

# Haggerston School



Aspiration, Creativity, Character

# A-Z

## Parent & Carer Handbook





# Welcome

At Haggerston School, we are determined to find ways to build a strong partnership with parents because we know it is a crucial part of delivering strong educational outcomes for our students.

We have created this handbook to help new and existing parents to navigate some of our systems, terminology and routines. We hope it provides a wealth of important information in one document that can be referred to throughout the year, helping to demystify some aspects of school life so that parents are empowered to support their child to achieve their best.

**Hannah Turbet, Donna Moran**  
Co-Headteachers

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## Accelerated Reader



Haggerston School uses Accelerated Reader to incentivise, guide and support good reading habits in Years 7 and 8. It is designed to make reading fun by providing interactive quizzes; Accelerated Reader can also track vocabulary acquisition, average time spent reading, and comprehension and level of challenge in what is read.

We encourage all parents and guardians to actively participate in their child's independent reading at home, by ensuring at least 20 minutes of reading for pleasure takes place daily and talking to your children about what they are reading.

## Assemblies

Our weekly assemblies are used to bring year teams together as a community **Where we can celebrate individual achievement using credits and citations from both subjects and extra curricular activities** and to also reaffirm our common values and expectations.

Various themes are used to develop student's social and cultural awareness and encourage them to play an active part in society.

Themes are based on PSHE curriculum, covering aspects of the rule of law, democracy, equality, personal health and safety. Students are asked to reflect on their roles in society and how they can become responsible citizens.

Assemblies will also be used to reflect important events and dates in the school and global calendar.

## Attendance and Punctuality

It is essential that your child has excellent attendance and punctuality in order to ensure that they maximise their full potential. Your child should aim to have 98% attendance or better in each year of their secondary schooling and should always be on time. We will always listen, empathise and support but we will not tolerate poor attendance.

### To support with this we ask that:

- o all appointments (including medical and college interviews for (Year 11) are arranged outside of school hours)
- o family holidays are only booked during the school holidays and that before booking any holiday you check the website for term dates
- o any meetings booked with you by the school about your child's attendance are kept, and held quickly, so that we can work together to support your child.

### If your child is going to be absent you should:

- o call the absence line by 8.20am leaving a clear message stating their name, tutor group, specific reason for absence and return date if known
- o email [studentabsence@haggerston.hackney.sch.uk](mailto:studentabsence@haggerston.hackney.sch.uk) by 8.20am stating the same information as above
- o send in medical evidence for all absences of more than 6 consecutive school days/6 days over the academic year, in order for the absence to be authorised. If evidence is not provided then the absence will be unauthorised.

### Medical needs

If your child has a medical need that can be supported with medication this should be handed to reception so it can be administered when required.

### Holidays

Please do not book these in term time, as we are unable to authorise them.

### Punctuality

Excellent punctuality is also integral to your child's success, which is why any student who is not on site by the time the student gate closes (8.40am) will be awarded 3 corrections.

It is a good habit for all students to adhere to the principle that arriving 5 minutes early is on time. **All students should aim to be on site by 8.30am.**



## Behaviour Introduction & Expectations Sanctions Chart

**B**

At Haggerston we have very high expectations of behaviour. We use structure and routine to ensure that students experience disruption free learning in lessons and a calm, purposeful environment. We believe that children need clear and consistent boundaries in order to feel safe, to learn self-regulation and to thrive. This structure supports childrens individual wellbeing and growth, and is essential in a school where a community of almost a thousand young people integrate and learn together. We like to define this approach as 'warm/strict' because our behaviour structures are underpinned by a culture of warmth, encouragement and support.

Full details of our behaviour policy are available on our website. For details of how we reward and celebrate positive behaviour and achievement, please see 'Rewards.'



## Breakfast

Students at Haggerston School can start their day with a free healthy and balanced breakfast. The breakfast menu is on our website. Breakfast is served from 07.45-08:45 am every weekday in the canteen.

## Bullying

Haggerston School is an anti - bullying school; bullying is not accepted in our community. We work in partnerships based on mutual respect and we value and respect everyone equally through listening and sharing.

Bullying can be defined as a physical, psychological or verbal attack against an individual or group of individuals, by a person or group of persons, causing physical or psychological harm to the victim. The attacks typically are repeated and occur over a period of time. Haggerston recognises that there are different types of bullying behaviours, but maintains that bullying of any type is not acceptable. The following list provides an overview:

**Verbal bullying** - may involve using words, statements, and name-calling to gain power and control over others. Using relentless insults to belittle, demean, and hurt others

**Physical bullying** - occurs when people use physical actions to gain power and control over others

**Sexual bullying** - consists of repeated, harmful, and humiliating actions that target a person sexually. Examples include sexual name-calling, crude comments, vulgar gestures, uninvited touching, sexual propositioning, and pornographic materials. It may also include making a crude comment about an individual's appearance, attractiveness, sexual development, or sexual activity

**Relational aggression or emotional bullying** - occurs when people try to ostracise others from a group, spread rumours, manipulate situations, and break confidences. The goal of a relationally aggressive bully is to increase their own social standing by controlling or bullying another person

**Prejudicial bullying** - against people/pupils with protected characteristics:

Bullying related to race, religion, faith and belief and for those without faith

Bullying related to ethnicity, nationality or culture

**Cyber bullying** – the use of technology to harass, intimidate or bully an individual or group

**Gender bullying** – this may involve sexist comments, unfavourable treatment or use of stereotypes

**Biphobic/Homophobic/Transphobic bullying** – the bullying of an individual who identifies as LGBTQIA+ or who is perceived to be

**Bullying of students with special educational needs and disabilities** – the bullying of an individual or group who has been identified as having a special educational need and disability which includes health conditions.

**Bullying by exclusion** – when an individual or group is socially excluded or bullying of looked after students or young carers or those who are homeless.

All bullying is unacceptable and will not be tolerated.

**Harassment** - Haggerston School regards harassment as an example of an action of this nature which is isolated and occurs once. Bullying is where examples of these attacks are repeated, insidious and occurring over time. Incidences of harassment will be responded to according to the behaviour policy sanctions depending on their nature.

**Discrimination** - occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

**Derogatory Language** - A pejorative or slur is a word or grammatical form expressing a negative or a disrespectful connotation, a low opinion, or a lack of respect toward someone or something regardless of intent. It is also used to express criticism, hostility, or disregard.

**Cyber-bullying** - Cyberbullying is bullying and harassment using technology. This includes trolling, mobbing, stalking, grooming or any form of abuse online.





## Cashless System

Tucasi (Scopay) is an online payment system that allows parents/carers to make payments to the school without the need to bring cash into school. It is the best way to pay for school meals, school trips and other extracurricular activities.

Provided there are funds paid to your child's dinner account, students will be able to make purchases in the dining hall by simply touching their finger on the reader by each till.

Further information is on the school website in the 'Parents/Carers' section and information about how to sign up is provided for all new starters at the school joining in September or throughout the academic year.

## Canteen

Our school canteen serves a wide range of hot and cold food at break and lunch times.

Payment is via our cashless system therefore students will not be able to pay with cash at the till. (see 'Cashless System' above). At lunchtime, hot or cold meal deals start from £2.75 and there is a good variety of breaktime snacks in the £1 to £2.50 range.

We ensure all our food complies with the school food standards and we encourage our students to eat healthily and try new things. Our menu is on a three week cycle that changes every term. Menus can be found on our website and are located around the dining hall.

## Careers

Our careers strategy ensures all students receive a high quality programme of advice, guidance and experiences that enable them to consider and choose the right career path for them. Our designated careers leader uses the Gatsby Benchmarks to ensure that every student in every year group has provision that enables them to progress to ambitious destinations: university, apprenticeships, T-levels, traineeships and the world of work. All details of the careers programme and our engagement with other providers is available on our website.



## Communication

Haggerston School will use various forms of communication to keep you up to date and informed of your child's progress, school events and activities.

We will regularly contact parents/carers by post, telephone/mobile, text message, email and online via our website and social media accounts.

It is vital that the school office hold accurate and up-to-date contact information. Therefore, we ask that you regularly check your contact details and immediately inform the school office of any changes.

### Parent Communication Cycle

#### How we will communicate with you:

What?	How?	When?
Behaviour/Rewards information	Via Classcharts app	Updated daily
Weekly Parent Bulletin	Shared weekly by email and on the website. Text message reminder	Weekly on Fridays
Social media pages - Twitter and Facebook	News, events, reminders and useful links published regularly	Regular weekly updates
Website	Regular updates and letters, including weekly parent bulletin of upcoming events.	Regular weekly updates
Achievement Reports	Student data reports via the DPR app	Termly (3x per year)
Haggerston Recorder	Magazine celebrating events and student achievements	Termly (3x per year)
Parents' Evening	Individual appointments with subject teachers	Annually
Parents' Information Evening	Presentation form key staff.	Annually in Sept
Letters about specific events/information related to your child	Emailed or posted home, often with a text message reminder	As required
Reminders/notices/detentions	Text message home	As required

#### How you can communicate with us:

What?	How?	When?
Messages to teachers/tutors	Written note or direct email	As required. You should expect to receive a response to emails within 48 hours.
Queries or Concerns	Contact the Head of Department (email addresses available on the website) or class teacher for curriculum related issues. For all other issues, email your child's tutor in the first instance or a member of their pastoral team. School office staff will be able to advise on who best to contact about any other issues.	As required. You should expect to receive a response within 48 hours. We do try to respond to urgent issues within 24 hours.
Views, comments and suggestions	Parent survey will be sent out via email. Co-Headteacher's Drop-in coffee mornings	Annually in Spring Term Termly - dates published on the website
Complaints	See Complaints Policy on the website for details.	As required



## Complaints Procedure

At Haggerston School we strive to ensure that you and your child experience the highest quality of education, service and communication. Unfortunately there are times where concerns do arise and we ask that you follow our complaints procedure.

### Raising a concern or worry

If you have any concerns about a particular subject or lesson please contact your child's subject teacher or Head of Faculty. The majority of concerns can be resolved quickly and informally at this stage. If you are not satisfied by the response you get you can raise a formal complaint. Our full Complaints Policy can be found on our website.

## Curriculum

Our curriculum aims to enable all students to master the knowledge and skills they need to lead successful, fulfilled lives. It should motivate students to create beautiful work, to become independent-minded, creative thinkers and problem-solvers and build character so that all students become articulate, confident and determined individuals.

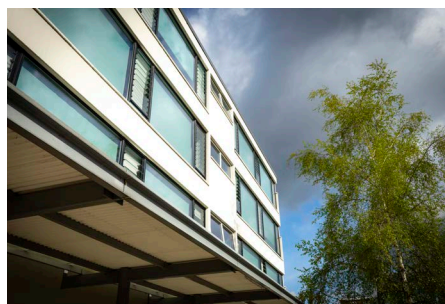
We offer a strong core curriculum that maximises progress in English and Maths, but which also has a strong emphasis on creativity and the arts. At the end of Year 8, students decide whether they want to specialise in Year 9 with Design & Technology or Computing, but full GCSE options choices are made in Year 9.

**In Years 7 and 8, students study:** English, Maths, Science, Spanish, Physical education, Design & Technology, History, Geography, Religious Education, Art, Drama, Music, Computing. **We operate a two week timetable and the majority of lessons last 110 minutes. However, there are some Humanities and Creative Art subjects that are taught in single 55 minute lessons. Students in Year 7, 8 and the Sixth Form end the week with a chosen Enrichment lesson every Friday have a weekly enrichment period.**

Personal, Social, Health and Citizenship Education (PSHCE) is delivered through tutor time, the assembly programme and designated "drop down" Character days. More information about our curriculum model can be found on our school website.

## Cycles

Each term is referred to as a cycle. Cycle 1 is the autumn term, cycle 2 the spring term and cycle 3 the summer term. Each cycle has two assessment weeks and two reteaching weeks at the end, to address any gaps in students' learning.





**Daily schedule**

All students should aim to be in school for 8.30am and be ready for line up for Period 1. Students must arrive before 8.40am.

**Monday - Thursday**

**Friday**

<b>Period 1a</b> 08:45 - 09:40	<b>Period 1a</b> 08.45 - 09.40
<b>Period 1b</b> 09:40 - 10:35	<b>Period 1b</b> 09:40 - 10:35
<b>Morning Break</b> 10:35 - 10:55	<b>Morning Break</b> 10:35 - 10:55
<b>Period 2a</b> 10:55 - 11:50	<b>Period 2a</b> 10:55 - 11:50
<b>Period 2b</b> 11:50 - 12:45	<b>Period 2b</b> 11:50 - 12:45
<b>Lunch Time</b> 12:45 - 13:40	<b>Lunch Time</b> 12:45 - 13:40
<b>Period 3a</b> 13:40- 14:35	<b>Period 3a</b> 13:40- 14:35
<b>Period 3b</b> 14:35- 15:30	<b>School Day Ends</b> (Friday) 14:35
<b>School Day Ends</b> (Monday – Thursday) 15:30	



## Data Protection

Schools use student personal data to look after students and to deliver education. Schools do not need permission to use most of this data but there will be some cases where permission is required. When we request permission, we will provide clear information in order that students and parents can make an informed decision. We ask that this is read carefully and we will always provide a response to any requests.

More information about data protection is available in the policies section of the school website. Our [privacy notices and data protection policy](#) explain what personal data we process, why we need it and the processes that are in place to support our compliance with data protection legislation.

## Duke of Edinburgh

The school offers students the opportunity to take part in the Bronze, Silver and Gold Duke of Edinburgh award in years 9, 10 and 12. This award is run across the academic year and gives students the chance to develop a wide range of skills. Students must complete 4 aspects to achieve the award which include volunteering, developing a skill, completing a physical aspect and either a 1, 2 or 3 night assessed camping expedition. This is a great opportunity for students to develop a wide range of skills as well as experiencing the great outdoors.

## Detentions

### Process

Detentions are automatically issued based on the number of corrections a student accrues in a week. It is, therefore, important that students and parents/carers monitor the number of corrections the student accumulates between Monday and Friday using ClassCharts.

All detentions are held after school in a central space. The latest a student will leave is 5.15pm and parents will always be informed of the detention length via a text sent the previous day. Students are required to attend for the duration of the detention they have been set. If a student is more than 10 minutes late for a detention and cannot provide a valid reason, they will be considered absent and the sanction will be escalated.

During a detention, students will be required to complete a set of tasks, usually using their knowledge organisers. It is vital that students carry their knowledge organiser and self quizzing book with them at all times as part of their equipment. Students must work in silence. If the student fails to do so, the sanction will be escalated.

### Communication with Students

If a student has been issued with 3 or 6 corrections, they have reached the first sanction threshold and will be issued with a detention. The detention noticeboard in the main school building is updated with a list of students who have detention.

It is the student's responsibility to monitor the number of corrections they accumulate during the week, check the detention notice board and attend their detention. They may also keep track of their conduct and any sanctions using the ClassCharts app outside of school hours.

## Detention continued...

### Communication with Parents and Carers

Parents and carers will be informed of their child's detention via a text message. Parents and carers will also be notified by text message if their child misses a detention and the action the school intends to take. It is, therefore, important that parents and carers immediately notify the school of any changes to their contact details. Parents and carers will also be able to monitor their child's conduct, and any detentions, including the reasons they have been given corrections, via the ClassCharts app. We urge parents and carers to sit with their child at the end of the day and talk about the credits and corrections received so that both parents, carers and children are aware of the student's conduct and the possibility of a detention, or other such sanction.

## Emergencies

**Emergency Evacuation:** Haggerston School practices an emergency evacuation 3 times a year. When the fire alarm sounds, students must silently follow the instructions of their teacher who will direct them out of the building by the nearest safe route. Once students are at their year group muster point, they will need to line up in tutor group lines in alphabetical order. Students should familiarise themselves with the location of their tutor group muster points prior to practice. Students must remain silent throughout the whole evacuation and muster so that it can be conducted in a calm and safe manner.

**Directed Evacuation:** In the event that it may be hazardous to evacuate via normal routes, the school will conduct a 'Directed Evacuation'. This will be triggered using a "Standby for a Directed Evacuation" message on the school public address system. When hearing this message, students should silently follow the instructions of your teacher who will prepare you to move quickly along an alternative evacuation route to an alternative muster point.

## Enrichment

### Enrichment Opportunities

At Haggerston School we are passionate about students pursuing, enriching and further developing their interests outside the classroom and as such this forms part of our timetabled curriculum for year 7. We call these 'enrichment electives' and students are able to select three different ones over the course of the year. Enrichment is vital as it enables students to increase their cultural capital and wider knowledge of life in general. Furthermore, it enables the development of skills and experiences which are increasingly important for GCSE examinations.

Many additional enrichment sessions run outside of the school day. Students are expected to opt into additional activities beyond those available as part of their timetable.

One-to-one music tuition is also available. Please see the entry on instrument lessons and or the music department for more information.



## Equal Opportunities

At Haggerston School we are committed to equal opportunities for all students and staff and our actions and responsibilities are outlined in our equal opportunities policy which can be found on our website.

We actively seek to challenge and eradicate discrimination and to build a culture of equality and tolerance throughout the whole school community.

## Equipment

### Student Equipment List

The following equipment must be carried by Haggerston students at all times:

- o School bag large enough to carry A4 folders
- o Clear plastic pencil case
- o 2 Black pens
- o 1 Green pen
- o 2 Pencils
- o 1 Pencil sharpener
- o 1 Rubber
- o 1 30cm ruler
- o 1 Protractor
- o 1 Whiteboard pen
- o 1 Scientific calculator (eg. Casio FX83GT Plus or similar)
- o 1 Glue Stick
- o Reading book
- o Haggerston School PE kit on PE days

**The school will provide the equipment listed below, as required in lessons:**

- o Coloured pencils
- o Scissors
- o Dictionary/Thesaurus
- o Compass
- o Bilingual dictionary (if required)

**Suggested equipment which will be useful to have available at home but should not be brought into school:**

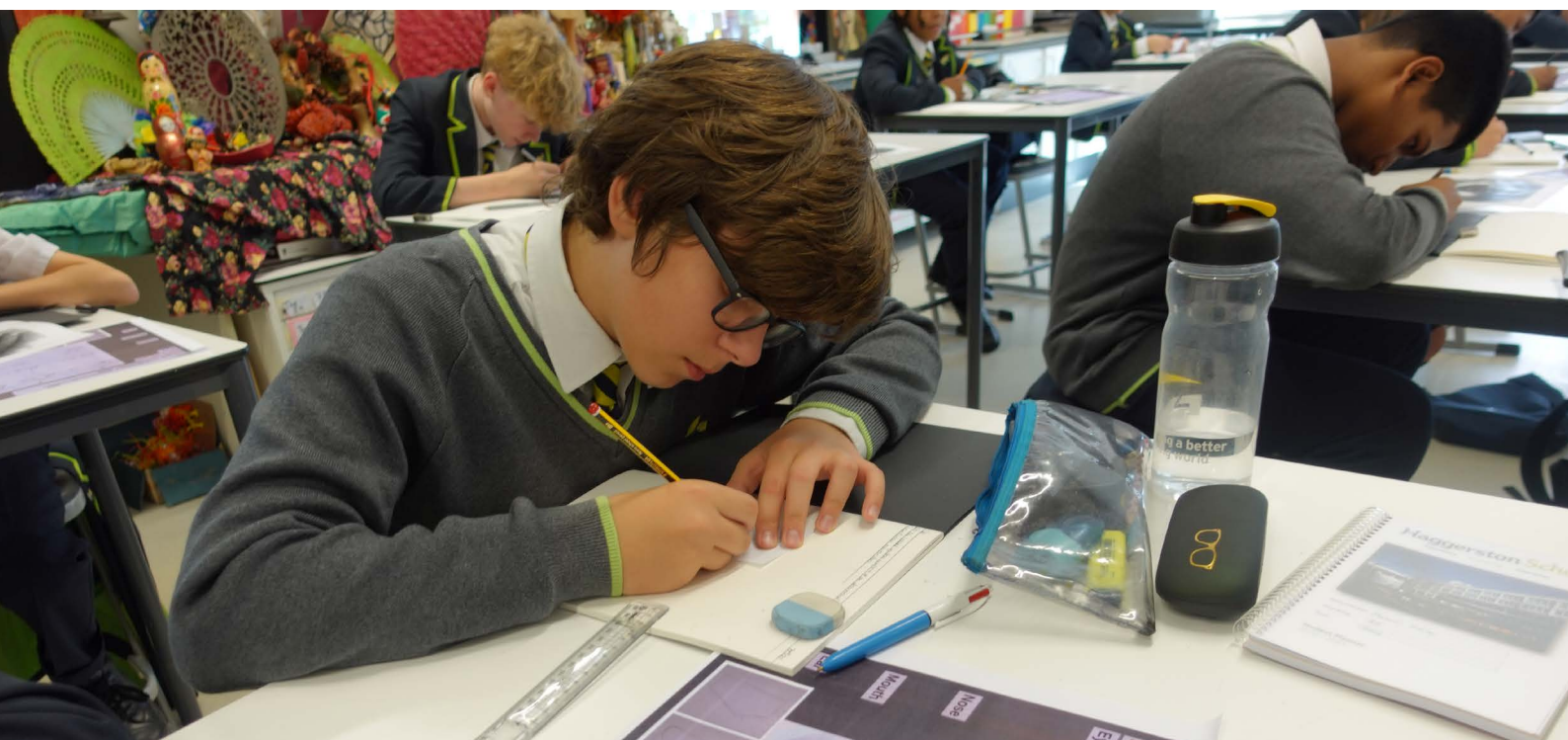
- o Coloured pencils
- o Scissors
- o English Dictionary/Thesaurus
- o Spanish Dictionary
- o Bilingual Dictionary (if required)
- o Compass



## Examinations

Alongside regular in-class assessments, all year groups will have a set of formal examinations that will take place every academic year. For students in years 10 and 12, this will usually be once per academic year during the summer term (DPR3). For students in years 11 and 13 this will be at least twice a year (DPR1 in November and DPR2 in February) and will finish with the public examinations which usually commence before the May half term. There are exceptions to this for some subjects and parents will be kept informed of any other internal or public examinations throughout the academic year.

All examinations are a means of assessing student progress, however they also provide students with the opportunity to experience a formal examination setting so that in their final public examinations they are able to perform to the best of their abilities and meet all of the joint council for qualifications (JCQ) requirements for conduct.



## Expectations

High expectations has become a very overused phrase in education and yet standards vary widely from school to school. At Haggerston, high expectations means that we have designed our systems to ensure that students experience disruption-free learning in their lessons, corridors which feel safe and calm for all students (especially the most vulnerable) and that we expect students to take responsibility for their learning. This means that they build vital life skills, such as self-discipline, organisation and reliability. These standards underpin our daily routines which means that we are able to nurture creativity, independence and confidence in the classroom. There are lots of opportunities on offer for students at Haggerston so that they can have fun, new experiences and gain recognition for their successes. We are a warm, happy school and we really believe in the potential of our students to achieve. Our high expectations, achieved through strict and consistent boundaries, is one way we show on a daily basis that we care enough about our students to not accept second best.



## Free School Meals

Families on low incomes are strongly encouraged to apply for free school meals. Even a fairly short term drop in family income may give you eligibility to apply.

The additional funding the school receives from this not only provides free school meals daily but can also help reduce the cost of extracurricular activities and trips. If you are not in receipt of free school meals but believe you may be eligible, further information can be found on the Hackney Education website.

<https://education.hackney.gov.uk/section/pupil-benefits> <https://education.hackney.gov.uk/content/applyfree-school-meals>

## First Aid

It is important that the school is made aware of any medical conditions that a student may have, any medication they have been prescribed or any injuries that could affect them whilst at school. Parents and students can speak with their form tutor and/or year leader about this.

If a student is feeling unwell, they can speak with a duty member of staff, teacher or member of their year team all of whom will help students to judge the severity of the condition and respond accordingly.

Should students require medical assistance, we have a team of qualified first aiders who will be able to look after them.



## Haggerston Way



### The Haggerston Way: Our Mission

**Aspiration** We strive to be the best versions of ourselves. We work hard everyday to master the knowledge and skills we need to lead successful, fulfilled lives.

**Creativity** We create beautiful work to inspire others. We are independent-minded, creative thinkers and problem solvers.

**Character** We are articulate, confident and determined individuals. We work to build the qualities of Resilience, Ambition, Curiosity and Community Spirit.

## Home-School Agreement

The Home-School Agreement is a statement that explains Haggerston School's aims and values, its responsibilities towards its students, the responsibilities of the student's parents/carers, and what is expected of students.

As a school we understand that parents can help more effectively if they know what the school is trying to achieve and what they can do to offer support. The Home-School Agreement provides a framework for the development of such a partnership. The contents of the agreement clarify what Haggerston School is trying to achieve, and sets out the role of the school, parents/carers and students in this vital partnership.

The agreement is also an opportunity to remind parents/carers that they are legally responsible for ensuring their children receive full-time, suitable education and that this requires regular attendance.

## Homework

In April 2020 The Education Endowment Foundation (an independent charity dedicated to breaking the link between family income and educational achievement) released its findings on homework following the review of 43 different studies. They concluded the following:

1. Homework has a positive impact on attainment (on average +5 months), particularly with pupils in secondary schools.
2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).
3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning
4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area)

An August 2021 updated version of these findings can be found here:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>



## Homework continued...

Based on this research and the success of online learning during lockdown, all homework is set on the DPR and students are instructed to check the DPR regularly. Students will be given clear instructions on how they should submit their homework, the estimated time the work should take and a due date. Homework tasks will be clearly explained and will include links to any resources students might need to complete the task.

We aim for homework to consolidate students' learning from lessons and amass the knowledge they need to succeed in exams, further education and the wider world. It also teaches important skills of independent study, self-discipline and organisation. Furthermore, each Year group has a dedicated homework club after school, which is a quiet supervised space, to support students who require help with their homework assignments.





## Inclusion



At Haggerston School we are fully committed to promoting and achieving an inclusive environment in which barriers to learning are overcome. We aim to achieve this through:

- Highly effective transition processes for SEND students from KS2 and into KS5
- Effective systems for the early identification of barriers to learning and clear assessment structures for diagnosis of specific needs
- High quality training for staff to ensure high levels of expertise in SEND and a deep understanding of differentiation strategies
- A wide programme of interventions which are personalised to the needs of individual students

### Our SEND key principles are:

- Enabling every individual to develop their full emotional, social and academic potential is pivotal to our vision and values. All students are entitled to actively participate in meaningful and relevant learning experiences which will prepare them to lead successful lives.
- The school has the highest expectations for SEND students, providing high quality teaching, personalised support and challenge which enables students to overcome barriers to learning and meets their social and emotional needs. Students are taught in an environment where they receive equal respect and in which their individuality is valued.
- The school will always fulfil its statutory obligations for students with SEND, utilising the guidance provided in the SEND Code of Practice.
- All SEND students will be given full access to a broad, balanced and relevant education including the national curriculum and extracurricular activities.

Inclusion also supports students with medical needs. We work closely in partnership with relevant professionals, such as the School Nurse to meet the Medical needs of children, which may include creating, alongside parents, a Health Care Plan. All staff are informed about students on the medical register. Medication is administered in school in agreement with parents/carers and a completed Medical Consent Form. All medication administered in school is recorded on a centralised document and all staff have access to Epi-pen and seizure training.

Haggerston School highly values the contribution made to the School by those students who speak English as an additional language. Each new arrival of students includes different community languages which enrich the life of the school in many ways.

### Our SEND aims are:

- To promote an inclusive ethos at Haggerston School which ensures that all students feel valued and that the needs of all students are met.
- To enable all students, including those with SEND, to reach their full potential by making reasonable adjustments and by providing a rich, stimulating, challenging and personalised curriculum and high quality teaching.
- To ensure the highest expectations are applied to the standards and progress of SEND students, so that any underachievement is identified and effective strategies and interventions are put in place to address this.
- To ensure that barriers to learning are identified at the earliest possible opportunity and addressed through a range of appropriate interventions.
- To ensure that SEND students are well prepared for the next stage of their education and beyond, to adulthood, having received a high-quality education which has met their individual academic, social, physical and/or emotional needs.
- To support students with medical conditions to achieve full inclusion in all Haggerston School activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
- To work collaboratively with the local authority, students, parents, teachers and other stakeholders to design the best educational provision for SEND pupils.
- To ensure the school meets its public sector equality duty as set out in the Equality Act 2010.

For further information please visit: <https://haggerston.hackney.sch.uk/our-school/sendoffer/> or contact **Ms Honorio**

### Special Educational Needs and Disabilities Coordination

**Email:** [martina.honorio@haggerston.hackney.sch.uk](mailto:martina.honorio@haggerston.hackney.sch.uk)

**Telephone:** 0207 749 4594

## Information Evenings



Information Evenings are an opportunity for parents/carers to receive vital information about your child's curriculum.

Please see below for dates of information evenings for each year group for academic year 2024-2025. With the exception for Y7, all information evenings will run from 5.30 - 6.30pm.

**Year 7 - Tuesday 03 September**

**Year 8/10 - Monday 16 September**

**Year 11 - Monday 09 September**

**6th Form - Monday 25 September**

## Information Technology

When students start at school, they will be given a network username and password which they must keep secret. They will need these to log into any school computer or to access school resources from home.

To access resources from school or home, students should log into [www.rmunify.com](http://www.rmunify.com) using [their username]@haggerston and their network password.

If students have problems with IT, they should speak with staff in Student Services or their form tutor.

## Instrument Lessons

There are many opportunities for young people in music at Haggerston. Alongside a growing number of groups, both large and small, students are able to either begin or continue instrumental tuition within the school.

At present, we currently provide lessons for:

- o Guitar
- o Bass guitar
- o Piano
- o Trumpet
- o Trombone
- o French Horn
- o Drum kit
- o Violin
- o Voice

In line with guidelines set by the Hackney Music Service, the subsidised charge for 2024/2025 are:

- o £20 for each individual 30 minute lesson and
- o £10 for each paired 30 minute lesson

This is inclusive of the hire of an instrument where possible

Additionally, we are able to offer free tuition to students in receipt of Pupil Premium (PPI)

This is at the discretion of the school, and will be decided by the Head of Department, Mr Adam Gregory, and Head of Performing Arts faculty, Ms Casey Powell.

As it is a requirement of the GCSE and A-Level course to learn an instrument, students in receipt of Pupil Premium (PPI) will receive free tuition. All other students will be asked to 'pay what you can'.



## Knowledge Organiser

K

All students have access to hard copies and electronic versions of every subject's Knowledge Organiser. These distil all the key knowledge which will be taught over the term in the relevant subject and new versions will be provided for each term in each subject. Students use them to develop their self-study skills and to check that they have a secure knowledge of the relevant content covered within each subject's curriculum. Students will be assessed on their retention of this knowledge over time and will also need to use this knowledge to inform the application of skills in their lessons. Each term your child will be directed to a new set of knowledge organisers relevant to the lessons being taught over that term. These should be kept at the end of each school year as the information will continually be assessed over the five years at secondary school.

## Lexia

L

Lexia is an online intervention program that is used to close gaps between chronological and reading ages by addressing vocabulary, grammar, and comprehension.

If your child is selected for Lexia they will work independently in order to develop critical reading skills. Some of the benefits of Lexia are:

- the development of independence;
- students get to work at their own pace
- guardians can track progress easily
- alerts for the staff leading Lexia if students need additional support/intervention
- immediate recognition of achievement at each stage of completion

As a parent/carer you can support your child at home with this intervention in the following ways:

- ensuring your child has no other external commitments on the day they attend Lexia;
- encourage your child to use Lexia at home
- encourage your child to read for pleasure for 20 minutes a day at home.

## Library

Haggerston School library is located at the heart of the school and is much loved by students and staff. It is a thriving space where students from all year groups get the support they need to carry out research, pursue personal interests, do homework, study or read.

The Library is open every day from 8.30am to 4.30pm. It hosts lunchtime/after school clubs and literacy events throughout the year. It is home to about 10,000 books and offers excellent resources which are carefully selected to support the school's curriculum along with a variety of fiction and non – fiction books, to help the pupils to expand their knowledge beyond the curriculum.

The library collection is updated regularly to support students from year seven through to sixth form. We welcome book recommendations at all times and encourage staff and students both to share their suggestions for new purchases.

All Year 7 students are given library induction lessons in September to help them use the library to its fullest. Our library offers the latest resources for GCSE and A Level students, to assist the pupils to develop a positive attitude towards studies that will benefit them at university, in the workplace, and beyond.

**Library Catalogue** - Access it (Search, Reserve & Renew) <https://uk.accessit.online/hgg00/#!dashboard>



## Library continued...

**Borrowing Information** - All students are allowed to borrow up to 4 books for 3 weeks at a time. Students can renew the books twice and reserve books through the online library catalogue - Accessit or at the library desk .

**Accelerated Reader** - Promoting literacy and reading for pleasure are key objectives for Haggerston School, and our library plays an important role by inspiring curiosity and a love of books. We run the Accelerated Reader Programme at Haggerston for Year 7 and Year 8 and the library supports this through provision of books across all AR levels.

**Fines** - We do not fine students for late returns at Haggerston School Library, but we do expect students to care for borrowed items and return them by their due date. Students who do not respond to reminders of overdue books receive corrections according to the school behaviour policy. If students lose their books, they will be expected to reimburse the school library for the cost of a replacement.

Students are expected to respect the library and its resources, especially as a quiet place of study. The Library continues to promote the importance of reading, recognising literacy as a key factor in raising standards of achievement. To know more about the library please check <https://haggerston.hackney.sch.uk/our-school/school-library/>

## Student Librarians

Students at Haggerston School have the opportunity to join the student librarian team through an annual application and interview process.

The Student Librarians receive a Library badge on their selection which they must wear at all times in the school. They help in the smooth day-to-day running of the library: loaning, renewing and returning resources in the library system; organising library events; creating displays and contributing to newsletters. They have the privilege of being allowed to borrow up to 5 books at a time.

Becoming a student Librarian is an excellent opportunity for the students from all year groups to develop their skills and self-esteem. This work experience helps a great deal in promoting a sense of responsibility and enhances communication and research skills.

## Lost Property

Lost property should be handed into Student Services where it is kept for one term. If a student has lost something they can ask for it at the Student Services' hatch before school, at break time or at lunchtime.

## Lunch

At lunchtime we serve packaged grab and go items from the lower dining hall and hot plated meals from the upper dining hall.

All students are expected to display good manners whilst eating their lunch, using their cutlery correctly and leaving the dining area clear as they leave.

## Parent Evenings

Parent Evenings are an opportunity for parents/carers to meet with subject teachers and discuss their child's progress, raise any concerns as well as speak to Form Tutors and Heads of Year.

Please see below for dates of parent evenings for each year group for 2024-2025 academic year.

All parent evenings will be held in person at Haggerston School and will run from 4.30 - 7pm.

**Year 7 - 05 November 2024**

**Year 10 - 29 April 2025**

**Year 8 - 02 April 2025**

**Year 11 - 21 January 2025**

**Year 9 - (including Options Evening) 25 February 2025**

**Year 12 & Year 13 - 07 January 2025**



## Pride Group

The Haggerston Pride Group is a nationally recognised programme from 'Just Like Us'. This programme helps students to become confident and empowered 'social justice and inclusion' activists. They channel their energy into supporting LGBTQIA+ equality within Haggerston. They meet weekly and may identify as members of the community or they may wish to be a strong 'ally'. They participate in fun social tasks together, presentations and social activism to champion equality and diversity. Students also present and lead on LGBT+ information presentations to each other and share key ideas.

## Progress

Aspiration is one of the key elements of the Haggerston Way. We expect all students to work hard everyday to master the knowledge and skills needed to lead successful, fulfilled lives.

All students are set targets for their GCSEs, which are usually based on their Key Stage 2 SATS results.

Flightpath	X	A	B	C	D
KS2 Level/ Average Scaled Score:	116-120	110-115	109-106	100-105	<99
Year 7 Target	On Track	On Track	On Track	On Track	On Track
Year 8 Target	On Track	On Track	On Track	On Track	On Track
Year 9 Target	7	6	5	3	2
Year 10 Target	8	7	6	4	3
Year 11 Target	9	8/9	7	5	4

Students' progress towards these targets is assessed in class by their teachers on a regular basis through formative assessments - this could be their classwork, class discussions, homework, answering questions in class and group work. Students are formally assessed at 3 points in the year in line with our Dynamic Progress Reporting (DPR) cycle. Students in year 7 will sit these assessments in their classrooms in November, March and June. Progress reports will be shared with parents after each of these assessment points.

In addition, the school uses a reporting system called DPR (Dynamic Progress Reporting). The key skills and knowledge required in each year by each student will be tracked through this system enabling students and parents to see how their child is progressing towards their targets in more detail and what they need to do to improve.





## PSHCE

Through the PSHCE (Personal, Social, Health and Citizenship Education) curriculum students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for adult life and work and make a positive contribution to society.

There are three core themes:

### 1 Health and Wellbeing

### 2 Relationships

### 3 Living in the Wider World

Within these themes we cover the topics listed below:

**Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; becoming confident, independent, critical thinkers.

**Relationships** (including different types of relationships and in different stages, understanding expectations and responsibilities, managing situations effectively and constructively, including online)

**A physically, emotionally and socially, health balanced lifestyle** (including within different relationships, work-life, exercise and rest, spending and saving and lifestyle choices)

**Sex and Relationships Education (SRE)** focusing on exploring the emotional, social and physical aspects of growing up, having relationships, consent, persuasion and coercion, engaging in sex, and learning about human sexuality and sexual health.

**Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)

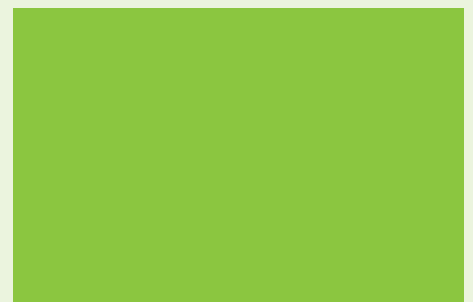
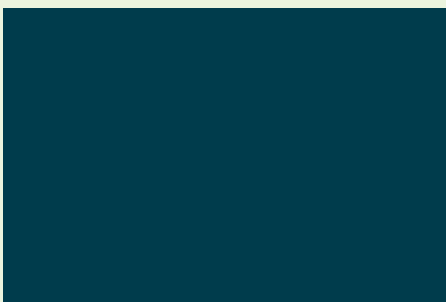
**Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)

**Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

**Change** (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

**Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

**Career** (including enterprise, employability and economic understanding) It is not enough to simply teach students about the issues covered in the subject content. It is vital they have the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives.



## Pupil Premium

The Pupil Premium Grant (PPG) is additional funding given to schools so that they can support disadvantaged students and close the attainment gap between them and their peers. In 2023-24, the pupil premium was worth a total of £2.68 billion, and around 2.2 million pupils qualified. The deprivation pupil premium (the element linked to FSM eligibility), is worth £1,035 per disadvantaged child for secondary schools.

Haggerston School received PPG funding this year based on the number of students who have been eligible for free school meals and those looked after in care. In line with the rationale for the PPG set out by the Department for Education and the recommendations from the Education Endowment Foundation (EEF), Haggerston School aims to support our disadvantaged students through targeted intervention and whole-school initiatives, both academic and pastoral, including (but not limited to):

- Attendance Manager / attendance service
- Engagement support interventions
- Alternative provision and IEU Staffing
- Staff training and development
- Small Group classes in English and Maths
- Revision and study support outside school hours
- Literacy lead
- Literacy support software
- Librarian and library costs
- Numeracy Lead
- Development of Character and independent learning (knowledge organisers, Haggerston Pledge, SAM Learning, Debate MateQuizlet, DPR online learning, Study Skills, Google Classroom, Sparx Maths)
- Opportunities Fund (trips, music lessons, individual support)

The impact of the PPG has been enabling us to deliver targeted support and intervention for disadvantaged students across the curriculum. The attainment of pupil premium students in the 2023 GCSE exams were lower than that of non-pupil premium students so this remains a key area of focus for the school, and we will be rigorously tracking the impact of the specific interventions that are paid for with the PPI budget.

## Reading



With an abundance of research showing that reading for pleasure underpins both academic and personal development, we at Haggerston seek to embed a culture of readership throughout the school to make sure reading is at the heart of what we do. In years 7 and 8 and 9 all students read challenging contemporary and classic texts. Years 7 and 8 have regular library lessons as part of the English curriculum.

All students have a reading book with them at all times and should aim to spend 20 minutes reading independently for pleasure at home every day.

Across the curriculum, we teach reading strategies; we look for opportunities to encourage reluctant readers; we celebrate readership through frequent library events; and we share the diverse reading habits of staff members. Reading assessments are used to provide timely intervention.



## Reports

Progress reports are shared with parents at the end of each term at 3 points in the year following formal assessments in line with our DPR cycle.

## Rewards

All the rules at Haggerston School are designed to ensure that students make outstanding progress in their learning and grow into confident, successful adults. The main reward for following the rules is that their knowledge will grow and they will leave school with excellent qualifications, forming strong relationships with their peers and teachers and will feel a sense of pride in their achievements. We emphasise these 'intrinsic rewards' as the inner motivation and satisfaction that should drive their actions.

As well as the intrinsic reward of working hard, credits are also awarded for following 'The Haggerston Way'. Examples of what credits are awarded for can be seen below:

Demonstrating the Haggerston Way - 3 credits	
Aspiration	Striving for excellence
	Taking pride in learning
	Mastery of knowledge
Creativity	Creating beautiful work
	Resilience in learning
	Demonstrating creativity and problem solving
Character	Being articulate and brave
	Demonstrating resilience
	Integrity and self reflection
	Demonstrating community spirit

Credits are collected and can accumulate towards different privileges (eg. lunch passes, stationary items, sporting equipment, revision guides, reading books)

We also recognise students successes in the following ways:

- Citations in assembly
- Certificates and vouchers in celebration assemblies
- Rewards lunches
- Rewards trip



## Safeguarding



### Child Protection Policy Statement

Haggerston School is committed to safeguarding and promoting the welfare of all of our pupils. Please read our Child Protection and Safeguarding Policy on the Haggerston School website: <https://haggerston.hackney.sch.uk/parentscarers/safeguarding/>

**Designated Safeguarding Lead: Ms Ray-Choudhuri**    **Lead Safeguarding Officer: Ms Kelsey Ramsey**  
**Safeguarding Officer: Ms Tanise Codling**

**Telephone: 020 7739 7324**    **Email: [haggerstonsafeguarding@haggerston.hackney.sch.uk](mailto:haggerstonsafeguarding@haggerston.hackney.sch.uk)**

#### We recognise that:

- o The welfare of the child is paramount
- o All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse.
- o This policy applies to all children and young people.
- o Working in partnership with children, young people, their parents and carers and other agencies is essential in promoting young people's welfare.

#### What happens when the school has a concern:

- o Staff complete a safeguarding concern log on Class Charts and this is sent to the Designated Safeguarding lead.
- o Information on the log is shared with families and children's social care, where appropriate.
- o When referrals are made to children's social care they will review whether the concern meets the threshold for 'early help' or whether statutory assessment needs to commence.

London Borough of Hackney:

Multi Agency Safeguarding Hub (MASH) on 020 8356 5500 or email [MASH@hackney.gov.uk](mailto:MASH@hackney.gov.uk)

#### Early Help Pathways

Working Together to Safeguard Children (2018, updated 2023) sets out a clear expectation that local agencies will work together and collaborate to identify those children with additional needs and provide support as soon as a problem emerges. Providing early help is far more effective in promoting the welfare of children – and keeping them safe – than reacting later, when any problems, for example neglect, may have become more entrenched. The importance of using a child centred approach in following the child's journey is also emphasised. All services which are provided must be based on a clear understanding of the needs and the views of the individual child in their family and community context. Details of the services available and how they can be accessed are available online at:

**Web:** <http://hackney.gov.uk/support-groups-children>    **Email:** [familysupportservice@hackney.gov.uk](mailto:familysupportservice@hackney.gov.uk)

**Telephone:** 0208 356 5209

#### Forensic Monitor

At Haggerston School we use an ICT software filtering system that alerts the Designated Safeguarding Lead to any use of ICT that may represent a concern for a young person.

The school reviews each report that is sent to the school, and follows the safeguarding procedures where a school has a concern about a young person.

We are pleased to continue developing our work to protect our pupils online by working with National Online Safety, an organisation which provides resources for parents. Resources include Parents & Carer courses (presented by Myleene Klass), online video resources and weekly guides covering a huge range of topics.

To create your account, please follow <https://nationalcollege.com/enrol/haggerston-school> and complete your details. When you're set up, you'll be able to set 'Parent/Carer' as your user type.

## School Performances

Up to 200 students perform music, dance and drama for an audience in our school production in December. They can also perform at the transition day and our Spring and Summer Sharing events. Partnerships with theatres and arts organisations provide exciting opportunities for our students to create and share their work. These include: Barbican Box, National Theatre Connections and Skadueces School for Arts.

Auditions are promoted in Creative Arts lessons, through extra-curricular clubs and tutor time.

## Sixth Form

Haggerston has a small successful sixth form. We are able to offer reduced class sizes and high levels of individual support which enables our students to make excellent progress and grow into confident, independent adults.

Haggerston Sixth Form is a good sixth form with excellent results and we are the only school in the borough where all students study the Extended Project Qualification which is highly regarded by universities. We offer a range of subjects which support successful progression to university or high quality apprenticeships. Our students benefit from an excellent variety of enrichment experiences, educational and cultural visits, and university lectures. Our bespoke Speakers Programme and partnerships with Universities & employers ensures that students have the best opportunities and support to reach their chosen destination.



## Sixth Form Future Leaders

As our Sixth Form develops, so does our leadership programme. Sixth Form Future Leaders provides opportunities for Sixth Formers to take on leadership roles around the school that expand their skill sets in preparation for life beyond Haggerston. The Future Leaders at Haggerston apply for this leadership role in Year 12 and their selection is based on their application and their participation in a training programme. They are responsible for key events and support their peers and younger students in the school. They work closely with their Sixth Form Year team and have led school tours for prospective students and their parents. The Future Leaders receive their prestigious black and gold lanyards that clearly identify them. Students now continue as Year 13 Future Leaders with some key duties such as whole school assemblies.

## SLANT

In order to safeguard our learning “SLANT” will be used in all lessons. This promotes good “habits of attention. “This strategy minimises wasted learning time and encourages prosocial behaviours associated with paying attention and respecting those who are speaking

This means students should:

**Sit up straight**

**Listen**

**Ask and answer questions**

**Never interrupt**

**Track the speaker**



## Sports Events and Competitions

**Sports Day** - This is a fantastic day in the school calendar when all students in KS3 and the GCSE / BTEC sports students get the opportunity to take part in a competitive athletics event. The day is held at a full size athletics track allowing students to experience taking part in competitive athletics on professional athletics tracks.

**Competitions** - Throughout the year students have the opportunity to take part in a range of inter school leagues and competitions. There are regular fixtures for all football and basketball teams within the local and national leagues. We also compete in table tennis, netball, dance, rugby, cricket and athletics.

**Inter-Country** - All students at Haggerston are placed in a 'country' to represent when they join the school. They will stay within this country throughout their time at Haggerston. Throughout the year students will get the opportunity to represent their country in a variety of different competitions and tournaments.

## Student Leadership

At Haggerston we believe student leadership is one of the central strands of student achievement. Learning is not something that is done to us, it is a collaborative process with adults and young people working in partnership. At Haggerston we believe that the more engaged you are in your school the more likely you are to succeed.

We are always keen to recruit as many students as possible who want to contribute to school life. Ask your child these questions:

- o Are you proud of your school?
- o Can you see yourself as a role model?
- o Do you want to take an active role in your learning?
- o Can you listen as well as speak?
- o Do you have something to say?

If the answer is **YES**, we recommend that they look out for student leadership opportunities that are publicised during assembly and tutor time.

## Year 7 Buddies

In order to support Year 7 in their first term at school, who better to offer guidance and support than students who have been through the exact same experience only the year before. We call these year 8 students 'buddies'. Students can apply for the position at the end of Year 7. We train our Year 7s for their buddy role in the summer before they start and ask that they assist in our 'transition day' for Year 6s. Buddies wear a gold shield on their blazers and work closely with their Year team

## Year 11 Head Teacher Ambassadors

This is the most senior student leadership responsibility at Key Stage 4 in the school. Every September, Year 11 students are selected by staff for this prestigious position. and they participate in the Student Union meeting on a rota. The students meet regularly with the headteacher and act as a conduit between senior staff and students and have led school tours for prospective students and their parents. The Co-Headteacher Ambassadors can be identified by the distinctive gold trim on their blazer.

## Seniors Year 10

Seniors are selected and assigned to a department. Currently seniors support learning in most areas of the school. They have helped to: run science, maths and English clubs, plan and deliver the year 7 drama club, listen to younger students read and assist members of the leadership team. Seniors can be seen wearing a navy and gold tie or a green shirt.

## Student Union - All years

The Student Union is a re-packaged and re-launched Haggerston version of what many might know as the student council. A range of students from different year groups from Year 7 to Year 10 are involved in this important role. As with seniors and 6th Form Future Leaders, students have to apply in writing for this position and successfully complete a training course. At Haggerston we believe time and effort needs to be spent in preparing for a responsibility as important as student voice. The training enables students to feel confident about the unions' purpose. So far, the student union has worked on the Mental Health and Well-being section of our school website and they have advised staff and leaders on other key areas within the school. The Sixth Form Future Leaders run the Student Union meetings with their younger peers and gather key important feedback so that we can develop as a school community.

## Study Centre

The purpose of the Study Centre is to provide a space for those students who do not meet the high expectations for behaviour. This ensures that high quality learning is not compromised by behavioural issues. Students will be sent here for a period of the day to work and reflect on their behaviour. If this is successful they will then return to their timetabled lessons for the rest of the day. If they are not successful they may need to remain in the Study Centre for longer until they have corrected their behaviour or if a student is unable to do so, they may be placed in the Internal Exclusion Unit (IEU) where further behaviour support is available.

## Suspensions

**The Internal Exclusion Unit (IEU)** is used for serious breaches of the school behaviour codes.

Parents will be informed of the school's decision to place a student in the internal exclusion unit the day before by text message or on the same day by a phone call. Parents may also be required to attend a meeting at the school to discuss the incident leading to the IEU and to support the student to ensure that this type of behaviour is not repeated.

The IEU day runs from 8.45am-17.15pm from Monday to Thursday and on a Friday from 8.45am to 4.15pm. The IEU is an alternative, internal provision for pupils who require support to manage their behaviour. They will spend the day studying subjects independently from their timetable for the day. There will be time built into their day for reflection on their behaviour and how they might correct this moving forward, and staff from the Engagement Unit will support them to do so. Students may be required to spend multiple days in the IEU.

**Alternative School Based Exclusion** means that a student will complete their set work in the Internal Exclusion Unit at another school within the Community Schools Trust, which is staffed by a member of staff at all times. They will also not be permitted to be in the playground at break or lunch times. The letter issued by the school clearly outlines the responsibility of the parent and the expectations of the student during the ASBE.

This sanction is used at the discretion of the Co-Headteachers. This sanction can include but is not limited to the following:

1. There has been repeated disruptive behaviour
2. A serious breach of the school's behaviour policy

**Fixed Term Suspensions and Permanent Exclusions** are used for very serious or persistent breaches of the school rules. Examples include violent or threatening behaviour, bringing banned items into school, bullying, persistent or serious disruption or defiance. Each suspension is considered individually by the Co-Headteachers following investigation into the incidence of poor behaviour and a decision is made in line with our behaviour policy. If a child receives more than 15 days of suspension in one term, they will be referred to a Pupil Disciplinary Committee, led by the local school board.

## Term Dates



### AUTUMN TERM

**Start:** Tuesday 03 September 2024 - (Years 7 & 12 Induction Day)  
Wednesday 04 September 2024 - (All students)

**Half Term:** Monday 28 October – Friday 01 November 2024

**Finish:** Friday 13 December 2024 (Early dismissal 12.45pm)

**Inset Days:** Monday 02 September 2024  
Monday 02 December 2024

### SPRING TERM

**Start:** Monday 06 January 2025

**Half Term:** Monday 17 – Friday 21 February 2025

**Finish:** Thursday 04 April 2025 (Full School Day)

**Inset Day:** Friday 21 March 2025

### SUMMER TERM

**Start:** Tuesday 22 April 2025

**Half Term:** Monday 26 – Friday 30 May 2025

**Finish:** Friday 18 July 2025 (Early dismissal 12.45pm)

**Bank Holiday:** Monday 05 May 2025

## Trips

Educational visits are an important source of both enrichment and broadening educational experiences for young people at Haggerston School. We value the experience of all our students as they progress through school and see it as part of their entitlement that they are given a wide range of opportunities to extend their learning beyond the classroom.

Students are provided with opportunities to engage with Post 16/18, options universities and the world of work to consolidate their knowledge of pathways that exist beyond school. Students are encouraged to visit theatres, museums and galleries and many of our students have had the opportunity to perform at venues, such as the Barbican and the National Theatre. STEM subjects are also well supported with educational visits which have included visiting the Emirates Stadium in relation to design and technology.

Recently, our A level linguists travelled to Barcelona to improve their Spanish, and our physicists went to Cern in Switzerland.

We ensure that all educational visits meet the health and safety requirements stipulated by the Department of Education and guidance provided by Hackney Learning Trust. In addition, all our educational visits must consider both the school's Equal Opportunities policy and Safeguarding policy to ensure inclusivity and that the safety of all those involved in the trip is maintained at all times.



## Uniform



Our uniform is an important aspect of our identity as a school and an outward indication of the pride students feel for themselves and their school. Our uniform reflects the standards of dress expected in professional environments and reflects the high expectations culture of our school. All students should come to school every day in a neat and clean uniform. The support of parents in ensuring this is essential.

Students will be allowed to wear 'summer uniform' after Easter each academic year. This means they do not need to wear their school jumper if they wish during the summer term.

**Uniform items must be plain, without accessories, logos, decorations or any other colours**

**Year 7 - 11 Uniform Expectations** Uniform items are expected to be worn with no personalisation or alterations.

<p><b>Haggerston Blazer</b></p>	<p>To be worn at all times unless permission given by a member of staff.</p> <p>School issued badges only.</p>
<p><b>Haggerston Skirt/ Haggerston Trousers or Haggerston Salwar Kameez</b></p>	<p>Skirts must be worn to at least the knee. Belts: Plain black belt. Belt buckles should not be oversized or emblazoned with logos. Belts are to be worn to ensure trousers are worn correctly - no underwear should be shown in any circumstance.</p>
<p><b>Plain white school shirt with reverse collar or plain white school shirt with collar and Haggerston Tie</b></p>	<p>Short or long sleeves are acceptable.</p> <p>No T-shirts to be visible under shirts.</p> <p>Tie should be worn to the waistband, in line with smart, formal dress.</p>
<p><b>Haggerston Jumper or Haggerston Tank Top</b></p>	<p>To be worn in the building at all times unless permission given by a member of staff.</p> <p>Not required as part of 'summer uniform' from Easter onwards</p>
<p><b>Headscarf (If worn)</b></p>	<p>Plain, navy or Haggerston branded headscarf</p>
<p><b>Plain, flat, polishable black shoes</b></p>	<p>Plain black leather school shoes, providing adequate protection and support (no casuals, fabric, canvas, trainers, sandals, pumps, 'work' type shoes e.g. Doctor Martens, high heels, boots, coloured laces, coloured stitching)</p>

Items in bold should be purchased from our uniform supplier:  
Crossbow Schoolwear, 31 Broadway Market, London E8 4PH Telephone: 020 7923 9313

## Uniform continued...

Grey/Black socks or black tights	Plain ankle or knee high socks only Tights should be opaque
Rucksack or Haggerston branded School bag	Suitable for carrying A4 books/folders
Jewellery	One pair of earrings only. One nose stud is allowed. Maximum 5mm diameter A single necklace or bracelet for religious reasons
Make-up and nail varnish	Make-up: To be modest and discreet (no lipstick, false eyelashes, acrylic or painted nails)
No extreme hair colours	Haggerston School adopts the Halo code. Hair Fasteners: Plain black. No large headwear items, unless for religious reasons
Warm, weather proof outdoor coat Hat and gloves	No hoodies/sports tops. No offensive logos. Beanie style hats only or Haggerston branded hat
PE Kit: Required Items	<ul style="list-style-type: none"> <li>• Haggerston tracksuit</li> <li>• Haggerston polo shirt and shorts</li> <li>• Haggerston PE Socks</li> <li>• Trainers/Astroturf shoes: Any colour. No Plimsolls.</li> </ul>

## WAMHS - Wellbeing and Positive Mental Health



Throughout the year, we promote positive wellbeing. This takes the form of assemblies, character days, tutor time and enrichment. Every year we have a student wellbeing week designed to promote, educate and celebrate positive mental health. We also have a team of professionals based on site to offer extra support to students who may be experiencing issues around their mental health. We run group sessions for those with low mood or anxiety and we have Aspace, a therapeutic one to one service for more complex cases. One day a week, we have a professional available to offer advice and support to parents around how to best support their child. We also have a parent focus group. A member of the WAMHS team will be available to discuss any concerns you may have with a student's wellbeing and mental health at all parent information evenings and parent evenings.

## Website

Our school website aims to contain all the information that parents and students need when starting at our school. If you think something important is missing please use the 'contact us' form to let us know.





Aspiration, Creativity, Character

# A-Z

## Parent & Carer Handbook

### Haggerston School

#### Contact

Haggerston School, Weymouth Terrace,  
London E2 8LS. P 020 7739 7324

[www.haggerston.hackney.sch.uk](http://www.haggerston.hackney.sch.uk)  
[info@haggerston.hackney.sch.uk](mailto:info@haggerston.hackney.sch.uk)

