principal presents a diamond certificate and a letter home.
150 points	Bronze badge & letter home
200 points	Silver badge & letter home
250 points	Gold badge & letter home
300 points	Vice Principal's award, which consists of badge & letter home
350 points	Principal's award, which consists of badge and letter home
400 points	Governor's award, which consists of badge and letter home.

In addition to the graduated approach to celebrating achievement, students will also be provided with opportunities to partake in reward trips and in the case of outstanding achievement be invited to celebration days/evenings for the appropriate key stage.

Sanctions and Consequences for Non-Compliance

Students whose behaviour is unacceptable or inappropriate must accept the consequences of that behaviour.

Behaviour for Learning in the classroom

The most common forms of misbehaviour are constant low-level disruption, calling out, inattention and other forms of nuisance that interrupt learning. The consequences of this behaviour are:

- **Reminder.** First formal verbal warning (C1)
- **Caution.** Second formal verbal warning (C2)
- **Inconvenience.** Five-minute break/ lunch/ after school inconvenience to be served immediately to discuss continuing disruption to learning in order to show learners how to take responsibility. Refusal to stay for the inconvenience escalates to a C4 for defiance.
- **Consequence.** A detention is issued for 45 minutes. (C3)
- **Removal.** Student is removed from the lesson leading to immediate isolation for the rest of the lesson. Isolation for the following day is issued (C4).

C3s can include also be given for (but is not limited to) the following:

- Running or shouting in anywhere in school.
- Chewing gum.
- Not completing homework/classwork as directed by teachers.
- Arriving to lesson without the correct equipment. All students are expected to have a minimum of a pen, pencil, ruler and sharpener.
- Being late to lessons – by more than 5 minutes. E.g. if a lesson starts at 10.45am then a consequence (C3) will be issued at 10.50am.
- Truancy from lessons.
- Being late to school: Students arriving after 9.05 am, without a medical reason, will automatically be issued a C3 detention (45 minutes)
- An accumulation of 2 late marks between 8.40am and 9.05am. Students arriving after 9.30 am will continue to be issued a C3 detention and their attendance will be marked as an 'unauthorised.'

Please note:

- C3 detentions will be served the day after the following day of the sanction being given e.g. 48 hours, so if they received C3 on a Monday, they sit on Wednesday. An email and/or text message will be sent to notify parents/carers to notify them that a detention will need to be served the next day (or first available slot if multiple detentions have yet to be served). Where an email address or mobile phone number is not available we will endeavour to make a call home to parents/carers. All students have been advised that it is also their responsibility to inform parents where a sanction has been applied.
- For Year 11, the school has removed the caution from the BfL escalation process. Furthermore, Yr11 C3 detentions will run for an hour rather than 45 minutes
- Please note Internal Centre for Education (ICE) will run until 3.45 pm every day, with the last 45 minutes being part of the C3 detention

Internal Isolation from 8.45am-3.45pm is for at least 1 day. The number of days spent in Internal Isolation is at the Principal's discretion but reasons for being placed in isolation may include:

1. Repeatedly failing to attend after school detention
2. Repeatedly failing to follow the instructions of a member of staff.
3. Serious misconduct
4. Repeatedly failing to adhere to student expectations as covered in section 1.
5. Arriving to school in incorrect uniform or with an inappropriate hair style
6. Major corridor misbehaviour (e.g. pushing, tripping, shouting, kicking)
7. Discrimination or prejudice towards another pupil
8. Major incident, or damaging the School's reputation
9. Possession of forbidden items (initially and pending a full investigation)

10. Disrespectful behaviour towards a member of staff
12. Play fighting
13. Absconding from school
14. Multiple C4's in one day
15. Failing to attend compulsory intervention
16. Swearing- verbally or in writing
17. Supply, possession or use of tobacco

Fixed Term Exclusions are at the discretion of the Principal and can include but is not limited to the following:

1. Significant or persistent breach of school rules
2. Persistent disruptive behaviour
3. Persistent attitudes or behaviour which are inconsistent with the ethos of the school
4. Extreme defiance
5. Extreme rudeness
6. Theft, blackmail, physical violence, threatening behaviour, drug abuse, alcohol abuse, smoking, intimidation, racism; bullying, including cyber bullying
7. Misconduct of a sexual nature, including sexting; supply and possession of pornography or indecent images (initially and pending a full investigation)
8. Inappropriate use of social media and/or technology, including serious cases of bullying
9. Damage to property, vandalism, graffiti
10. Use of discriminatory language
11. Cheating, including plagiarism
12. Sexual harassment
13. Sexist, Racist or Homophobic abuse

Governors' Hearing & Permanent Exclusion is for:

1. Persistent refusal to follow school rules of school rules
2. Persistent disruptive behaviour
3. Persistent attitudes or behaviour which are inconsistent with the ethos of the school
4. Extreme defiance *and* rudeness
5. Possession or use of weapons
7. Malicious accusations against a member of staff
8. Supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them and alcohol
9. Other serious misconduct toward a member of the school community or which brings the school into disrepute (single or repeated episodes), on or off the school premises
10. Gang affiliation

Other key stipulations:

1. Mobile phones, electronic and connectable devices should NOT be visible in school and as such are a prohibited item. Whilst we understand that students may choose to bring such devices to school, **they must not be used or seen on site at any time.**

2. Any item of clothing that is not on the approved uniform list is prohibited e.g. pouches, tracksuit tops, hoodies, leisure garments, items of jewellery; as such will be confiscated from students. **Whilst every care will be taken to secure prohibited items that have been confiscated, no responsibility will be taken by Lyndon School or the Ninestiles Trust resulting in damage or loss to any prohibited items that have been confiscated. Prohibited items must not be brought into school.** Please refer to the Procedures for Confiscation, Searching and Screening Policy for further details of confiscation and prohibited items.

Managed moves – In certain circumstances, the Principal or a nominated representative may discuss the use of a managed move, where a student will trial a place at another school as a possible 'fresh start'. This may be utilised in such instances as a student receiving a repeated number of fixed term exclusions. In these instances, this will be down to the Principal to decide whether to recommend a managed move and would result only following an extended discussion with family.

Communication	<p>The school will be use email or SMS communication in the first instance to report both positive and negative behaviours. It is therefore essential that the school is provided with up to date email and mobile contact details. These can be sent directly to office@lyndon.org.uk</p> <p>Where contact via the aforementioned means is not possible staff will make telephone contact where possible or write a letter home.</p>
SEND	<p><u>Students with Special Educational Needs and/or Disabilities</u></p> <p>The school will take account of any special educational needs and or disability to ensure provision meets needs and reflects the student's individual circumstances. We have a legal duty under the Disability Discrimination Act 1995 as amended not to discriminate against disabled students by excluding them from school for behaviour related to their disability. The Assistant Principal with responsibility for BfL will ensure that BfL is applied fairly and will regularly review data to identify trends relating to any individual student or groups of students.</p>
Monitoring and review	<p>The Assistant Principal responsible for BfL will monitor records of behaviour on a termly basis and report directly their findings to the Senior Leadership Team as a set item on the agenda.</p>
Links	<p>Anti Bullying Policy Racial Equality Policy Drugs and Harmful Substances Policy Attendance Policy Exclusions Policy Procedures for Searching, Screening and Confiscation Safeguarding Policy</p>
Staff responsible	<p>All Staff</p>
Committee responsible	<p>Lyndon Local Governing Body (LGB)</p>
Date approved	<p>October 2019</p>
Review date*	<p>October 2021</p>

**Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next local governing body meeting*

Appendix 1: Restorative Justice Script- Removal from lessons.

STEP 1	<p>START WITH STUDENT. I would like to start by asking.....</p> <ul style="list-style-type: none"> • Can you tell me about what happened OR how did you become involved OR From your point of view, what happened? (What happened next OR what else? (Ask until their story unfolds). • What were you thinking at the time? • What have you thoughts been since? • Who has been affected by what you have done? • How were you feeling at the time?
STEP 2	<p>TURN TO TEACHER. I would like to start by asking.....</p> <ul style="list-style-type: none"> • Can you tell me about what happened OR how did you become involved OR From your point of view, what happened? (What happened next OR what else? (Ask until their story unfolds). • What were you thinking at the time? • What have you thoughts been since? • Who has been affected by what you have done? • How were you feeling at the time?
STEP 3	<p>RETURN TO STUDENT- you have just heard how Mrs/ Mr xxxx and others have been affected by what you did</p> <ul style="list-style-type: none"> • Do you see the harm/ upset that has been caused? • Do you think that something needs to be done to put it right OR what do you think needs to happen to repair that harm?
STEP 4	<p>TURN TO TEACHER</p> <ul style="list-style-type: none"> • What do you think about what has been said? • What do you want to come out of this meeting?
STEP 5	<p>RETURN TO STUDENT</p> <ul style="list-style-type: none"> • What do you think about what has been said? <p>OPTIONAL QUESTIONS</p> <ul style="list-style-type: none"> • Would you do anything differently now? • What other choices could you have made? • What have you learned from the meeting?
STEP 6	<p>FINAL INVITATIONS TO SPEAK</p> <ul style="list-style-type: none"> • Ask all participants individually, whether they have anything else they would like to say.
STEP 7	<p>CLOSING THE MEETING</p> <ul style="list-style-type: none"> • Thank you for participating/ I hope that the next lesson is more of a positive experience.

Appendix 2: Restorative Justice Script- Student to student

STEP 1	<p>START WITH WRONGDOER(S). I would like to start by asking.....</p> <ul style="list-style-type: none"> • Can you tell me about what happened OR how did you become involved OR From your point of view, what happened? (What happened next OR what else? (Ask until their story unfolds). • What were you thinking at the time? • What have you thoughts been since? • Who has been affected/ upset others by what you have done? • How were you feeling at the time?
STEP 2	<p>TURN TO HARMED PERSON(S). I would like to start by asking.....</p> <ul style="list-style-type: none"> • Can you tell me about what happened OR how did you become involved OR From your point of view, what happened? (What happened next OR what else? (Ask until their story unfolds). • What were you thinking at the time? • What have you thoughts been since? • How has this affected/ upset you and others? • How were you feeling at the time?
STEP 3	<p>RETURN TO WRONGDOER(S)- you have just heard how xxxx and others have been affected by what you did</p> <ul style="list-style-type: none"> • Do you see the harm/ upset that has been caused? • Is there anything you want to say at this stage? • Do you think that something needs to be done to put it right OR what do you think needs to happen to repair that harm? • What sanctions, if any, should be put in place?
STEP 4	<p>GO BACK TO THE HARMED PERSON(S)</p> <ul style="list-style-type: none"> • What do you think about what has been said? • What do you think needs to happen?
STEP 5	<p>RETURN TO WRONDOER(S)</p> <ul style="list-style-type: none"> • What do you think about what has been said? <p>OPTIONAL QUESTIONS</p> <ul style="list-style-type: none"> • Would you do anything differently now? • What other choices could you have made? • What have you learned from the meeting?
STEP 6	<p>FINAL INVITATIONS TO SPEAK</p> <ul style="list-style-type: none"> • Ask all participants individually, whether they have anything else they would like to say.
STEP 7	<p>CLOSING THE MEETING</p> <ul style="list-style-type: none"> • Thank you for participating/ I hope that the next time you see each other/ future contact is a more positive experience.