

Senior School Parent and Pupil Handbook 2018 - 2019



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Hull Collegiate School Local Governing Body

Chair Mr P Grimwood (Chair and Welfare Lead)

Governors Mr P Bryan (Teaching and Learning – Prep)
Mrs T Escreet (Teaching and Learning – Prep)
Mr R Gillingwater (Policies and Procedures)
Mrs S Swetez (Health and Safety)
Rev S Wilcox (Welfare)
Mrs A Warneken Gold (Marketing)
Mr D Johnson (Finance)
Mrs J Elton (Teaching and Learning – Senior)

Ex Officio Mr I Young
Mrs A Wilson

Vision

Our vision is to be a purposeful, thriving 3-18 co-educational day school that combines a classical, high quality, all-round education with a forward-thinking and exciting approach to learning. We aim to challenge our pupils and allow for the development of growth mind-sets thus preparing young people for the challenging and changing 21st Century world.

Aims

We aim to bring out THE BEST IN EVERYONE by:

- Providing an education that is relevant, challenging and engaging, enabling every child to develop an enthusiasm for learning
- Expecting pupils to have confidence in their own abilities, setting their own aspirational goals and working towards them with commitment, determination, independence, and pride
- Creating a culture of respect, where pupils have responsible, caring attitudes, enabling them to make a positive contribution to society
- Providing an environment which celebrates innovation and creativity and in which success is celebrated and effort is rewarded
- Building positive links with parents so that pupils thrive in a cooperative atmosphere

- Catering for all pupils' needs, recognising that they learn in different ways and have different strengths as well as helping them to recognise, value and accept their own strengths and weaknesses.

Pupils arrive at the school each day confident and happy, ready for the challenges ahead. They have a sense of expectation and purpose. Expectation in that they know what will be demanded of them in appearance, attendance, conduct and work. Expectation also in that their experience of school allows them to explore the real sense of joy that achievement, improvement and belonging can bring.

CORE VALUES

Our school's core values have been modified to make them memorable and real for everyone; there are only five, they describe behaviour and by chance, when combined they spell, "I CARE".

Innovative: *To seeks ways of improving and enhancing all that we do to develop enquiring minds and a lifelong love of learning in preparation for life in the 21st Century.*

Confident: *To ensure that we provide opportunities that allow pupils to develop their confidence through learning and co-curricular opportunities.*

Aspirational: *To prepare for the future, always seeking to improve, and approaching each challenge and opportunity with energy, optimism and a growth mind-set.*

Respectful: *To encourage self-respect, care for others and have an active interest in the world beyond the school.*

Enthusiastic: *To embrace new challenges and enjoy the opportunities afforded to pupils by being part of the school community.*

ADMISSIONS POLICY

The school seeks to promote accessibility by making available both means-tested (assisted place) and non means-tested (scholarship) awards. Further details of these awards can be found below.

The school must feel confident that it will be able to educate fully any applicant child in line with his/her potential and in line with the standards achieved by the would be pupil's peers, and that he/she would support the aims, ethos and expectations to which the school aspires.

Entry to the school is by selection on academic merit and on assessment of a pupil's likely positive contribution through good behaviour to the aims, ethos and co-curricular life of the school.

1. Hull Collegiate School admits pupils without regard to gender, nationality, disability, colour or creed in accordance with the UK Equality act (2010)
2. Age. The applicant must be of the correct age band for the year group he/she proposes to enter unless alternative arrangements have been agreed with the school.
3. Academic ability. For entry to Year 4 and above the applicant must attain the required standard in the entrance assessments for the appropriate year-group. This is measured by means of Literacy, Numeracy and Non-Verbal Reasoning assessments. Those eligible for the offer of a place (if one is available) will have attained at least the national accepted average standard (90-110) in each of these tests. Academic Scholarships may be awarded to those applicants for entry to Years 4 and 7 who have performed at an outstanding level in the nationally standardised assessment tests used to assess all applicants.
4. If an applicant falls slightly short of the above criteria, a place may still be offered, but at the discretion of the Headmistress, and other criteria will apply. These may include further testing in Maths and English and character references.
5. In the case of an applicant with specific learning difficulties, a full professional report must be submitted in advance of the entrance assessment. Allowance will then be made, but the overriding criterion will be the pupil's ability to cope with the curriculum and level of support offered.
6. In the case of an applicant transferring to Hull Collegiate School after the start of secondary education (i.e. above Year 7), the school may, at its discretion, require the first term of attendance to be on a probationary basis. During or at the conclusion of this time, the contract may be terminated by either party without penalty beyond fees already paid.
7. On any occasion where the school intake is over-subscribed places will be allocated on the basis of ability in the entrance assessments. In the event that the above is unable to distinguish between candidates school references will be taken into account. At other times vacant places will be offered to the next applicant who fulfils the entry criteria.
8. Priority for places in the Senior School is given to the pupils in the Prep School, although admission is not necessarily automatic. From September 2018, all Prep School pupils will be awarded places on the same basis as external candidates with a minimum requirement of national average in each of the standardised tests. Parents of pupils who are likely to fall short of this criteria will be given due warning following the publication of nationally standardised test results at the end of Year 4.
9. Financial assistance is limited both in terms of the amount and the number of UCST assisted places. Other scholarships are applied for and awarded separately and on

merit. In these cases, the ability of the child and the available assistance have to be balanced in the school's assessment of whether or not a place can be offered.

10. In all cases, entry will be subject to a satisfactory reference from the applicant's previous school.
11. All applications are treated positively, sympathetically and in confidence.
12. The school's physical facilities for disabled comply with regulations and it will do all that is reasonable to ensure that the school's culture, policies and procedures are made accessible to children who have disabilities and to comply with its legal and moral responsibilities under the Special Educational Needs and Disability Act. The school seeks to ensure that disabled prospective pupils are not treated less favorably and will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission.
13. From the beginning of the first day on which the school has agreed or been informed that the pupil will attend, an entry will be made on the Admissions Register which is subject to the Education (Pupil Registration) (England) Regulations 2006. This is administered by Mrs Sharon McEwan (Registrar) and inclusion/deletion from the register is done according to the above act.
The admissions register is kept in electronic format on the school server with backup, and is kept for at least three years. It records the following items. Full name, sex, name address and at least one telephone number of all known parents/guardians/carers (and information about any other person who has parental responsibility for the child), which parent/s and/or carer/s with whom the pupil normally resides, date of birth, date of admission, the name and address of the last school attended, and details of any amendments to the above, including the date and the name of the person making the amendment.

Appeals

Parents or guardians who wish to appeal against a decision not to offer a place to an applicant may appeal to the Chair of the Local Governing Body of Hull Collegiate School, whose decision is final. Appeals should be addressed directly to the Chair of the Local Governing Body at the school, and should state the grounds for the appeal.

EQUAL OPPORTUNITIES

We will promote equal treatment for all members of the school community. No one will be treated less favourably than any other person on grounds of their gender, disability, race, religion, cultural background, linguistic background, sexual orientation or academic or sporting ability. Differences of treatment will be solely for bona fide organisational reasons relating to the management of pupils, parents and employees.

This policy applies to all current and prospective members of our school community, referred to in the paragraph above.

The principles of equal treatment guide the way we recruit, induct, train, promote and generally manage all our employees and in the way we conduct admissions of pupils and provide access to facilities, services, opportunities and responsibilities, and the way we guide our expectations of the pupils themselves.

Particular attention is drawn to the following areas:

Education:

The school is mainstream and English-speaking. We can provide assistance for children with special educational needs or for whom English is not their first language. The language of curriculum delivery is English and so we require all teachers to be fluent in English as a language of instruction.

Religion:

The charitable objects of the United Church Schools Trust embrace a Christian ethos. As stated above, a full statement setting out the school's ethos is available. This statement describes the ways in which the policies and practices of the school will reflect that ethos. We respect the right and freedom of individuals to worship in accordance with other faiths subject always to their respecting the rights and freedoms of the school community as a whole. It is hoped that staff, parents and pupils of all faiths will find the school a welcoming community.

Admissions:

Candidates for admission as pupils are required to satisfy the academic and character requirements current at the time of admission and as set out in the Admissions Policy. Factors which will not be taken into account in the assessment of a pupil for admission are: the applicant's race, nationality or ethnic or national origin, area of residence or socio-economic group.

Employees:

It is our aim to ensure that the recruitment and selection of staff is consistent, fair and non-discriminatory. Clear advice and training is provided for those involved in the recruitment and selection process. A genuine occupational qualification based on gender, fitness and professional skills applies to some employed positions.

Disability:

Subject to the physical constraints of our buildings, we welcome applications for employment, or for school places, or as a governor or service provider, from people who have a disability within the meaning of the Disability Discrimination Act 1995 (as amended). Every application will be processed and considered fairly. We will make reasonable adjustments to our systems and procedures in order to accommodate disabilities of which we have been made aware.

A list giving details of accessibility plans for the school (covering, for example, ways in which disabled pupils can participate in the school's curriculum) is available from the school office. The nature of some of the buildings and grounds making up the school mean that it is not possible for us to make the school fully accessible to all adults and pupils. The school will, however, wish to respond positively when reasonable potential adjustments are drawn to its attention.

Awareness and Training:

We recognise the importance of ensuring that employees and pupils are aware of the Equal Treatment Policy. Awareness of this among employees will be raised and maintained by means of discussion at staff meetings and forms part of our education programme for pupils (in PSHCE lessons and tutor groups). There is a commitment to equal opportunities and avoidance of inappropriate discrimination in all forms.

Complaints:

Any person who believes he or she has received less favourable treatment on any of the grounds referred to in this policy should make a formal complaint:

- An employee should complain in accordance with the relevant Grievance Procedure a copy of which can be found in the relevant Employment Booklet
- A pupil, parent, legal guardian or education guardian should make a formal complaint in writing to the relevant Complaints Coordinator. The School's Complaints procedure can be found on the school website and on request from the main school office.

Enforcement:

Equal treatment is a matter which the school treats seriously; we will investigate every complaint brought to our attention. Disciplinary action may be taken against any member of the school community – adult or pupil – who is found to have acted in contravention of this policy.

CURRICULUM SUPPORT

It is the role of the school to provide the conditions which ensure that all our pupils maximize their potential for growth and learning. To be effective this necessitates a whole school approach.

Curriculum support has been established to facilitate and support this aim by helping to identify the individual needs of those pupils who have been assessed and found to have specific learning difficulties.

Our aim is to identify these pupils as early as possible in order to implement a programme of support to meet their individual needs. This may involve individual or small group tuition, or both, focusing on their own specific needs and targeting literacy skills, basic numeracy and

study skills. All subject staff are made aware of a pupil's difficulties in order for them to teach in a sympathetic and appropriate way.

In order for curriculum support to be effective it is extremely important for us to communicate with parents and agree on suitable strategies for their child. Parents are encouraged to contact the school if they have any concerns about their child's progress.

Our aim is to foster an ethos in the school which enables pupils to recognize and confront their difficulties without fear of being stigmatized and to instill in all pupils a desire to learn and to achieve their true potential.

Educational Visits

When pupils join the Senior School, they will be offered a series of residential visits. Most of these have a high educational value and have been selected to support and enhance their learning in the classroom. We are aware that for many parents a choice will have to be made as to how many of these educational visits will be financially possible and how much forward planning will be necessary. Prices shown are based on figures for this year's visits, and are given as a rough guide only.

Educational Visits offered during KS3

Not all of these will be offered every year but each pupil will have the chance to participate in two of the three during Years 7-9.

Cantabria (Easter)

- To practice Spanish speaking
- Santander and other tourist destinations
- 5 days by air
- Approx. £575; 40 places offered

Classical Italy (Easter)

- To support the Latin syllabus
- This trip is open to those not studying Latin
- Florence, Rome, Sorrento, Pompeii etc.
- 6 days by coach
- Approx. £750; 40 places offered

First World War Battlefields, Belgium, Year 9

- May half term
- To support the History syllabus
- 5 days by coach
- Approx. £380; 40 places offered

Geography Field Work

- Year 8 Flamborough Head – June 2018 Cost £10 approx
- Year 7 Manchester – March 2018 – Cost £18 approx

The above educational visits are open to all members of the relevant year groups. Any remaining places may be offered to those in other years who have missed a particular visit in their own year but only if they are not already committed to another educational visit (i.e. no backing out of one to join another).

Those in the 'correct' year will have priority and the 'correct' educational visit for that year will take priority over any other places offered. This is to ensure, as far as possible, that all educational visits will have enough support to run successfully.

Educational Visits offered during KS4

Spain (Seville, Granada, Cordoba)

- Cultural and linguistic; alternate years

France (Paris)

- For Years 10 and 11 GCSE pupils

High Adventure

- PE Department
- October half term
- For Years 10 and 11

All Years: Ski Trip

- Offered when there is sufficient demand
- This visit can be taken by pupils in any year in the Senior School and is purely for leisure
- February half term or Easter
- Various venues,
- By air, 8/9 days, approx. £1200, 30-40 places

Educational visits offered in Year 10 and above are generally tied to specific subjects and form part of GCSE and A Level courses; as such they are not open to all pupils. Parents should bear this in mind when subject choices are being made. The Geography department organize fieldwork as follows:

Year 12: A Level Geography Field Trip

- Fieldwork to Blencathra Field Study Centre, Cumbria
- June
- £190 approx.

Year 11: GCSE Geography Field Trip

- Physical Geography Fieldwork to the Yorkshire Coast September approx. £30
- Human Geography Fieldwork to Beverley March approx. £10

As a matter of policy, educational visits are not offered in Year 11 because of the burden of examination work for pupils.

Pupils in Year 10 and upwards may ask to be included in educational visits offered to the younger year groups if there are spare places. Their acceptance on these will be entirely at the discretion of the staff concerned, who should be approached with a request.

ATTENDANCE

Pupils are required to attend school sessions unless leave of absence has been requested by parents and granted from the Headmistress. Absentees are recorded at a formal registration each morning and afternoon. Unauthorised absences are investigated on the same day. Absences at the beginning and end of the school terms are usually avoidable with advance planning. Parents are strongly requested to keep to term dates, always published 12 months in advance, in order to ensure that school time remains a priority in the mind of each pupil.

If your child is absent it helps us if you send a text to 01482 240056 or telephone the school office on the first day of absence. On their return to school, pupils should bring a letter explaining the reason for their absence. This applies to **ALL** pupils including Sixth Form.

There is a discretionary power held by Headteachers to authorise absence in exceptional circumstances. Please note this is not an entitlement. The Headmistress will only authorise absence in line with the East Riding Behaviour & Attendance Partnership 'Absence from School for Exceptional Circumstances' Policy (please see a sample request form on page 33). The following should be noted:

90% Attendance	=	½ day absence per week
90% Attendance	=	Absence of four whole weeks per year
90% Attendance	=	Absence of half a year over five years at school
90% Attendance	=	A fall of one grade at GCSE
90% Attendance	=	A 5% fall in attainment

Heads of Year will contact parents if attendance falls below 90%.

HULL COLLEGIATE SCHOOL – SENIOR STAFF

Headmistress

Mrs A M Wilson B.A., (Surrey) P.G.C.E., (Cantab) M.A. (London)†

Deputy Head (Academic)

Mr A D Norburn, B.Mus., Birmingham, P.G.C.E., L.T.C.L., A.L.C.M.†

Deputy Head (Pastoral)

Mr C M Wainman, B.A., Leeds, M.A., P.G.C.E.†

Assistant Head (Pastoral)

Mrs K H Bloomfield, B.A., Hull, P.G.C.E.

Assistant Head (Curriculum)

Mr T E Norris, B.Sc., Nottingham, M.A., P.G.C.E., M.Inst.P.

Assistant Head (Data and Assessment)

Miss J M Dyer, B.A., York, P.G.C.E. *†

Business Manager

Mr Andrew Kiddy, M.B.A.

Art

Mr S M Doncaster, B.A., Leicester, P.G.C.E.

Mrs E J Wallis, B.A., Leeds, P.G.C.E.*†

Business Studies & Economics

Mrs S R Kelsall, B.Sc., Bradford, P.G.C.E.*†

Computer Science

Mr G Carmichael B.Sc., Lincoln, P.G.C.E.*†

Design Technology

Mr R J Chambers, B.A., Trinity & All Saints, Leeds*

Data/Assessment Lead (Data/Reporting)

Miss J M Dyer, B.A., York, P.G.C.E. *†

Drama

Mrs A Asbury, Dip. LAMDA, B.A., Hull, P.G.C.E.*

Miss J Duffield, B.A., Hull, Dip.Acting, Drama Studio, P.G.C.E.

Miss A Kirkman, B.A., Mountview

English

Mr M Birch M.A., (Cantab), PGCE Cambridge*†
Mrs K H Bloomfield, B.A., Hull, P.G.C.E.
Mr A Dawson, B.A., Hull, P.G.C.E., York**
Mr T Roberts, B.A., M.A., York, P.G.C.E Sheffield Hallam
Mrs A Robinson, B.A., Nottingham Trent

Examinations Officer

Miss R L Baldry

Food Technology

Mrs S A East, B.Ed., Worcester College, M.Sc.*
Mrs N J Holvey, B.Ed., Sheffield City*

Geography

Mr A Thatcher B.A., (Hons) Hull*
Mr C M Wainman, B.A., Leeds, M.A., P.G.C.E.
Miss H Betts, B.A., M.A., Leeds Beckett, P.G.C.E.

Careers Assistant

Mrs Colette Mason

History

Mrs C R Atkin, B.A., York, P.G.C.E.*
Miss H Betts, B.A., M.A., Leeds Beckett, P.G.C.E.

Languages

Ms J E Blencoe, B.A., Hull, P.G.C.E.
Mrs N J Lough, M.A., Edinburgh. P.G.C.E.
Mrs S L Milner, B.A., Newcastle, P.G.C.E.
Mrs V Pick, B.A., University of Wales, P.G.C.E., Warwick MA**
Mr G R Stephenson, B.A., Newcastle, M.A., P.G.C.E., Dip. Ed.*†

Latin

Mrs N J Lough, M.A., Edinburgh. P.G.C.E.

Law

Miss K Smith, B.A., Sheffield, P.G.C.E.

Mathematics

Mr M Beardsley, B.A., (Hons) Oxford (Christ Church), PGCE

Miss A D Davis, B.Sc., Birmingham, M.A., P.G.C.E.
Miss J M Dyer, B.A., York, P.G.C.E. *†
Miss H Morris, B.Sc., (QTS), Sheffield Hallam**
Mrs F E Wells, M.Sc., Hull, B.Sc., Liverpool, P.G.C.E.
Mr J W Windeatt, B.Sc. Hull, M.A., G.T.P.

Music

Mr J A Webb, M.A., Cantab, A.R.C.O., P.G.C.E.* †

P.E.

Miss A D Davis, B.Sc., Birmingham, M.A., P.G.C.E.*†
Mrs A E Harvey, B.A., Manchester Metropolitan
Mr F S Henderson, B.Sc., York St John, G.T.P.
Miss H Riby B.A., York
Mr J W Windeatt, B.Sc. Hull, M.A., G.T.P.

Psychology

Mr A Birtchnell, B.Sc., University West England, P.G.C.E.

Religious Studies

Mr A Birtchnell, B.Sc., University West England, P.G.C.E.
Mr J M D Mishra, B.A., Roehampton, M.A., P.G.C.E.*
Mrs A M Wilson B.A., (Surrey) P.G.C.E., (Cantab) M.A. (London)†

Science

Mr P Fong, B.Sc., Nottingham Trent, QTS
Mrs S J Gibbs, B.Sc., Leicester, P.G.C.E.**
Dr E R Kebbell, B.Sc., Warwick, Ph.D., East Anglia, P.G.C.E.
Mr T E Norris, B.Sc., Nottingham, M.A., P.G.C.E., M.Inst.P.
Mrs Q Pahwa B.Sc, B.Ed., Kurukshetra, M.Sc., Markendeshwar, M.Sc., Hull, P.G.C.E.
Mr S D Pearce, B.Sc., Portsmouth, P.G.C.E., C.Biol., M.Inst.Biol.*†

Sociology

Mr A D Norburn, B.Mus., Birmingham, P.G.C.E., L.T.C.L., A.L.C.M.

Special Educational Needs

Mrs N J Lough, M.A., Edinburgh, P.G.C.E. *†
Mrs A Manton B.Sc., Hull, P.G.C.E., Diploma in SpLD (dyslexia)
Mrs J K North, B.A., Trent Poly., P.G.C.E., Diploma in SpLD (dyslexia)

Learning Support Assistants

Mrs S Groves, B.A., OU
Mrs C Mason

Mrs E Wright
Mrs P Brett
Miss T Moore B.A., Humberside/Lincolnshire, M.A., Hull, P.G.C.E.

Mrs T Harvey

Teaching Assistant

Mr C Lleches-Parra

PASTORAL STRUCTURE

Head of Year 7	Mrs A Asbury
Head of Year 8	Mr F Henderson
Head of Year 9	Mrs N J Holvey
Head of Year 10	Mrs N Lough
Heads of Pre-Sixth & Sixth Form	Mr J Windeatt
	Mrs A Robinson
Deputy Head (Pastoral)	Mr C M Wainman
Assistant Head (Pastoral)	Mrs K Bloomfield

PERIPATETIC MUSIC TEACHERS

Mr C Brown (Guitar, Bass)
Mrs R Dixon, M.Mus., B.A., Lancaster, L.R.S.M. (Clarinet/Saxophone/Flute)
Ms L Featherston, B.A., Royal Northern College of Music (Lower Strings)
Mr A W Fountain, B.Mus., Hull (Piano)
Miss C Holdich, B.Mus., Hull, Dip A.B.R.S.M. (Singing, Flute)
Mr G Oglesby, A.B.S.M. (Brass)
Mrs Helga Penny B.Mus., (Violin/Viola)
Ms M-A Robertson G.B.S.M., A.B.S.M., PG Mont.Dip (Piano)
Mr A Drever-Smith B. Mus., (Percussion/Drum Kit)

ANCILLARY STAFF

Administrators

Miss E Brownlee (Prep School)
Mrs D Fawcett-Ward (Prep School)
Miss L Fullerton
Miss C Johnson

Afternoon Assistants

Ms K Pearson
Mrs T Vaux

Caretakers

Mrs J Brantano
Mr G Cowan

Finance Administrator

Mrs M Ashbridge

Fees Administrator

Miss R Gutherless

Facilities Officer

Mr M Poskitt

ICT Technician

Mr P Cowell, B.Sc., Lincolnshire & Humberside

ICT Apprentice

Mr D Ward

Independent Learning Centre

Mrs T Goodison
Mrs J A Orłowska, B.A., Hull, Postgrad. DipLib.

Director of External Relations

Mrs J Dunn, B.A., Lincoln

Charities and Trust Coordinator

Mrs C Mertens

Public Relations Assistant

Mrs D White

Network Manager

Mr B Ashton

PA to the Headmistress

Mrs H Hetherington

Registrar

Mrs S McEwan

School First Aiders

Mrs S Cannell

Mrs L Walker

School Secretary

Mrs P J Palmer

Science Technicians

Mrs H Butler (Team Leader)

Mr B P Simmons, B.Sc., Sheffield Hallam

SEND Administrator

Mrs C John

Uniform Shop

Mrs A-M Worsnop

TUTOR GROUPS 2018-2019

<u>Teaching Room</u>	<u>Tutors</u>	<u>Form Name</u>	<u>Form Room</u>	<u>Support Staff</u>	<u>Form Assembly</u>
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Head of Year 7 - Mrs Asbury

<u>F30</u>	<u>Mrs Mason / Mrs Pahwa</u>	<u>7-Mason</u>	<u>F16</u>	<u>Mrs Bloomfield</u>	
<u>PE</u>	<u>Mrs Harvey / Mrs Brett</u>	<u>7-Harvey</u>	<u>F4</u>	<u>Mrs Moore</u>	
<u>F35</u>	<u>Mrs Wells / Mrs North</u>	<u>7-Wells</u>	<u>F35</u>	<u>Miss Taylor</u>	
<u>G23</u>	<u>Miss Betts / Mrs Gibbs</u>	<u>7-Betts</u>	<u>G23</u>		

Head of Year 8 - Mr Henderson

<u>F40</u>	<u>Mr Dawson</u>	<u>8-Dawson</u>	<u>F40</u>	<u>Mrs East</u>	
<u>F32</u>	<u>Miss Morris</u>	<u>8-Morris</u>	<u>F32</u>		
<u>G5</u>	<u>Mr Webb / Mr Mishra</u>	<u>8-Webb</u>	<u>S17</u>		
<u>F42</u>	<u>Mr Roberts</u>	<u>8-Roberts</u>	<u>F42</u>		

Head of Year 9 - Mrs Holvey

<u>G10</u>	<u>Mr Chambers / Mrs Wright</u>	<u>9-Chambers</u>	<u>S17</u>	<u>Mr Norburn</u>	
<u>F2</u>	<u>Mr Stephenson</u>	<u>9-Stephenson</u>	<u>F2</u>		
<u>S20</u>	<u>Mrs Wallis / Mr Parra</u>	<u>9-Wallis</u>	<u>F38</u>		
<u>S22</u>	<u>Mr Carmichael</u>	<u>9-Carmichael</u>	<u>S7</u>		

Head of Year 10 – Mrs Lough

<u>F36</u>	<u>Mr Beardsley / Mrs Milner</u>	<u>10-Beardsley</u>	<u>F36</u>	<u>Mrs Wilson</u>	
<u>F17</u>	<u>Mrs Pick / Mrs Groves</u>	<u>10-Pick</u>	<u>F17</u>		
<u>F26</u>	<u>Mr Norris / Mr Birtchnell</u>	<u>10-Norris</u>	<u>F31</u>		
<u>F11</u>	<u>Ms Blencoe / Mrs Mertens</u>	<u>10-Blencoe</u>	<u>F11</u>		

Head of Pre-Sixth – Mrs Robinson & Mr Windeatt

<u>PE</u>	<u>Miss Davis / Miss Smith</u>	<u>11-Davis</u>	<u>F41</u>	<u>Mr Wainman</u>	
<u>F33</u>	<u>Mr Fong / Mrs Atkin</u>	<u>11-Fong</u>	<u>G22</u>		
<u>F39</u>	<u>Mr Birch / Dr Kebell</u>	<u>11-Birch</u>	<u>F39</u>		

Head of Sixth Form – Mrs Robinson & Mr Windeatt

<u>S15</u>	<u>Mr Thatcher</u>	<u>S-Thatcher</u>	<u>S15</u>		
<u>S9</u>	<u>Mrs Kelsall</u>	<u>S-Kelsall</u>	<u>S9</u>		
<u>F27</u>	<u>Mr Pearce</u>	<u>S-Pearce</u>	<u>F44</u>		
<u>F37</u>	<u>Miss Dyer</u>	<u>S-Dyer</u>	<u>F37</u>		

HOMEWORK

In Years 7, 8 and 9 a time allowance of 20-30 minutes per subject in the homework timetable is suggested. **However, in the first half term of Year 7 homework will be staggered, starting with core subjects in week 2 and increasing to all subjects by week 3.** In Years 10 and 11, while specific nights are allocated for subject homework, no time is suggested, though it should be recognised that a pupil will also have other work to be completed. Project work should be related to a particular number of homeworks. Where staff feel that a longer piece of work is required, they will build this in over several weeks work.

Number of homeworks in a two-week cycle

<u>Year 7</u>	(Regular)		(Occasional)	
	Maths	4	Music	2
	Spanish	4	Computing	1
	English	3	RS	2
	Latin	1	Art	2
	Science	2	DT	1
	History	2	FT	1
	Geog	2	Drama	1
<u>Years 8 & 9</u>	(Regular)		(Occasional)	
	Maths	4	Music	2
	Spanish	4	Drama	1
	English	4	DT	1
	French/Ger	4	RS	1(Y8)/2(Y9)
	Latin	2	FT	1
	History	2	Computing	2
	Geog	2	Art	2
	Sciences (see notes at side)			
				Year 8 2 per cycle as Science
				Year 9 Physics, Chemistry & Biology – 1 extended homework per 2 week cycle
<u>Year 10 & 11</u>	Maths	4		
	English	4		
	Science	Physics, Chemistry & Biology – 1 extended homework per 2 week cycle		
	Options	4 each		

Each pupil will have a copy of their timetable and homework timetable. Homework for all year groups will also be posted on The Hub. Each pupil will have their own login for The Hub and we hope to allocate a personal login for The Hub to parents.

REPORTS

From September 2018, each year group will have two Parents' Evenings. In Years 7-9 there will be an academic and pastoral Parents' Evening and in Years 10-13 two academic Parents' Evenings. Parents will also receive data collection information and examination results via the Portal.

It is imperative that staff adhere to the deadlines given in the Assessment, Recording and Reporting Schedule which can be found in Staff Shared/Senior School/Data/Mentoring. Each member of staff also has a hard copy of this plan to which they are encouraged to refer to regularly.

Attendance at parents' evenings is compulsory – dates for these are published in advance so that arrangements can be made to facilitate attendance. If any difficulties occur with this staff should seek out the relevant Head of Year/School, in the first instance.

CONTACTING THE SCHOOL

Your first point of contact is your child's Form Tutor. Your child is well known by their tutor. It is the job of the tutor to monitor your child's academic and pastoral well being and should you have a concern you should talk first to him or her. Your concern will be treated seriously and, if the tutor cannot immediately solve it, then the relevant person will be contacted for help. Members of staff have many commitments throughout the day and parents are advised to make an appointment via the school office.

1. Who should be contacted on academic matters?

- The Deputy Head (Academic) – Mr A D Norburn
- The Deputy Head (Pastoral) – Mr C M Wainman
- The relevant Head of Faculty/Subject Leader

You can, of course, contact any of these people directly should you wish to do so but it is always advisable to do so, initially, through your child's Form Tutor.

2. Who should be contacted on pastoral matters?

The Form Tutor is responsible for your child's pastoral well-being.

- In Years 7-11 tutors work in close co-operation with the Pastoral Leaders. If your child has a pastoral problem then please speak to his or her tutor. If the tutor can solve it, it will be solved.
- If it cannot be solved immediately then the Pastoral Leaders will be asked to help.
- In many circumstances the Deputy Head (Pastoral) may also become involved.

You can, of course, contact the Pastoral Leaders directly if you wish to do so. Contact details can be found on the school website.

In the Sixth Form, tutors work with the Heads of Sixth Form and Deputy Head (Pastoral) and may refer your concerns on to them. If your concern is of a confidential nature and you would

prefer to speak to the Deputy Head (Pastoral), or indeed to the Headmistress, then please do not hesitate to do so.

COMPLAINTS PROCEDURE

Should parents/guardians have a complaint to make about the school, information regarding the school's Complaints Procedure and the number of complaints is available on the school website and on request from the main school office. In the previous academic year 2017-18 two complaints were recorded on the formal register of complaints.

COMMUNICATION

The Senior Newsletter is published weekly on Fridays.

There are a number of formal routes through which the school communicates with parents. However, it should be stressed that parents should not hesitate to contact the school if they have an issue they wish to raise regarding their child.

SCHOOL RULES

Hull Collegiate School places the highest possible emphasis on the following broad values:

1. Respect for Others

This is fundamental to all that goes on at Hull Collegiate School. Any actions, words or attitudes that show a lack of respect for others will be taken very seriously. In particular:

Disruption: Disruption of lessons on any level shows a lack of respect both for the teacher and the learning of other pupils and will be dealt with firmly.

Relationships: Public displays of intimacy are not acceptable within the school as they can be embarrassing and draw attention to those involved. Pupils engaging in sexual activities on school premises can expect to be permanently excluded.

Bullying: We seek to establish a culture in which every individual is valued. Any instances of bullying are treated very seriously and will be dealt with firmly by the Pastoral Leaders.

2. Respect for Property

As important as respect for others is the respect for property, both the school's and the property of others. Pupils should do all they can to minimise the possibility of theft and vandalism by not bringing valuables or significant amounts of money to school. If it is necessary to do so, they should be handed to the school office for safekeeping. All clothing and equipment should be named clearly.

3. Theft and Vandalism

Any damage, including graffiti or removal of someone else's property, be it a fellow pupil's, a teacher's or that of the school, will be taken very seriously. Not only will the repair or replacement have to be paid for but those involved in theft or vandalism can expect to be suspended or permanently excluded.

4. Respect for Self

Self respect and esteem is fundamental to the well-being of our pupils and consequently we strongly disapprove of those substances which can undermine the health of any young person. Smoking, alcohol and recreational drugs are not allowed on the school premises and those who offend, in the first instance, can expect suspension and for repeated offences the school reserves the right to exclude permanently the pupil concerned.

The **School Rules** are based on self-respect and respect for others. The following rules are strictly enforced and carry serious penalties for infringement.

- i. Bullying, stealing, truanting and the use of offensive language are serious offences and will not be tolerated.
- ii. Anyone found in possession of illegal drugs, cigarettes or alcohol may be immediately suspended and pupils may be asked to leave.
- iii. The chewing of gum while at school is banned. Pupils found chewing gum may be withdrawn from lessons. Further infringements of this rule may result in a pupil being sent home from school.
- iv. The use of solvents is banned. In the interests of health we ask pupils not to bring aerosols into school, including those associated with personal hygiene.
- v. Regulation uniform must be worn at school and going to and from school.
- vi. No pupil may leave the school premises during the school day without permission.
- vii. MOBILE PHONES - Mobile phones are not permitted to be used in school. Pupils should have their phones off at all times. If they are seen using them they will be confiscated to be collected at the end of the school day from the school office. Sanctions are in place for repeat offenders.

The good reputation of the school is vital and the way pupils look and behave is critically important.

5. Standards of Dress and Appearance

It may be useful to parents to note the following points in addition to the standard uniform list:

- i. Hair. In the interest of health and safety, hair should be kept clean and tidy and should not hang over the face. Long hair should be tied back securely for practical lessons. It should be of an acceptable style with no extremes of fashion e.g. not razored short and not too long. Brightly bleached or coloured hair is also not acceptable in school. Hair bands and slides, if worn, should be in one of the school colours – navy blue or maroon. Elaborate hair slides, braids and bands are not allowed. Boys must be clean shaven.
- ii. Jewellery. The wearing of personal jewellery is not permitted below the Sixth Form. The only exception to this is where pupils have pierced ears, when they may wear one pair of plain gold or silver studs. Multiple earrings are not permitted, nor are hoops or any other design. No other facial piercings are allowed. In the Sixth Form, personal jewellery is allowed within reason; this is at the discretion of tutors and senior staff.
- iii. Body piercing of any other type is unacceptable due to the health risks incurred and the dangers involved in playing sport.
- iv. Make-up and nail varnish should not be worn by pupils in Years 7 and 8. Girls in Years 9–11 are allowed to wear a light concealer or tinted moisturiser and clear mascara. Sixth Form girls may wear make-up in moderation.
- v. Skirts. Skirts should be no shorter than one inch above the knee.
- vi. Undergarments must be white or nude in colour so they are not visible through the school shirt.
- vii. Footwear. Black leather (not suede) shoes should be worn. Boots are not acceptable, nor are shoes with elevated heels above 50 mm or 2 inches. ‘Trainer socks’ which have no ankle and virtually disappear inside the shoe are not acceptable.
- viii. Outdoor coats. These should be plain dark coloured coats (black/navy) and without logos. Parents are asked to bear this in mind when buying a new coat if they wish to avoid the expense of buying two.
- ix. Scarves. Only the official school scarf may be worn to school.
- x. Pupils must wear full school uniform at all times, including when arriving at school and leaving school. It is not permissible, for instance, to arrive without a tie in the mornings or to leave in sports kit, even if the pupil is travelling in a parental car.

- xi. Blazers should be worn at all times when moving around the school premises. Ties should be done up and jumpers not tied around the waist. Blouses and shirts must be tucked in and top buttons done up.
- xii. School uniform should always be worn when travelling to and from sporting fixtures outside normal school hours.

The final decision as to what is acceptable in matters of dress and appearance rests with the Headmistress and the senior staff.

If a pupil or family are experiencing any difficulties caused by Hull Collegiate School's uniform guidance on the basis of religion, race, disability, gender identity or medical issues they are encouraged to contact their Head of Year to discuss further.

REWARDS AND SANCTIONS

Rewards

The school aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and reward. Praise is a more effective tool in modifying poor behaviour than sanctions. As such, managing behaviour should focus more on reinforcing good behaviour through rewards and recognition rather than merely recording poor behaviour.

Rewards will be verbal and written praise in the form of feedback, postcards, commendations to the Headmistress, exceptional work published in *Aspire*, sports achievements and other awards given in assemblies.

The reward for abiding by the classroom LAWS is the opportunity for everyone to learn in a cooperative and supportive community, with unconditional respect at its core.

Acknowledgement of pupil's significant achievements should be recognised by members of staff using a School or Department postcard to write to parents.

Pupils from Years 7 to 13 may be sent a School or Department postcard for exceptional work, deeds and behaviour. Deeds such as speaking to an audience of parents and guests at an Information Evening should warrant a postcard. Postcards are worth 5 House points. Staff should record the postcards on iSAMS and the office staff will post the card home.

In short, pupils' effort and achievement may be rewarded with a postcard, if they, for example:

- achieve a consistently high standard of work/effort over a number of weeks
- produce an exceptional piece of work
- give an exceptional contribution to a House or School event/activity
- show exceptional care and consideration for others

- show a great example of any one of our core values
- show great initiative.

The Head of Year and form tutors will monitor the award of postcards and wherever possible find a good reason to send each child in the form/year a postcard at least once per academic year.

BEHAVIOUR AND SANCTIONS

Poor behaviour can affect the safety and welfare of members of our community, the ability of pupils to learn and teachers to teach. Therefore it cannot be tolerated. The adults will not be blamed for pupils' poor behaviour and it is for the pupil to work with the adults to overcome challenging behaviours.

It must be taken into consideration that there may be exceptional circumstances to pupil behaviour. We must remember our aim is to work restoratively with pupils which requires pupils' understanding of what they have done, who has been affected and what can be done to put things right.

Here are our classroom LAWS:

- Learn** : be prepared to learn
- Arrive** : arrive on time
- Work** : work to the best of your ability
- Society** : allow others to get their work done

All of the above LAWS must be carried out with unconditional respect.

All members of our community will be treated with unconditional respect. By being part of our community, pupils, staff, parents, visitors and others unconditionally earn our respect. Respect is not conditional on past experience or current behaviour but given because we are one community. The delivery of unconditional respect will not be easy and we will all fall below this high expectation at times. Despite this it will remain our ultimate goal and all our rights, responsibilities and routines will be shaped to help us all deliver unconditional respect to those around us.

Failure to comply with the classroom LAWS will result in a notification. Behaviour that is detrimental to the learning of the pupil and other pupils in the classroom will result in the pupil being withdrawn from the lesson. This may be at the discretion of the classroom teacher.

Notifications

Three notifications will result in a lunchtime meeting with the Head of Year. The pupil will be required to complete the restorative process outlined in this handbook, together with relevant

coaching and reflection time. The pupil may also be required to carry out some supervised school community service. Parents will receive a letter from the Form Tutor; a standard letter is available in the office.

These lunchtime meetings are entered on iSAMS. Form Tutors and Heads of Year must keep their own records. The record is centralised so that patterns can be quickly identified by the school and appropriate interventions made. The traffic light reporting and lesson monitoring system would be a likely intervention at any stage.

A second lunchtime meeting in the same academic year leads to a meeting with parents, form tutor and Head of Year.

A third lunchtime meeting in the same academic year would lead to a meeting with parents, Head of Year and a member of the SLT.

A fourth lunchtime meeting in the same academic year would lead to a meeting with parents, a Deputy Head and the Headmistress.

Withdrawal from Lessons

Behaviour that is detrimental to the learning of the pupil and other pupils in the classroom will result in the pupil being withdrawn from the lesson. This may be at the discretion of the classroom teacher.

If a pupil is withdrawn from a lesson a member of staff will collect the pupil and take them to the withdrawal room. The period of withdrawal includes the rest of the lesson from which they are withdrawn and the next lesson. The pupil will be required to complete the restorative process outlined in this handbook, together with relevant coaching and reflection time. The pupil may also be required to carry out some school community service.

Parents will be notified immediately (by text message) – there will be a follow up meeting with the member of staff, the pupil and a member of SLT.

These withdrawals are entered on iSAMS. Form Tutors and Heads of Year must keep their own records. The record is centralised so that patterns can be quickly identified by the school and appropriate interventions made. The traffic light reporting and lesson monitoring system would be a likely intervention at any stage.

Lunchtime Homework Detentions

Teaching staff can put pupils into the daily Lunchtime Homework Detention which runs from 13:00-13:30 in S21. This detention is for pupils who have forgotten to hand homework in or fail to complete homework for whatever reason; it is not a pastoral detention. Staff can put pupils

into detention during the afternoon for the next lunchtime or during the morning of the detention day. Staff put pupils into detention through the Pupil Information tab on ISAMS. Staff must ensure pupils have work to complete in the detention session.

Process for if a pupil misses a detention

First set of 2 Lunchtime Detentions	Correction meeting with HoF (or HoFs if necessary in the event of different subjects)
Second set of 2 Lunchtime Detentions	Correction meeting with Deputy Head (Academic) and parents
Third set of 2 Lunchtime Detentions	Meeting with Headmistress/Deputy Head (Academic), parents and pupil.
Missed lunchtime Detentions	This will count as a missed detention and the HoF/Subject Leader will put pupils in for the next available detention.

TEMPORARY OR PERMANENT EXCLUSION

Pupil offences which are likely to result in temporary or permanent exclusion are:

- Use of prohibited substances on school premises or on other premises while the pupil is nominally in school or associated with school. Passing of such substances to other pupils, whether or not in return for money, compounds the offence.
- Violent or abusive behaviour towards another member of the school community.
- Persistent bullying of another member of the school community in any form.
- Inappropriate sexual behaviour, whether physical or verbal.
- Persistent and repeated refusal to conform to the standards of work and behaviour expected of a member of the school community.
- Persistent and repeated behaviour which affects the well-being, comfort and/or academic progress of other pupils.

Action will be taken following a single offence where that offence is deemed to be sufficiently grave. In most cases, temporary exclusion will be the result of a first offence, although the Headmistress may at her discretion permanently exclude any pupil for a first offence which she considers to warrant such a step.

In other instances, permanent exclusion may be the result of a series of less serious offences, where repetition of these offences indicates the pupil's unwillingness to conform to an

acceptable pattern of behaviour. In such cases, parents will have been consulted before such a stage is reached in an attempt to correct the behaviour.

A pupil who has been admitted to the school on a conditional place for a fixed period of time may be asked to leave at the expiry of that period if in the opinion of the Headmistress the pupil has not conformed to the norms of the school. In such a case, the normal procedures for exclusion will not necessarily apply.

Apart from the examples outlined above, any behaviour, which in the opinion of the Headmistress is seriously damaging to the school or to another member of the school community, may result in temporary or permanent exclusion.

SIXTH FORM RULES

1. Members of the Sixth Form are expected to observe the school day, including assemblies; they should be in school for the beginning of registration, in the morning. Trips out of school are not permitted during lesson times unless sanctioned in advance. Absence as a result of sickness, or other unavoidable reason, should be authorised by a letter or text message from parents or guardians.

2. Sixth Form pupils will not absent themselves from school on any occasion unless permission has been given by the Head of Sixth Form. Permission will only be granted for specific and unavoidable reasons. Pupils should also inform their subject teachers of the reasons for their absence from lessons.

3. Members of the Sixth Form are permitted out of school between 12:10–14:10 provided that:

- no letter has been received from parents or guardians expressing a wish to the contrary
- they have signed 'in' and 'out' – this is in order to conform to fire regulations.

Sixth Form pupils on prefect duty will not go out of school at this time.

4. Non-timetabled periods i.e. study periods, should be used for private study and quiet reading.

5. Sixth Form girls may wear light make-up and nail varnish at the discretion of the Deputy Head (Pastoral) or Head of Sixth Form whose opinion as to suitability is final. Sixth Form boys are to be clean-shaven at all times unless permission has been granted otherwise on religious grounds.

All Sixth Formers should be of a generally clean and tidy appearance in keeping with the standards set for the rest of the school. Full uniform must be worn at all times.

6. Sixth Form pupils who wish to drive to school should apply on the appropriate form to the Headmistress with a letter from parents or guardians authorising them to do so. On no account may any member of the school travel in a car driven by another pupil unless the Headmistress has received written permission from both sets of parents.

Sixth Formers taking driving lessons should make every effort to arrange for lessons to be taken outside designated school hours. Leave of absence will be granted for driving tests, although this will cover the driving lesson immediately before the test and the test itself – not the whole day.

7. It is expected that members of the Sixth Form will take AS and A2 examinations in May/June in both Year 12 and 13 and maximum attendance is vital if the full benefit of A Level study in this school is to be gained. As lower down the school, personal holidays must be taken during the allocated school holidays and permission for leave of absence during school time will not normally be granted.

8. Hull Collegiate School is a community, not just a school, and respect for one another and for school property is expected at all times. Pupils must always be polite and courteous.

INTERNET USE

The internet is provided for pupils to conduct research and to broaden learning opportunities. Parental permission is required before access is allowed. Access represents a privilege, not a right, and with that comes a personal responsibility. Pupils must comply with school standards and honour the agreements signed. Computer storage areas will be treated like school lockers. Staff may review files and communications to ensure that pupils are using the system responsibly. Pupils should not expect that files stored on servers would always be private.

In school, the following are not permitted:

- using personal memory sticks
- accessing the Internet without specific permission
- receiving, sending or displaying offensive messages or pictures
- using obscene language
- harassing, insulting or attacking others
- damaging computers, computer systems or computer networks, either physically or by system interference or abuse
- violating copyright laws
- using others' passwords
- trespassing in others' folders, work or files
- deliberately accessing sites/resources unconnected to lesson topic
- attempting to download or print any information without specific permission
- using Internet resources for entirely personal reasons
- maliciously interfering with any aspect of system operation.

Violations of the above rules will result in a temporary or permanent Internet ban. Additional disciplinary action may be added in line with existing practice on inappropriate language or behaviour. When applicable, the Head of ICT and/or the Headmistress may take further action.

NOTICE OF WITHDRAWAL

Parents who intend withdrawing a child from school should note that a **full term's notice in writing** to the Headmistress is required or they will be liable for the following term's fees in lieu of notice. Where the date of a house move is in doubt, provisional notice is acceptable and may be withdrawn at any time if plans change.

INSURANCE

Parents are reminded that the school cannot insure pupils' property. If cover is desired, that is the responsibility of parents, but it is strongly recommended that valuable items of clothing and personal belongings are named and pupils are responsible for the safe keeping of their own property at all times. Individual lockers are provided and should be used. No personal clothing or other belongings should be left in school overnight unless in a locker, as the school premises are let to outside bodies.

UNIFORM DETAILS - Years 7 to 11

BOYS

Navy blazer with School Badge
Charcoal grey trousers (regular fit)
White long-sleeved shirt*
House tie
Jumper, navy with maroon stripe on V-neck
Grey/black socks*
Plain black leather shoes*
Optional: Trinity Term only – white short-sleeved shirt* with House tie
Outdoors: plain dark outdoor coat*
School scarf

Games Kit

Polo shirt
Reversible rugby shirt
Plain navy rugby shorts
Plain navy football shorts
Football shirt (badged)
Sports socks
White (badged) Baselayer
Plain white ankle socks*
Trainers and studded boots*
Shin Pads*
Gum Shield*
Canterbury team football jersey**
Canterbury team rugby jersey**

Optional Extras

Athletic vest
Cricket shirt
Cricket jumper (badged)
Cricket trousers
Drill top

In addition pupils will require: White Apron for Food Technology

Navy Apron for Design Technology

White Lab Coat for Science (cotton)

GIRLS

Navy blazer with School Badge
Lindsay tartan skirt – worn no shorter than one inch above the knee
White long-sleeved shirt-style blouse*
House tie
Jumper, navy with maroon stripe on V-neck
Short navy socks or navy/black tights*
Plain black leather shoes with low practical heels*
Optional: Trinity Term only – white short-sleeved shirt-style blouse* with House tie
Outdoors: plain dark outdoor coat*
School scarf

Games Kit

Polo shirt
Hooded sweatshirt
Plain navy football shorts
Navy skort
Sports socks
Plain white ankle socks*
White (badged) Baselayer
Trainers and AstroTurf boots*
Shin Pads*
Gum Shield*

Optional Extras

Athletic vest
Drill top
Tracksuit bottoms

ALL ITEMS MUST BE CLEARLY MARKED WITH THE PUPIL'S NAME

***Items not supplied by the School Uniform Shop**

**** To be worn by school team players when representing the school (not for regular games lessons)**

HULL COLLEGIATE SCHOOL EQUIPMENT LIST

Pupils should attend each lesson with the necessary tools:

- blue or black pens
- red pen
- green pen
- pencil
- ruler
- eraser
- glue stick
- calculator
- protractor
- a pair of compasses
- a set of coloured pencils.

The above should be included in a pencil case.

All other exercise books and textbooks will be provided.

TRANSPORT

The school bus service is run by the school and in conjunction with Acklams. Transport is provided to and from the school by five routes:

- Route 973** Withernsea – Holmpton – Welwick – Patrington – Ottringham – Keyingham – Burstwick – Thorngumbald – Hedon – Victoria Dock – Boothferry Road – Boothferry Road (Hessle)
- Route 974** Holderness Road (Ganstead) – Ings Road – Cavendish Road – Cranbrook Avenue – Cottingham Road – Chanterlands Avenue – Cottingham (Thwaite Street/Priory Road) – Willerby Road – Willerby Square – Kirk Ella
- Route 976** Howden – Gilberdyke – Newport – North Cave – South Cave – Stockbridge Roundabout – Elloughton – Brough – Welton – North Ferriby – Swanland
- Route 978** A18/Barney's Café – Croxton – Ulceby – Wootton – Thornton Curtis – Goxhill – Barrow – Barton
- Route 979** Hornsea – Catwick – Brandesburton – Leven – Routh – Tickton – Beverley



HULL COLLEGIATE SCHOOL

Absence from School for Exceptional Circumstances



You are required under the Education Act (1996) to ensure your child attends school regularly. There is, however, a discretionary power held by Headteachers to authorise absence in exceptional circumstances. Please note this is not an entitlement. The Headteacher will only authorise absence in line with the East Riding Behaviour & Attendance Partnership 'Absence from School for Exceptional Circumstances' Policy. Headteachers will not authorise absences if they believe it is to the detriment of a child's education. Please note that supporting documents to aid decision making must be submitted at the time of your request for absence.

If your request is authorised, you are required to ensure your child catches up on any missed school work. This is your responsibility and school are not obliged to provide work for your child to complete. Support and guidance on attendance is always available and if you have any questions about this, or if you need help to achieve an improvement, please contact your child's Head of Year to discuss this. We advise that you do not plan for your child to be absent from school without gaining prior agreement from the Headteacher first. Headteachers cannot retrospectively authorise absence from school

Pupil Name	Date of Birth	Class or Form
Address		
Contact Numbers		
Sibling Details of Compulsory School Age (or other children living in the household)		
Name	Date of birth	School
Name	Date of birth	School
I request permission for my child to be absent from school between:		
First Day of Absence from School	Date of Return to School	Total of Absent School Days
Please detail below the reason for your request for absence from school in term time and include any supporting information.		
Signed(Parent/Carer):		
Full Name:		
Date:		