



**HAYGROVE
SCHOOL**
Information for
Prospective
Parents

A red vertical banner containing the Haygrove School crest at the top. The crest features a red dragon on the left, a white unicorn on the right, and a central shield with a ship. Below the shield is a yellow banner with the motto "OPPORTUNITY AND ENDEAVOUR". Below the crest, the school's name "HAYGROVE SCHOOL" is written in large white capital letters, followed by "Information for Prospective Parents" in yellow text.

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School Admissions

The Headteacher, Mrs K Canham, is always pleased to meet prospective parents and students to discuss the school, its work and admission arrangements. We hold three Open Mornings and an Open Evening in the Autumn Term when prospective parents and students can come and see the school in action and talk to the Headteacher and staff. The dates for these are sent home via primary schools or can be found on the school's website.

For children transferring from primary to secondary school, places are offered by the Local Authority. Further information on admissions can be found in the LA Admission to Secondary School Booklet at www.somerset.gov.uk

SCHOOL ADMISSIONS POLICY 2018-2019

Haygrove School is an Academy and as such the governing body is the admissions authority for the school.

All applications for admission must be submitted to your home Local Authority (LA) by the closing date of 23:59 hours on 31 October 2017, and will be considered under the Equal Preference with Ranking system of allocation. The LA will forward all applications to the school and the governing body will rank them against the over-subscription criteria set out below.

This list will then be returned to the LA under the co-ordinated admissions scheme and they will make a single offer of a place on 1 March 2018 (or next working day if this falls on a weekend or bank holiday) by email (for online applicants) or 2nd class letters will be sent on the same day.

Over-Subscription Criteria

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. Looked After Children - Children who are in the care of a Local Authority or have previously been and are now formally adopted or subject to a residence/child arrangement or special guardianship order. (see important note 1).
2. Children, identified with a sensory, physical or medical disability (High Needs Pupils), where a multi-agency professional team has identified the schools as the nearest suitable school (see important note 2).
3. Children living in the catchment area (see important note 4), with an older sibling at the school at the time of admission, and who live at the same address.
4. Children living in the catchment area.
5. Children living outside the catchment area, with an older sibling at the school at the time of admission, and who live at the same address.
6. Children of staff employed at Haygrove School (Children of staff at the school either where the member of staff has been employed at the school for two or more years or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.)
7. Children outside the catchment area, but nearest the school.

Important Notes:

1. A "Looked After Child" means any child who is in the care of a local authority in accordance with Section 22 (1) of the Children Act 1989. A child who was "a previously Looked After Child" means a child who after being Looked After became subject to an Adoption Order under Section 46 of the Adoption and Children Act 2002, a Residence Order under Section 8 of the Children Act 1989 or Special Guardianship Order under Section 14A of the Children Act 1989.
2. This criterion enables schools to plan with SEN Officers for the school entry of children with physical, medical or sensory impairments. where significant capital works (e.g., accessible toilets, changing space, and access to classrooms) are required The lead time on these projects mean that school place outcome dates are too late for work to be completed in time for school

entry in September. However, with the support of this criterion plans can be actioned with certainty early in the year.

3. A copy of the schools catchment map is available to view at the school and on the Local Authority website www.somerset.gov.uk/admissions

Please see the school website www.haygroveschool.co.uk for a full copy of the School Admissions Policy 2017-2018.

Our Aims In To Practice

We hope to translate our aims into practice through:

- Our pastoral system, our Codes of Responsibility, and our extra -curricular provision.
- A common curriculum at Key Stage 3 which covers the following areas of experience with their related principal subjects and cross curricular Key Skills.
 - Linguistic
 - Scientific
 - Physical
 - Social and Political
 - Mathematical
 - Technological
 - Aesthetic and Creative
 - Spiritual and Ethical
- A Key Stage 4 curriculum which offers scope for individual choice, but within the above broad areas of experience.

The following statements underpin our curriculum:

At Haygrove School we believe that every person matters and it is important that everyone:

- Aspires to be the best that they can be.
- Is challenged and empowered to take risks, show initiative and be enterprising in a secure environment.
- Recognises, supports, celebrates and promotes achievement.
- Respects diversity within the community and develops caring, respectful and positive attitudes.
- Promotes and models mental, physical, spiritual, social and emotional wellbeing.
- Makes a positive contribution to the development and maintenance of a sustainable school environment and takes responsibility for their impact on the wider environment.

It is essential that all students:

- Engage in a personalised curriculum which meets current needs, future aspirations and equips them to become flexible and adaptable lifelong learners.
- Will become responsible citizens who make an active contribution to the school, local and wider community.
- Are encouraged to enjoy active learning with and from each other.

Curriculum Outcomes

We aim to ensure that all learners achieve a level of mastery of the following knowledge, skills, attitudes and attributes. The following statements are derived from staff consultation (which now needs to be expanded to include other stakeholders).

1. Knowledge

- Have a “personal toolkit” for learning now and in later life.
- Able to retain, recall and use the facts necessary to show high achievement in assessments and examinations and so become successful learners.
- Have broad background knowledge to support responsible and confident decision making.
- Literate, numerate and have good ICT knowledge.
- Understand what constitutes a healthy lifestyle.

2. Skills

- Able to communicate effectively; orally and in writing.
- Can organise and use time effectively.
- Listen and learn from others.
- Be creative.
- Use information effectively; can assess, synthesise and evaluate.
- Able to solve problems.
- Can work independently and as a team member.
- Technologically literate; can select appropriate tools and use them productively.
- Adaptable.
- Work to deadlines.

3. Attitudes and Attributes

Possess the attributes to become successful learners who enjoy learning, make progress and achieve; confident individuals who are able to live safe, healthy and fulfilling lives and responsible citizens who make a positive contribution to society.

They include:

Ambition
Confident
Tenacious
Risk taking
Humour
Creative

Responsible
Polite
Adaptable
Sociable
Positive and optimistic
Ethical

Compassionate
Empathetic
Reflective
Hard working
Self reliant
Honest

The School Day and Week

We have 25 x one hour lessons a week. Registration, Tutorial and Assembly time provides a further 1 hour 40 minutes contact time each week.

START OF THE SCHOOL DAY	8.40am
TUTOR/ASSEMBLY	8.40 - 9.00am
<i>LESSON 1</i>	9.00 - 10.00am
<i>LESSON 2</i>	10.00 - 11.00am
BREAK TIME	11.00 - 11.20am
<i>LESSON 3</i>	11.20am - 12.20pm
<i>LESSON 4</i>	12.20 - 1.20pm
LUNCH TIME	1.20 - 2.10pm
AFTERNOON REGISTRATION	2.10 - 2.15pm
<i>LESSON 5</i>	2.15 - 3.15pm
END OF THE SCHOOL DAY	3.15pm

Permission for Holidays

Parents do not have a legal right to take children out of school for holidays; absences for holidays will not be authorised unless there are exceptional circumstances. Details of such exceptional circumstances should be forwarded, in advance, to the Headteacher for consideration and holiday application forms are available on request. Parents are advised to apply for holiday absence before booking a holiday.

Absence

We carefully monitor all absences from school and have an excellent attendance rate. The Department for Education and Skills in its Education (Student Registration) Regulations 1985 makes it clear that only the school can authorise absence. Parents are therefore asked to notify us if their child is unable to attend school. Please report his or her absence to the Attendance Officer before 8.45am every day of their absence. If we have not heard by the third day of absence, we will contact parents in writing to determine the reason.

If your child is absent from school please text the Student Absence Line on 07860 027964

Home to School Transport

The Local Authority provides free transport to and from school for students living in our rural catchment area. Parents are advised to contact the Local Authority for details of precise entitlement to school transport.

Our School Uniform

All students are expected to wear full uniform to and from school. All students must wear:

- Plain black school blazer with black buttons and school badge on chest pocket. A fashion jacket is not permitted for school.
- Plain white shirt with a collar and top button.
- School clip on tie.
- Sensible black shoes with black or white ankle or knee socks. Girls may wear opaque black tights.
- Trousers (boys/girls): Plain black tailored trousers (traditional or slim leg style only) with a plain black belt (if required). Note: Skinny fit trousers are not permitted as part of school uniform.
- Skirt (girls): Plain black pleated skirt. Note: Skirts must sit on, above or no more than 2" above the knee, NOT mid-thigh.
- A plain black V-necked jumper is permitted only when worn underneath the school blazer.

ALL UNIFORM MUST BE NAMED!

Footwear Advice

Maintaining and caring for your child's feet will benefit their health, mobility and well-being throughout their entire lives. We issue guidelines for footwear, but recently more and more girls are wearing very flat slip-on pumps—sometimes known as 'dolly shoes'.

Guidance issued by The Society of Chiropodists and Podiatrists states that this type of shoe can cause stress to the structures on the sole of the foot and back of leg causing pain and inflammation. These shoes also tend to have very thin soles and uppers which give very little protection from injury. The Society is also noticing that such shoes are often worn at least two sizes smaller than required to prevent them from falling off - this is not good for a young person's feet.

The school reserves the right to make the final judgment on what is and is not acceptable, and expects parental support in this matter.

Compulsory PE Kit for Boys and Girls

- Red/black/white reversible rugby shirt (available from mid– August 2014).
- Plain black football shorts.
- Red/black/white sports top.
- Red sports socks with black top.
- White sports socks.
- Shin pads for all hockey and football lessons.
- Trainers suitable for sporting activity (not skate-boot style trainers).
- Football boots (boys).

Optional Kit

- Black sports tracksuit for use in cold/wet weather.
- Gum shields (Gum shields can provide useful protection against injuries to the teeth in competitive games of hockey and rugby. We recommend that if students wish to wear gum shields, they should be properly modeled and fitted by a dental practitioner. Off-the-shelf mouth-guards may not provide the same level of protection.)

All kit should be named. No jewellery should be worn in Physical Education lessons.

Pastoral Care

Our pastoral support is based on a year system led by a Head of Year with a team of Form Tutors. Each tutor group remains with the same Form Tutor throughout their five years, as far as possible, and with the same Head of Year. In this way we expect that good relationships will be formed between students, parents and the school. We believe in working closely with parents in order to do the best for their children.

Haygrove Houses

We operate a House system where all students are allocated to a 'House' which they remain in from Year 7 to Year 11. Membership of each House includes students from every school year and across all Tutor Groups and includes both teaching and support staff. This means that students can get to know a wide range of other students and staff. Throughout the year there are lots of House competitions and activities for students to get involved in.

Our four Haygrove House names were inspired by the explorers and adventurers who have conquered the earth's highest peak, Mount Everest in the Himalayas.

Mallory – George Mallory was an English mountaineer who took part in the first three British expeditions to Mount Everest in the early 1920s.

Bonington – Chris Bonington led the first successful team to reach the summit via the south west face in 1975.

Stephens – Rebecca Stephens, in 1993, became the first British woman to reach the summit.

Hargreaves – Alison Hargreaves became, in 1995, the first British woman to reach the summit alone and without supplementary oxygen.

Lunchtime Arrangements and School Meals

Students are expected to remain on site at lunchtime. Our full school meals service, provided by Aspens Services., offers a wide range of hot and cold meals and snacks before school, at break and lunch times. We actively encourage the provision of healthy lunch options for our students.

The cafeteria operates on a 'cashless' basis eliminating the need for students to carry cash throughout the day. It is a biometric system that allows for money to be paid into a student's account either on-line, by coin and note payments at the revaluation pay points and by cheque. Money spent on food and drink is deducted on a daily basis. Students may order meals in advance to be sure that their choice is always available. Vegetarian choices are always available. Students may bring a packed lunch. For safety's sake, drinks in glass bottles should not be brought into school.

Homework

We expect that all our students will extend their work at school with regular homework. At Key Stage 4 (Yrs 10 and 11) homework is set in relation to the demands of the GCSE course.

In February 2015 we introduced an online system call Show My Homework to set homework. Teachers will set homework via the Show My Homework website where they can include additional digital resources and record the deadline for submission of tasks set. Students can access their homework tasks via the website or an Android or IOS app. They will also receive email reminders of their homework deadlines. Parents will have their own access to 'Show My Homework' so that they can see their child's homework tasks and deadlines. Parents can also sign up to receive email alerts.

Student Senate

Our Student Senate provides our students with a means of participation in school affairs and advises on all matters that concern the welfare and interests of our students, including support for local, national and international charities. Representatives are drawn from each Year to discuss topics of importance to their respective Years as well as matters of common interest across all Years. In addition, we have a Prefect Team, selected from Year 11 students, who provide a supportive role for all students and who represent the school on important occasions. They are led by a team of Senior Prefects from whom our Head Boy and Head Girl, as well as their Deputies, have been selected.

Parents' Evening and Parents' Forum

Parents' Evenings are an opportunity to meet your child's teachers and discuss their progress. We offer two Parents' Evenings in Year 7, Year 10 and Year 11 and one for Year 8 and Year 9. Year 9 students and parents are also invited to attend a Year 9 Options Evening.

Our Parents' Forums are held in the Spring and Summer Terms and are where parents' can raise any issues they have and discuss strategies for keeping our young people safe, happy and healthy and to ensure their success.

Equal Opportunities

We are committed to equality of opportunity for all our students and staff, regardless of gender, race or disability. Our Equal Opportunities Policy and Racial Equality Policy are available upon request.

Safeguarding

Where staff have reason to suspect that a child may be the subject of abuse, they must immediately inform Mr G Walters, our Designated Safeguarding Lead or in his absence, Miss L Gregg, Head of Year 7 and our Deputy Designated Safeguarding Lead, who will take the action necessary. Where both these members of staff are unavailable, staff must inform the Headteacher.

Haygrove School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Formal Curriculum Structure

The school complies with all statutory elements of the National Curriculum. The school delivers the curriculum within a 50 period, two week, timetable model.

Key Stage 3

At Key Stage 3 students experience a common curriculum which provides breadth and balance. All students follow timetabled courses in English, Mathematics, Science, Design and Technology (which includes Food Technology), History, Geography, a Modern Foreign Language, Art & Design, Music, Drama, Physical Education, Religious Education, Computing and Health & Citizenship.

Where students enter the school with low Literacy or Numeracy skills they are given additional support through 1:1 tuition and other appropriate programmes.

Key Stage 4

There are two pathways which students may follow at KS4. Most students follow a pathway leading to mostly GCSE qualifications although some subjects use other accreditation including BTEC, NVQ and CiDA. All students follow courses in English, Mathematics, Science, a Modern Foreign Language and Humanities. For most students these will lead to GCSE or IGCSE qualifications.

All students have PE on a weekly basis. Some students also take PE as a GCSE subject.

Religious Education, Citizenship, Sex Education, Careers and Work Related Learning are delivered through a planned programme of PSHCRE. These are complemented by other learning opportunities such as Work Experience, extra curricular experiences including a range of enterprise activities, the Duke of Edinburgh's Award scheme and the Junior Leadership Team.

Careers Education and Guidance

Students in all year groups receive careers education information and guidance. There is an extensive range of careers literature and software available, including the U-Explore programme. Links with local employers are very well established and all students have the opportunity to go on Work Experience in Year 10. Students visit local colleges of Further Education as part of our post-16 transition arrangements and personnel from local colleges and training providers attend school regularly to give information and answer students' questions. The Careers programme is supported by our Head of Careers, who is trained to Level 6 Diploma in Career Guidance and Development. Careers interviews are available for all students and parents.

Sex and Relationships Education

Sex and Relationships Education is taught as part of the school's Personal, Social and Health Education programme. Three departments, Physical Education, Religious Education and Science, contribute to the programme. At Key Stage 3 Sex and Relationships Education is also taught through Health Days and Health-related activities. At Key Stage 4 it is taught through the Health and Welfare module of the Humanities course, which all students follow. School Nurses, based at Bridgwater Hospital, also contribute to the delivery of Sex and Relationships Education throughout the school. Our Sex and Relationships Policy is available upon request. Parents can withdraw their children for part or all of the non-statutory Sex and Relationships Education programme. Any parent considering doing so, should contact the Assistant Head (Pastoral).

Key Stage Four Curriculum (correct for 2017 entry)

<i>All students have to do these CORE subjects</i>	<i>Choose ONE Humanities option subject</i>	<i>Choose ONE Language option subject</i>	<i>Choose TWO option subjects from the following</i>
<p>GCSE English Literature GCSE English Language GCSE Mathematics GCSE Science</p> <p>Non Examined: Physical Education PSHCRE</p>	<ul style="list-style-type: none"> • Citizenship • Geography • History • Religious Studies 	<ul style="list-style-type: none"> • French • German • Spanish 	<p>Art & Design Subjects:</p> <ul style="list-style-type: none"> • Art & Design • Art Photography • Textile Design <p>Students are only able to take ONE Art & Design Subject</p> <p>GCSE Design & Technology:</p> <ul style="list-style-type: none"> • Food Preparation and Nutrition • Resistant Materials • Electronic Products <p>Students are only able to take ONE Design & Technology Subject</p> <ul style="list-style-type: none"> • BTEC Business Studies • Digital Applications (CIDA) • GCSE Drama • GCSE French • GCSE Geography • GCSE Physical Education/BTEC Sport • GCSE History • GCSE Music • GCSE Religious Studies • GCSE Triple Award Science (Biology, Chemistry and Physics) • GCSE Computer Science

Note: The school curriculum is constantly under review and this information is provided as a guide to our provision. Further information on the 2018/19 curriculum will be available on our website.

Vocational 'Foundation' Pathway

While most students follow the curriculum pathway described in the previous section some students and their parents are invited to consider the Vocational Pathway. The programme takes place on the school site and students study a mix of GCSE, BTEC and other accredited courses.

All students have to do these CORE subjects	Choose TWO subjects from the following subjects
GCSE English Language GCSE English Literature GCSE Mathematics GCSE Science (Single)	<ul style="list-style-type: none"> • Art & Design Subjects: <ul style="list-style-type: none"> - Art & Design - Art Photography - Textile Design <p>Students are only able to take ONE of the Art & Design Subjects</p>
A recognised work-skills course Non Examined Physical Education PSHCRE	<ul style="list-style-type: none"> • Design & Technology: <ul style="list-style-type: none"> - Food - Catering (and Hospitality) - Resistant Materials - Electronic Products <p>Students are only able to take ONE of the Design & Technology subjects</p> <ul style="list-style-type: none"> • BTEC Business Studies • GCSE Drama • GCSE PE or BTEC Sport • GCSE Geography • GCSE Music • GCSE Religious Studies • GCSE Computer Science/Digital Applications (CiDA) only for students with major interest/ability in ICT as all students will do BTEC ITQ in ICT anyway

Our School Library

We encourage our students to develop a love of reading and books. Our library is an attractive room where students can borrow fiction and non-fiction books. A computer system handles the issue of books and allows students to search under title, author or subject. The library is linked to the school's IT network with access to the Internet and gives students the opportunity to use a wide range of educational software and have monitored access to the Internet.

All Year 7 students have a library induction programme as part of their English course in their first term. They learn library layout and how to use the computer system. Our team of student librarians assist our Librarians with the issue and return of books and help with book maintenance tasks.

Our library is an important resource centre for the whole school. It has a busy, but a quiet atmosphere. The library is open throughout the day, at morning break and lunchtime, and after school on Mondays, Tuesdays, Wednesdays and Thursdays, with the Librarian on hand to give advice.

Our Extra-Curricular Programme

Our extra-curricular programme is a strength of our school. There are very good opportunities for students to extend their learning and widen their experiences through activities outside the regular timetabled curriculum. The range of activities on offer includes: sport, music, drama, art and design, foreign exchanges, outdoor education, the Duke of Edinburgh Award Scheme, the Arts Award Scheme, Student Investor and other enterprise opportunities. We encourage responsibility and leadership through STRIPES leadership, mentoring, learning champions and a Junior leadership Team. This is in addition to a wide range of clubs, numerous trips, master classes and extra tuition in many subjects.

Sport

We offer a wide range of individual and team sports. Students are encouraged to develop their performance to the highest level, which has resulted in many of our students achieving county and national representation. We have strong links with local clubs and through these, students are encouraged to widen their sporting experience.

We are committed to developing and strengthening our links with the local community, with a particular emphasis on sport. Our facilities are regularly used by our community and are available for individual or group hire.

The school's facilities include: sports hall, tennis courts, hockey, rugby and football pitches, and Gymnasium.

The school has been awarded the much-acclaimed Sportsmark Award from the English Sports Council for its excellence in sports provision and Physical Education.

Music

Our students are encouraged to enter fully into the musical life of the school and to become involved in the various extra-curricular activities which include Choir, Keyboard Club, Guitar Club, Wind Band, Concerts, Festivals and School Productions.

Students have access to tuition from a wide range of orchestral instrumental specialists, for which there is a charge. In addition, we provide tuition for non-orchestral instruments including guitar, drumkit, voice and piano.

There are excellent classroom facilities, including a fully equipped keyboard/ICT suite, which includes a bank of practice rooms.

Drama

Drama provides an ideal opportunity for our students to develop self-confidence and social skills. As well as being a subject that enjoys GCSE examination success, Drama also features as a very popular extra-curricular activity.

Our school productions are open to students from all years. These are always extremely popular and receive high acclaim. There is normally a lower school production and a senior school production each year. There are regular theatre visits, as well as the opportunity to take part in our Theatre-in-Education days with touring companies.

Art and Design

Art and Design aims to provide a wide range of opportunities for students to work in a variety of media and materials. Our Schemes of Work include the study of Artists and Cultures throughout history and is taught through Powerpoint Presentations, artwork, prints and books. This curriculum is supplemented by visits to National Galleries and a Year 10 residential course to St. Ives. Students' work is exhibited throughout the school and we have an annual Exhibition at Bridgwater Arts Centre. The department is open at lunchtime and after school to enable students to extend their work. Art is actively involved in a wide range of cross-curricular work, including school productions and links with the Modern Foreign Language Department and Design and Technology.

Modern Foreign Languages

Students at Haygrove have a world of opportunities at their fingertips thanks to a comprehensive programme of visits and clubs. In addition to our Exchange Programme with our twin school Collège George Sand in La Motte Servolex, France which enables students in Year 8 to experience life with a French family and then reciprocate by welcoming a French student into their homes too, our older students have the opportunity to visit one of the Yew Wah Chinese partner schools in Shanghai.

The MFL department also runs annual study visits to Paris for year 11, to Barcelona linking GCSE Art with Spanish and to Cologne for students taking German at GCSE. We run lunchtime clubs in Mandarin and also challenge our most motivated linguists with beginners' classes in German, Spanish and Mandarin after school. Cross curricular links are fostered by our Yeo Valley Apprentice Challenge, our wide ranging activities for European Day of Languages and our participation in the Routes into Languages Pop Video competition.

International Links

Languages are an integral feature of our students' learning, but we also aim to foster an International Dimension to the curriculum, as demonstrated by having been successful in applying for the International School Award, first in 2009 and most recently awarded in 2015.

We have links with partner schools across the world – some are long standing relationships, whilst others are only just beginning! Giving our students the opportunity to broaden their horizons through real contact with other countries is just one of the ways we continue to stimulate discussion and challenge our students both within lessons and through extra-curricular activities.

In addition, we are delighted to support Mawanda Basic School in Zambia and through the fundraising efforts of Haygrove students this school remains open. This unique link really offers students an insight into cultural differences in a way which goes beyond the classroom.

A focal point for our International Link lies in our Partnership with the Yew Wah International Education Foundation in China. Initiated in 2008, our work together continues to go from strength to strength with Haygrove welcoming 7 groups of students from Shanghai and Yantai Schools throughout this academic year, and the continuing development of enrichment opportunities for both Haygrove and the visiting Chinese students. As a celebration of our work, we opened the Yew Wah Haygrove International Friendship Centre in 2013 as a dedicated suite of classrooms designed to build upon our existing work and allow us to continue to develop our unique link.

Business Links

Haygrove are very lucky to have many business links across the area. Links range from continued work experience support to lesson based work related learning. Students work closely with employers on CV writing, interview skills and even having the confidence to set up their very own business.

Local employers also support the schools mentoring scheme and meet with students regularly to support with not only pastoral and curriculum based activities, but also introduce students to the world of work and gain positive links within their own chosen career.

Students are given the opportunity to visit local businesses, with employers from all different areas also coming into school for informal chats and question time.

Outdoor Education

We have an exciting and popular programme of Outdoor Education available to all our students. Year Camps are organised in Year 7 and Year 8 which have visited the New Forest, the Quantocks, Exmoor and Dartmoor. We also offer opportunities for outdoor pursuits on some of our overseas residential trips, including camps and skiing. Currently we offer a bi-annual ski trip.

Duke of Edinburgh's Award

Our very popular Duke of Edinburgh Award Scheme is a programme of practical, cultural and adventure activities. The Scheme, though not competitive, ensures that students have to persevere and progress in all areas to succeed.

We prepare our students for their Award at bronze and silver levels whilst at Haygrove, and ex students are offered gold level through the Bob Rigby Gold Award Group. The Award is a challenge. Through it students have the opportunity to meet and work with people of all ages, to increase their skills and confidence. Above all, it is great fun.

Haygrove Inclusion Charter

Inclusion at Haygrove is about creating a "can do" mentality among all of the students and staff rather than simply adapting the curriculum or modifying the medium in which they learn. It has been about having a sound knowledge of our student's individual learning profiles, tailoring the curriculum to meet their needs and equip them with the skills needed to support independent enquiry and encourage independent living.

Our approach has been to look beyond any perceived educational gap and challenge the notion of an academic ceiling in the pursuit of progress and achievement. Our students are not merely passengers on an academic journey but active learners making real choices about their education.

Inclusion at Haygrove is about destination learning, liaising with post 16 providers and local businesses to ensure that the wider community sees all that our students have to offer and that we recognise our responsibilities in supporting next steps, helping to inspire our students to reach their individual goals.

- We value all students and staff and believe that everyone is of equal value.
- We strive to ensure that everyone feels welcome, respected and has a voice within our school and in the wider community beyond.
- We believe that personal worth should not be determined by gender, ethnic background or perceived ability, or background but that all students feel visible and valued members of our school society.
- We recognise that inclusion is a central tenet for every student not only those with identified Special Educational Needs.
- We understand that diversity and individuality contributes to the richness of life and should be celebrated and encouraged.
- We believe in putting our students first; at the centre of a culture that shows respect and care, supporting students and giving them the best opportunities to achieve and succeed.
- We are committed to supporting our students to overcome barriers to learning or social integration and to encourage them to participate in all areas of school life.
- We recognise the right of every student to have an education free from the pressures of discrimination, bullying or social exclusion.
- We encourage our students and staff to develop inclusive values, healthy lifestyles and positive relationships and a real sense of self worth.

Whilst at Haygrove, our most able students can experience a personalised curriculum, which is tailored to their needs. This will be mainly provided within the classroom where they should experience differentiated strategies to challenge them and opportunities which develop their desire to learn and achieve their potential.

Haygrove School does not seek to create a system which is divisive or elitist but rather cultivates an environment for learning where teachers feel enabled to recognise and address the needs of the student and in which the students feel supported, encouraged and proud to be high achievers. Haygrove School provides an inclusive education which prioritises individuals and their needs. Students will be encouraged to take increasing responsibility for their learning and to seek out opportunities to harness and develop areas of interest and ability.

Student Behaviour Code

The school aims to provide students with a happy and purposeful environment built on respect for others and care and concern for every individual in our school.

The school takes a clear and firm position on certain matters.

Students will not:

- Defy or abuse any member of staff.
- Assault any member of the school community.
- Bring into school alcohol, tobacco, drugs, aerosols or items that might be regarded as dangerous.

Students know that if they do any of these, they will be excluded from school and this may be permanent.

Even though these incidents are very rare, students understand that the school's position is absolutely clear.

ANTI-SMOKING POLICY

Haygrove is a non-smoking site. Students will not smoke at school, nor on the way to or from school.

Smoking leads to exclusion from school if this policy is ignored.

ANTI-BULLYING POLICY

The school takes all forms of harassment or bullying very seriously. It recognises that it can make a student's life unhappy and can hinder academic progress.

Bullying is different from other forms of unacceptable behaviour. It is intended to hurt, is deliberate, unprovoked and usually takes place over a period of time, rather than being an isolated incident.

There are different types of bullying:

- **physical** - such as pushing and kicking
- **verbal** - such as name calling and jeering
- **emotional** - such as sneering, laughing at someone or spreading rumours.

We encourage students that think they or another student is being bullied to tell someone - a Tutor, Head of Year, a Prefect or someone they can trust. Concerns can be reported through the SHARP system on the school's website – www.haygroveschool.co.uk

**ALL STUDENTS ARE GIVEN GUIDANCE ON
HOW THE SCHOOL WILL HELP THEM**

Our Code of Conduct

1. To have the best education which will help me achieve my full potential.

RIGHT The school should be supported in providing the best possible education for all students.
RESPONSIBILITY

2. To be allowed to work hard in lessons.

RIGHT Not to distract others, making it easy for everyone to work.
RESPONSIBILITY

3. To be treated with respect.

RIGHT Not to harass or be rude to others.
RESPONSIBILITY

4. To feel safe from violence and verbal abuse.

RIGHT Not to be physically aggressive or verbally abusive to others.
RESPONSIBILITY

5. To be supported by everybody around me.

RIGHT To help others whenever possible.
RESPONSIBILITY

6. To be part of a well-ordered, clean and tidy environment.

RIGHT To do my part in keeping the school clean and litter free.
RESPONSIBILITY

7. For people to respect my views.

RIGHT Not to unfairly criticise the views of others.
RESPONSIBILITY

8. To feel that my personal property is safe.

RIGHT Not to steal or damage others' property.
RESPONSIBILITY

9. To have access to the best equipment and materials that the school can provide.

RIGHT To take care of all school equipment and materials so that everyone can have the benefit of using them.
RESPONSIBILITY

10. To attend a school that has a good reputation.

RIGHT To behave in a way that improves the school's reputation, especially in the public eye.
RESPONSIBILITY