

# Hawkley Hall High School



## Parent Handbook 2021-2022

# Message from the Headteacher— Mr Klinck.

As we enter a new academic year it is important that we share key information with all parents and carers. I hope that this booklet is useful to you in understanding school procedures and expectations. As always, especially in uncertain times, we may need to communicate changes and adjustments to the way we do things. We will always do this as swiftly and clearly as possible. Please get in touch with us whenever you are unsure of something or require further support. At the beginning of the year I also wanted to provide you with an overview of our school vision. In these challenging times it has never been more important to reflect on what our core aims are. I will be using this as a point of reference with staff and students. Indeed, staff, students, governors and a parent group all contributed to generating this. I have also provided our new version of the Hawkley Way. This is fundamental to our school and we expect all stakeholders to work hard to uphold the key values of respect, aspiration and resilience. As such, we have tried to make it more accessible and student friendly.

## As a school we aim to:

- Sustain **excellence** in every aspect of our work.
- Provide all of our students with an **inclusive**, stimulating environment in which they enjoy being challenged and engaged.
- Foster an understanding of the importance of the **written and spoken word** to improve communication and understanding.
- To **celebrate** the work of all who contribute to our success.
- Ensure that all of our students have the skills to become a **responsible citizen** in modern society.

## As a school we will ensure the following entitlement for all students:

- A safe and secure learning environment underpinned by **mutual respect**
- A rich and broad curriculum that is **accessible** and **stretching** for all
- Access to teachers that love their subject and create **inspiring** classroom experiences
- A **supportive** climate in which everyone's voice matters.
- An environment in which all students are challenged to **think, reason, debate, discuss and collaborate**
- A number of **enrichment** opportunities beyond the classroom

## Through this we will inspire our students to be:

- **Proud** of who they are as people and what they can achieve.
- **Caring** and **resilient** individuals who have the knowledge to be active members in the local, national and international community.
- **Enjoy** learning and have the confidence to enjoy the challenge of being **stretched** beyond their current limit.
- Have the **courage** to step beyond their comfort zone.

# The Hawkley Way 2021-2022

The Hawkley Way is built around three core values that also shape our long-term vision for the school. Actions, not words on the paper, are key to making this a reality. We will discuss and reference these values through the curriculum, engagement period, rewards and dialogue with each other.

We will signpost these values in our interactions.

Core values	We will...
<b>Respect</b> <i>Treat others as you would like to be treated</i>	<ul style="list-style-type: none"><li>✓ Look after equipment and facilities across the school</li><li>✓ Be kind and understanding of others and collaborate in class and beyond</li><li>✓ Speak to others appropriately and respect individuality</li><li>✓ Protect the reputation of our school with our actions in the local community</li></ul>
<b>Aspiration</b> <i>Try your best in everything you do, making every lesson count</i>	<ul style="list-style-type: none"><li>✓ Always try hard and take ownership of our own learning</li><li>✓ Be committed to completing all work to the best of our ability</li><li>✓ Be willing to try new things and challenge each other to go beyond our comfort zone</li><li>✓ Identify long term goals and regularly reflect on our performance</li></ul>
<b>Resilience</b> <i>Be determined and understand that struggle is a crucial part of learning</i>	<ul style="list-style-type: none"><li>✓ Embrace feedback and advice as a key to making progress</li><li>✓ Admit our mistakes and try to learn from them</li><li>✓ Be positive about our potential to succeed</li><li>✓ Be proud of who we are, even in difficult times</li></ul>

## PSHE Virtues

Running alongside The Hawkley Way are the 21 Hawkley PSHE virtues. Form tutors lead PSHE sessions once a week and the sessions are built around the virtues. Students are encouraged to build these in to the way they conduct themselves around school and in the community. Those going 'above and beyond' to do this are rewarded.

- Patience
- Pride
- Loyalty
- Fairness
- Responsible
- Caring
- Confident
- Resilience
- Respect for others
- Self-worth
- Honesty
- Courage
- Integrity
- Dignity
- Kindness
- Trustworthiness
- Tolerance
- Humility
- Empathy
- Compassion
- Ambition

# The Hawkley school day

<b>8:45-9:10</b>	Engagement
<b>9:10-10:10</b>	Period 1
<b>10:10-11:10</b>	Period 2
<b>11:10-11:25</b>	Break
<b>11:25-12:25</b>	Period 3
<b>12:25-13:00</b>	Lunch
<b>13:00-14:00</b>	Period 4
<b>14:00-15:00</b>	Period 5



# Form tutors 2021-2022

## Year 7

Head of Year –Mrs Holland

Assistant Head of Year—Miss Adamson

Student Support Officer—Miss Collier

7H- M Hague

7A- D Jackson

7W– E Ollerton

7K– E Gibbon

7L– K Janvier

7E– S Cavanagh

7Y– B Fletcher

7S– K Eskersall

7C– L Nestor

## Year 8

Head of Year—Mr Finch

Assistant Head of Year—Mr Roberts

Student Support Officer—Mrs Ledger/Ms Ward

8H-K O'Rourke

8A- M Shanahan

8W– E Spear

8K-V Crawford/M Taylor

8L-S Miller

8E– C Owen

8Y– N Hughes

8S-L Astbury

# Form tutors 2021-2022

## Year 9

Head of Year—Mr Abrahams

Assistant Heads of Year— A Riley/G Barton

Student Support Officer-V Ledger/L Ward

9H-M Anderson/S Wilkie

9A- A Hooley

9W– L Greenwood

9K-M Marin/D Edwards

9L-L Gouveia

9E-S Ledger

9Y-M Reece

9S-M Gleeson

## Year 10

Head of Year-C Cassidy

Assistant Head of Year-R Waites

Student Support Officer-E Bosy

10H-J Fielding

10A-A Rasul

10W-A Lyon

10K-P Wilson

10L-P Everson/A Smith

10E– J Whitehead

10Y-K Yearsley

10S-C Sorry

# Form tutors 2021-2022

## Year 11

Head of Year—Mrs Ali

Assistant Heads of Year— G Beckett

Student Support Officer-E Bosy

11H-L Glascott

11A-J Gooden

11W-D Pell

11K-D Barton

11L-E Cardiff

11E— C Parker/H Murrell

11Y-G Nicholson

11S-M Adams

# Term dates 2021-2022

## HAWKLEY HALL HIGH SCHOOL

### Holiday Pattern 2021-2022

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Holidays  
 Bank Holidays  
 Inset days  
 Students will finish at 2.00 p.m. (staff training 2.15 - 6.30)

Additional Spring Bank Holiday in 2022 for the Queen's Platinum Jubilee 2nd June 2022 The Spring Bank Holiday in 2022 will be moved to Thursday 2 June and an additional Bank Holiday on Friday 3 June will see a four-day weekend to celebrate Her Majesty the Queen's Platinum Jubilee. The government has laid down regulations to reduce the minimum number of sessions schools are required to meet in the academic year 2021 to 2022. The DfE plans to amend the number of days that teachers need to be available to work from 190 (+5 inset days) to 189 (+5 inset days). The total school year will therefore be 194 days. In order to accommodate this change, as 2nd June already falls in our existing Whitsun break, and to minimise disruption to the delivery of the curriculum, the school will now close at 12.15pm on **Thursday 21st July 2022** and will now be fully closed on Friday 22nd July 2022 to ensure the school is compliant with the modification to the school year detailed above.

# Attendance and absences

## **INTRODUCTION**

At Hawkley Hall High School, we place great importance upon high standards of attendance and punctuality. For students to gain the maximum benefit from their schooling they must attend school regularly and on time. We aim to instil in the students in our charge good habits of reliability and punctuality.

We seek to work together in partnership with parents and carers to ensure that students at Hawkley Hall High School receive the best education possible. This guide is intended to provide parents with all the information they need about the school's procedures relating to attendance and punctuality.

## **EXPECTATIONS**

### **Parents and students can expect the following from school:**

- A quality education
- Early contact with parents on the first day a student fails to attend
- Promotion and reward of good attendance
- Regular, accurate and efficient recording of attendance
- Effective communication between school and home
- Speedy and efficient action on any problems identified
- Follow procedures that enable school to identify, follow up and record unauthorised absence, patterns of absence and parent condoned absence with effective monitoring and intervention
- Follow The Attendance Service procedures leading to a formal referral to their service

### **We expect from all Students:**

- That they attend school regularly
- That they arrive on time and appropriately prepared for the day in correct school uniform with school bag and equipment
- That they will inform their parent/carer or a member of staff of any problems that may hinder them from attending school
- That they accept help, support and guidance when offered and deemed appropriate

### **We expect the following from Parents/Carers:**

- To ensure their children attend school
- To ensure that they contact school whenever a problem occurs that may keep their child away from school
- To ensure that they contact school whenever their child is unable to attend due to illness
- To ensure that their children arrive in school on time and well prepared for the school day
- Take family holidays during school holidays only

# Attendance and absences

## Types of Absence

### Authorised Absence (Only school, not parents can authorise absence)

- **Illness- Medical evidence must be provided for any consecutive absence of 5 days or more**
- Unavoidable medical appointments when supported by official medical documentation (Please try to book these before or after school whenever possible)
- Recognised religious observance
- Family funeral
- Traumatic event

### Unauthorised Absence

- Truancy
- Unexplained absence (No contact or note from parents)
- An unacceptable reason for absence is provided
- Late to school after the register has closed without acceptable reason
- Holidays – Hawkley Hall High School, in line with Government legislation, has a zero tolerance approach to requests for leave of absence during term time. Requests for a leave of absence for a holiday will not be authorised unless there are exceptional circumstances

**Please note students removed from school for an unauthorised leave of absence of 10 sessions (5 days) or more may be subject to the issue of a Fixed Penalty Notice of £60 per parent or carer. A Fixed penalty notice can also be issued for unauthorised absences and persistent lateness to school as well as holidays in term time.)**

# Attendance and absences

## Responding to Non-Attendance

- **When a student does not attend school, we will respond in the following manner:**
- A member of the Pastoral team (Student Support Officer) will contact home on the first day of absence to
- Make parents/carers aware that their child is absent
- Ask for an explanation for absence
- Log parental response on the register in order to determine appropriate registration code
- If contact cannot be made in the morning, a second attempt will be made in the afternoon. All named adults attached to the student will be contacted if we are unable to contact priority contact 1.
- The SSOs will inform the Attendance Officer of any failure to obtain an adequate reason for absence or no response
- A home visit may be conducted by the Attendance Officer or Attendance Service if no contact is made for 3 days or if there is a cause for concern.
- If an acceptable reason for absence is not provided the absence will be coded as unauthorised. Unauthorised absence and or poor attendance will result in intervention from the Attendance Officer and The Attendance Service. Parents will be invited into school for a meeting and this may lead to an Early Help being opened or referral to The Startwell Service to set clear attendance targets. School work closely with The Startwell Service and The Attendance Service.

# Appearance and Dress Expectations

## Compulsory for all:

- Navy blue blazer with school badge
- Pale blue school shirt (without logos or motif)
- A full length navy school tie
- Black full shoes (no boots, trainers, high heels, velcro fastening shoes, open backed flip-flop types)
- Navy, black, dark grey or white socks
- Plain black, warm, waterproof outdoor coat (no logos or motifs; no denims; no tracksuit tops; no “hoodies”; no fashion or leather coats)
- A suitable, waterproof schoolbag.

## Compulsory for girls:

- Black tailored school trousers with logo or
- Black pleated school skirt which must be knee length

## Compulsory for boys:

- Black conventional boys’ tailored school trousers

## Year 11

- Black ‘V’ neck sweatshirt with school badge replaces the blazer. A white shirt may be worn instead of pale blue.

# Appearance and Dress Expectations

- ◆ The school shirt must be tucked in at all times
- ◆ The tie must display the Hawkley Hall crest at all times.
- ◆ Blazers must be worn at all times. Students may ask for permission to remove their blazer in lesson time.
- ◆ Students must have a suitable school bag with them **every day**.
- ◆ Scarves must be black.
- ◆ Trainers must not be worn except for during a P.E lesson. Be aware some retailers will sell trainers as school shoes. If in doubt, check with your child's Head of Year.
- ◆ Jewellery is not permitted except for a wristwatch.
- ◆ Piercings are not allowed and students are not permitted to cover them with plasters.
- ◆ Haircuts should be neat, tidy and conventional. Colours must be natural. Shaved heads less than a no.2 are not allowed. Skin fades, mullets etc. are not permitted. If in doubt, please contact school before taking your child to the hairdressers.
- ◆ Simple blue or black hair accessories are permitted.
- ◆ No make up, nail varnish or acrylic nails are permitted.
- ◆ Hoodies are not permitted.

- *Any infringements to the above will result in a signature on the student's uniform card.*
- *2 signatures in a week will result in a sanction.*
- *More than 2 signatures in a half term will result in the student losing the privilege of non-uniform day at the end of the half term.*

# P.E Kit

Students must bring full PE kit for all of their timetabled PE lessons.

GCSE PE and CN Sport Studies		
Boy's compulsory kit	Girl's compulsory kit	GCSE Dance
Navy t-shirt (Hawkley logo)	Navy polo shirt (Hawkley logo)	Navy t-shirt (same as boys)
Navy shorts (Slaters or AC Sports)	Navy skort (Slaters or AC Sports)	Navy skort (Slaters or AC Sports) or
Navy socks	Navy socks	Navy Leggings from Slaters or AC sports – no branded ones.

## Optional

Navy Leggings from Slaters or AC sports – no branded ones.

Shorts from Slaters or AC Sports

¼ zip up top with Hawkley logo.

## Footwear

Trainers for sport (**not** trainers with platform or flat-form soles).

Optional: Astro trainers or moulded studs for outdoor lessons on the Astro Turf.

## Equipment

Students are expected to bring the following to school:

- Pen, pencil and ruler
- Necessary exercise books
- P.E kit on the necessary day
- Cooking ingredients on the necessary day
- Their uniform card

## Mobile phones

If a student brings a mobile phone to school, it must be switched off and in their bag throughout the day. If a student is found using or looking at their mobile phone, or if a mobile phone disrupts learning, it will be confiscated and parents/ guardians will be required to collect.

## Energy drinks

Energy drinks (including Lucozade) are not allowed in school. If they are seen, they will be confiscated.

# Curriculum Overview

## Curriculum Aims

At Hawkley Hall our curriculum is designed to provide all students with a broad, balanced education relevant to their needs both now and in the future. The curriculum caters for the aspirations and needs of each student and aims to create:

- Successful learners who enjoy learning; make good progress and achieve excellence.
- Confident individuals who are able to live safe, healthy and fulfilling lives.

The curriculum is organised in such a way that it provides students with the opportunity to learn and be successful in their learning so that we can deliver our mission and aims.

## Intent

To develop a school wide curriculum which:

- Delivers high quality education in a caring environment.
- Creates an aspirational and high achievement culture.
- Takes into account individual needs and styles.
- Raises standards of attainment and progress in both key stages.
- Allows all individuals to achieve their potential effectively.

Supports the development of positive values and attitudes and allows all students to contribute to the school community.

## Guiding Principles

To develop a curriculum which:

- Clear progress over 5 years for individuals and groups of students.
- Offering a wide range of subjects to allow all students to develop their skills.
- Maximise learning time in all subjects.
- Additional time is given to English and Mathematics to ensure that students have the essential skills needed for life and to access the full curriculum.
- Ensure all students' progress is in line with national expectations and provide targeted support where necessary.
- Developing personal and social skills through collapsing the timetable each half term.
- Ensuring students achieve the Prince's Trust qualification through their work in PSHE and work experience
- To support transition into secondary school for all Year 7 students and ensure no curriculum time is lost

Provide a wide range of enrichment activities, track engagement with this programme and reward students for taking part in additional activities

**Please see the school website for additional information.**

# HHHS Attitude to Learning Level Descriptors

*Students are assigned three levels in each subject based on their effort. The levels reflect their typical effort across three core areas in a subject. Students will also be given the opportunity to reflect on these descriptors and will be given one specific Attitude to Learning target linked to one of the three areas on a termly basis that will be recorded in their planners. As a school, we are committed to the principle of having a **growth mindset** and the belief that everyone can improve as a result of excellent effort.*

	Behaviour	Engagement	Independence
<b>A</b>	Behaviour and attitude to learning is exceptional and always supports the Hawkley Way. You are always punctual and well equipped for learning. Classwork and home learning is always completed with great care and attention to detail, relative to ability.	You make a substantial contribution to class learning and your engagement in lessons is exceptional. You always contribute by asking and answering questions. You are always prepared to give your perspective when asked. You actively participate in group and class discussion. You provide constructive support and feedback to others and are respectful of their views, if different to your own.	You are a highly conscientious and self-motivated to work independently. You use your own initiative and are always resilient when challenged. You have a growth mindset and always embrace and respond effectively to feedback.
<b>B</b>	Behaviour and attitude is excellent and always supports the Hawkley Way. You are always punctual and well equipped for learning. Classwork and home learning is always completed with care and is of a very good standard, relative to ability.	You make a good contribution to class learning and are engaged in lessons. You often show enthusiasm in asking and answering questions. You regularly share your ideas when participating in group and class discussion. You show respect for others by listening to teachers and fellow pupils. You provide useful feedback to others and appreciate different points of view.	You are conscientious and are often self-motivated to work independently. You regularly use your own initiative and are resilient when challenged. You have a growth mindset and respond effectively to feedback.
<b>C</b>	Behaviour and attitude is very good and always supports the Hawkley Way. You are always punctual and well equipped for learning. Classwork and home learning is almost always completed with care and to a good standard, relative to ability.	You make a contribution to class learning and remain focused throughout the lesson. You show interest in your work and make contributions in class. When prompted you share your ideas and participate in group and class discussion. You show respect for others and listen to different points of view.	You are committed and generally take responsibility for your own learning. You are quite resilient but occasionally rely on teacher prompting. You are developing a growth mindset . You almost always act on feedback appropriately.
<b>D</b>	Your behaviour and attitude to learning often supports the Hawkley Way but it can at times lack focus. You are generally punctual and equipped for learning. Classwork and home learning is generally completed to a good standard but sometimes lacks care and attention, relative to ability.	You make some contribution to class learning but this is limited. Although you take some interest in your work, you need to make more effort to ask questions and to provide answers in class as you only do so when prompted. You rarely contribute in group or class discussion. You show some consideration for others and make some effort to listen to their views.	You are developing as an independent learner. You need to be more consistent in taking responsibility for your own learning. You need to be more resilient when challenged and respond to feedback more effectively.
<b>E</b>	Behaviour and attitude to learning is inconsistent and often does not support the Hawkley Way. You are often not punctual and have to borrow equipment for learning. Classwork and home learning is inconsistent and is often incomplete, relative to ability.	You lack focus in your work and make very few contributions to class learning. You are often distracted. You rarely make use of opportunities to develop your learning through class and group discussion. You show little consideration for others and need to make more effort to listen to the teacher and other students.	You show little evidence of independent work and often rely too much on teacher direction. You have the ability to complete tasks on your own but you lack the motivation to do so. You do not make effective use of feedback provided.
<b>F</b>	Behaviour and attitude to learning is poor and does not support the Hawkley Way. You are frequently not punctual or equipped for learning. Classwork and home learning is inconsistent and poorly presented, relative to ability.	Your lack of focus in lessons is having a negative effect on your learning. Your unwillingness to participate and lack of motivation means you have not required the skills to develop your learning further. You lack consideration for others and you are unwilling to listen to others and to support other students	You show little interest in working independently. You are unwilling to complete tasks on your own and rely heavily on the direction of others. You do not respond appropriately to feedback to aid progress

# Mental Health & Wellbeing

A good place to start in supporting your child with their mental health and wellbeing is with the

## 5 Ways to Wellbeing



### Connect

Connect with the people around you: your family, friends, colleagues and neighbours. Spend time developing these relationships. Learn more in [Connect for mental wellbeing](#).

### Be active

You don't have to go to the gym. Take a walk, go cycling or play a game of football. Find an activity that you enjoy and make it a part of your life. Learn more in [Get active for mental wellbeing](#).



### Keep learning

Learning new skills can give you a sense of achievement and a new confidence. So why not sign up for that cooking course, start learning to play a musical instrument, or figure out how to fix your bike? Find out more in [Learn for mental wellbeing](#).

### Give to others

Even the smallest act can count, whether it's a smile, a thank you or a kind word. Larger acts, such as volunteering at your local community centre, can improve your mental wellbeing and help you build new social networks. Learn more in [Give for mental wellbeing](#).



### Be mindful

Be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness "mindfulness". It can positively change the way you feel about life and how you approach challenges. Learn more in [Mindfulness for mental wellbeing](#).

**This link has more information and advice on this:**

<https://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/improve-mental-wellbeing.aspx>

Students experiencing mental health difficulties are often best supported with support both in and outside school.

There are various mental health charities who provide helpful information for parents, and who offer tools to assist young people with their mental health outside school. The following resources can be helpful to review and are often signposted to students in school

- GP – Your local GP is usually the first person to contact regarding concerns about a child's mental health.
- Childline – Free counselling for young people via phone or online.
- Mind – General mental health support and knowledge.
- Young Minds – General mental health support and knowledge.

# Anti-bullying.

‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally’

The values and ethos of Hawkley Hall High school are underpinned by mutual respect. Therefore, if bullying of any student was to take place by other students from our school community we would consider this to be seriously undermining The Hawkley Way. Every child at Hawkley has the right to feel safe, happy and accepted at school.

All staff in school will be happy to help any student who either reports bullying or who feels that they are being targeted by bullies. However, there are some key staff in school who are experienced in dealing with bullying. In the first instance we would encourage students to report the bullying issue to their Head of Year, their Assistant Head of Year or their form tutor. A list of Heads of Year can be found below:

Year 7—Mrs Holland

Year 8—Mr Finch

Year 9—Mr Abrahams

Year 10— Mr Cassidy

Year 11—Mrs Ali

Alternatively, students may want to report bullying to the Safeguarding team:

Miss A O’Brien (Assistant Headteacher/ Designated Safeguarding Lead)

Mrs C Serjent (Attendance and Safeguarding Lead)

Mrs L Notere (Senior Pastoral Leader/Safeguarding Lead)

Mrs F Holmes (Head of Inclusion faculty)

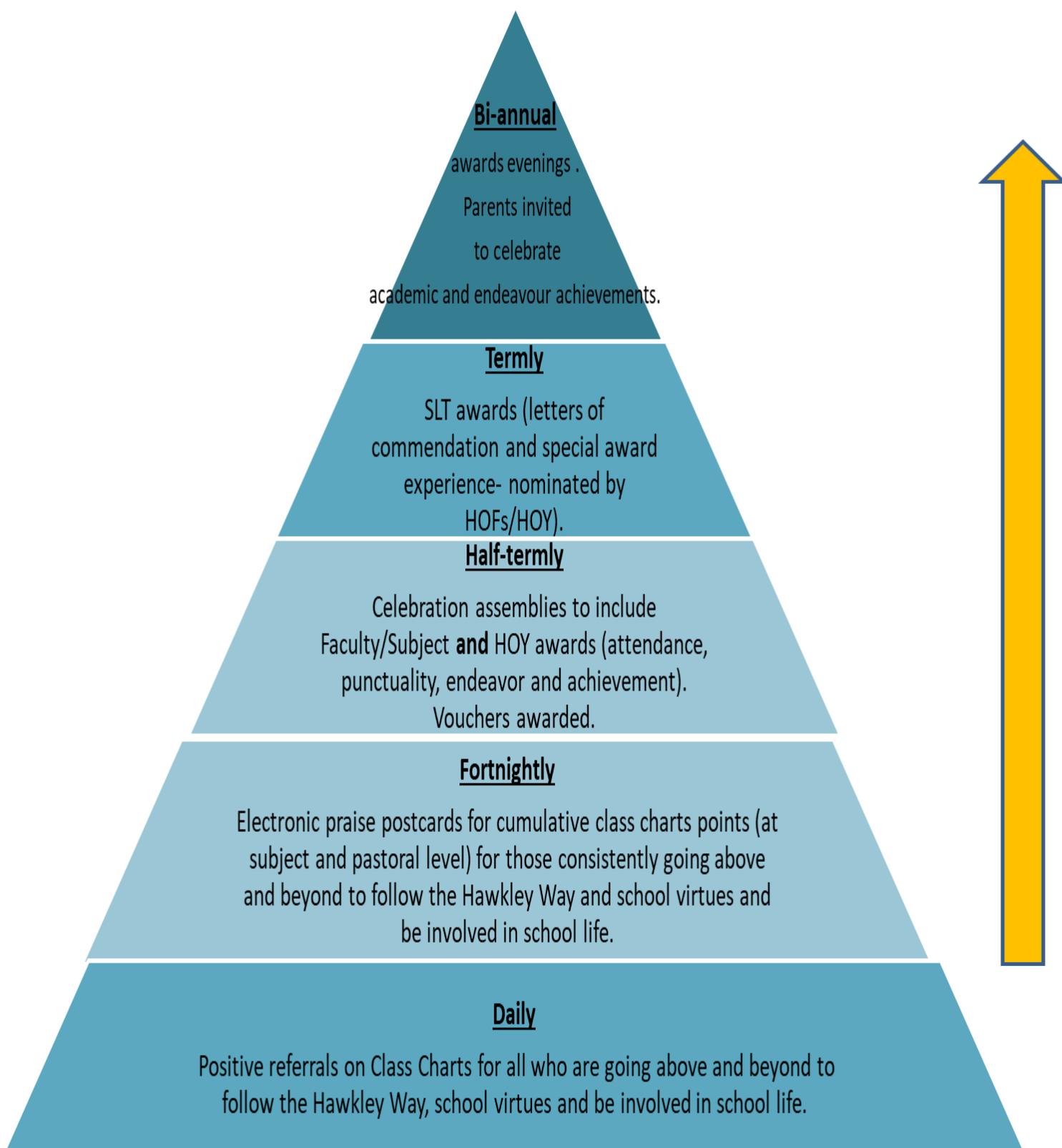
# Mental Health Support in school

*As a school, we offer a multitude of support systems with regards to mental health support.*

*These include the following:*

- >A school counsellor
- >Learning and behaviour mentors
- >A CAMHS link worker
- >Mindfulness sessions
- >Trusted Adults
- >A team of Mental Health Champions

# Whole school reward structure:



# Satchel One

- Teachers at Hawley set homework on-line through Satchel One.
- Both students and parents are provided with a unique log-in and this allows parents to support their child's learning at home, as well as checking deadlines. Students can also send a message to the directly to the teacher to ask for advice.
- Teachers often upload extra resources and support materials to aid learning, as well as a more in depth explanations of the tasks that have been set.
- Please don't hesitate to contact subject teachers or Student Support Officers if you experience issues with accessing Satchel One. The school website also contains details about how parents can access this learning tool.

# GCSE Pod

- For KS4 students, on-line resources such as 'GCSE pod' are promoted, as well as resources generated by subject teachers which are uploaded on to the school website.
- A range of opportunities for parents are provided throughout the year to give parents the chance to gain advice and support about how to support their child with their studies. One example is the Y11 evening for parents which explores wellbeing for exams and advice for supporting children with revision for GCSEs.

# Class Charts

Class Charts is a piece of Software/an app that is used by staff in school to record positive and negative behaviour referrals for all students. As a parent/guardian, you will be provided with information for how to access your child's positive referrals.