



Behaviour for Learning Policy

Updated October 2015

Approved by HLC Governing Body October 2015

Our Vision for our students at HADLEY LEARNING COMMUNITY

Hadley Learning Community is determined to deliver an outstanding, innovative education where every child is respected as an individual. Through a 'can do' culture of success we set the highest expectations for all our students with drive and determination for each individual to be the very best they can be.

We are a truly inclusive school that passionately cares about every child so that they are safe, happy, confident, inspired to learn and achieve academically.

Hadley Learning Community values the wealth of skills and experiences in our local community and is committed to building strong partnerships to help support, sustain and develop that community.

We prepare students to make the right choices in life by ensuring they are equipped with resilience, independence and ambition to guide them towards a rewarding and successful future within their local community, modern Britain and the wider world.

Behaviour for Learning

At HLC, learning is at the heart of our organisation. It is therefore crucial that we create the right ethos and relationships to ensure that both students and staff can learn and enjoy learning.

As teachers at HLC we ensure that we promote positive behaviour within the classroom and around the campus. We recognise that the key to creating this positive ethos is consistency in our approach to students and in delivering high quality lessons.

The main aim of this policy is to promote excellent behaviour throughout the school community to provide an environment conducive to effective teaching and learning. The policy sets out to:-

- Clearly define expectations, with regard to behaviour for learning, to staff, students, parents/carers.
- Recognise that praise plays a very significant part in improving behaviour for learning.
- Define a clear rewards system.
- Present a series of consequences and sanctions which follow if students display unacceptable behaviour.
- Provide a clear system for monitoring and tracking Behaviour for Learning at whole school and individual levels.
- Make clear the roles and responsibilities of all staff in managing and implementing rewards and sanctions.
- Defines clearly our dress and uniform code.

We expect staff at HLC that lessons:-

- Are warm and welcoming with a prompt start
- Have clear and high expectations of all students
- Have good pace and challenge
- Are well planned and appropriate to the ability range of the class/group
- Engage and involve students in their learning
- Have a variety of teaching and learning styles
- Have regular formative and summative assessment to inform future planning
- Provide a safe and secure learning environment

As students at HLC we expect you to:-

- Be on time, ready and eager to learn
- Have a positive attitude to learning
- Want to try new things and have a thirst for learning
- Demonstrate a resilience in your learning
- Work co-operatively with others
- Allow others to learn and be involved in your own learning
- Have the right equipment with you for lessons
- Make good choices
- Show mutual respect to staff and students
- Reflect on your own learning experiences
- Always try to improve your work
- Aim to do the very best you can
- Respect yourself and your environment
- Remember others are there to help you
- Recognise that HLC is part of the wider community

Rewards and Recognition Protocol

Our philosophy involves students being rewarded whenever possible.

- Rewards and encouragement are very powerful aids to teaching, maintaining high standards of behaviour and fostering a positive school ethos.
- It is the teacher's responsibility to praise students whenever possible. This may be during lessons, when marking books and work or assessments and around the school.
- All staff are familiar with the rewards policy and apply it fairly and consistently.

Primary Rewards

Our main rewards system operates through the awarding of Hadley Learning Credits in the shape of small round 'smiley face' stickers which children collect and stick onto their own '100 sticker' chart.

HLCs can also be awarded for a wide variety of other positive contributions to school and community life such as:-

- ✓ Being punctual and well prepared for school
- ✓ Acting as a good role model
- ✓ Producing an excellent piece of work
- ✓ Demonstrating great effort and perseverance in their work
- ✓ Showing good progress in their learning
- ✓ Volunteering and helping around school
- ✓ Supporting school teams and clubs
- ✓ Being a good friend, supporting other children.
- ✓ Demonstrating improvement in their personal organisation and independence
- ✓ Taking part in community activities
- ✓ Taking responsibility for jobs inside the classroom or at other times in the school day.

When a student achieves 100 HLCs they are congratulated during Friday's Celebration Assembly. They then choose a small prize with the Head/Deputy Head Teacher and a certificate is sent home to celebrate their achievement. We record the total HLCs achieved by each student on our behaviour system.

Other Primary Rewards

The class achieving the highest level of attendance on a weekly basis is celebrated in assembly. The children earn an additional playtime for the whole class and they keep the Attendance Cup for a week. Children with 100% attendance receive a certificate at the end of each term and are congratulated in assembly.

Primary students are nominated for a weekly celebration assembly by staff. They are chosen for excellent work in class or at home. Celebration Assembly is held on Friday morning and parents receive a certificate home to inform them that their child has been chosen.

Behaviour at lunchtimes is supported through a separate golden ticket system. Children who are playing well together or helpful to staff are given a ticket which enters them into a draw for a small prize each week.

Primary staff may also use class based reward systems that complement the whole campus ethos. This could include 'Star of the Week' or 'Magic Moments for example.

Secondary Rewards

Students can be issued with two types of positive logs. One in the form of a paper slip linked to our lesson planner template; three of these will be given out each lesson and can be saved up and redeemed for prizes, such as vouchers and money off school trips as well as smaller rewards such as stationary.

The system is run and maintained on a daily basis by our prefect team and representatives from project Hadley.

An unlimited amount of electronic positive logs can also be issued by all staff. These are added up and certificates, badges and rewards are presented to students at the end of each term.

Key Stage 3

Students are awarded positive logs for the following:-

- ✓ Outstanding work in a lesson.
- ✓ Outstanding effort in a lesson.
- ✓ Outstanding contribution to learning in a lesson (leading discussion, teaching another pupil a new skill, demonstrating, giving a presentation).
- ✓ Outstanding support of / or contribution to an extra-curricular activity.
- ✓ Active Citizenship (helping resolve bullying, helping another pupil, showing initiative, helping visitors, demonstrating good manners etc.).
- ✓ Outstanding contribution to the school environment.

- ✓ Representing HLC outside the school (teams, challenges, working with the media etc.).
- ✓ Outstanding behaviour in lessons.
- ✓ Students who consistently do well in lessons.
- ✓ Outstanding homework task.

How do we monitor Positive Logs?

1. When students hand in their Positive Log Slips, they are added to our database and are collated in a report which is sent to the Form Tutors each day, so the students can be recognised.
2. Positive Logs are also used to calculate the success of our House competitions.

Number of Positive Logs	Reward	Presented by
10	Certificate	Student Support Manager
20	Letter from	SLT
50	Headteacher Award	Headteacher
Special Award	Principal Award	Principal of HLC

*The names of students who have been awarded an agreed number of positive logs are entered into a termly Bonus Draw, drawn randomly at the last assembly of each term. The more logs the student has, the more chance they have of winning a prize.

Subject Commendation Postcards

At any stage during the year a subject teacher awards a Subject Commendation Postcard. These are issued for the following contributions to HLC:

1. Consistently good work, e.g. throughout a topic or half term period
2. Consistently good behaviour within the classroom
3. Being consistently helpful and supportive within the lesson
4. An outstanding piece of work /extended homework task
5. Outstanding effort and commitment to lessons
6. Regular attendance and positive participation in subject-specific clubs
7. Outstanding progress
8. Consistently performing well in all lessons

Commendation Postcards are sent home to parents on a Friday.

Key Stage 4

Students in Key Stage 4 are awarded Positive logs for the following:-

- ✓ Outstanding work in a lesson.

- ✓ Outstanding achievement in a lesson.
- ✓ Outstanding behaviour in lesson.
- ✓ Outstanding progress over a unit or topic of work.
- ✓ Outstanding effort in a lesson.
- ✓ Outstanding contribution to learning in a lesson (leading discussion, teaching another pupil a new skill, demonstrating, giving a presentation).
- ✓ Outstanding support of / or contribution to an extra-curricular activity.
- ✓ Active Citizenship (helping resolve bullying, helping another pupil, showing initiative, helping visitors etc).
- ✓ Outstanding contribution to the school environment.
- ✓ Representing HLC outside the school (teams, challenges, working with the media etc).

Positive logs are monitored in the same way as KS3.

Subject Commendation Postcards

At any stage during the year a subject teacher can award a Subject Commendation Postcard. These would be issued for any of the following:

1. Consistently good work, e.g. throughout a topic or half term period
2. Good behaviour within the classroom
3. Being consistently helpful and supportive within the lesson
4. An outstanding piece of work
5. Outstanding effort and commitment
6. Regular attendance and positive participation in subject-specific clubs
7. Outstanding progress

Commendation Postcards are sent home to parents on a Friday each week.

Additional Rewards by the Interserve FM Team

Additional rewards for students are provided by the FM Team. They are committed to ensuring students are rewarded for 'looking after' the building and for maintaining its high standards of appearance. Each term the FM Team award prizes for consistent improvements in the students use/ respect of the building.

Presentation Evening

There is an annual Presentation Evening, held in the Autumn Term, to celebrate the achievement and progress of students during the previous academic year. This involves students from Y6 – Y11.

Supporting our Students at HLC

There are a number of key staff who support our students on a day to day basis.

Form Tutor: In the secondary phase all students are placed in a tutor group. Each tutor group has a tutor, who will, where possible, stay with their group as they move up through the year groups. The tutor is a key person in the life of a student and is there to support them and to ensure they do the very best they can at HLC. Parents are most welcome to contact tutors if they have any concerns or queries.

Class Teacher (Primary Phase): In the primary phase each class has a class teacher who has an identical role to the form tutor in the secondary phase. Parents are most welcome to contact their child's class teacher if they have any concerns or queries.

Learning Support Assistants: Our Learning Mentors and Learning Support Assistants support students in both phases in individual or group work.

Student Support Managers (SSMs): We have seven SSMs who are allocated to particular groups of students and who can be the first point of contact for parents as well as the Class Teacher or Tutor.

Mrs G Evans	Primary
Mrs J Stothard	Primary
Mrs Turner	(Y7 & Y8)
Mrs Grant	(Y9 & Y10)
Mrs Bowen	(Y9 & Y11)

The SSMs play a very important role in support and guidance of our students. They have a very good understanding of students in their care and monitor key aspects of student life mainly in these areas:-

- Monitoring the attainment and progress of students
- Behaviour
- Attendance
- Uniform
- Supporting young people who require additional support at HLC
- Communicating with home
- Working with external agencies who are involved with their students
- Attending planning meetings
- Ensuring students are gaining rewards

Year Links with Senior Leadership Team

Mr M Hignett	Year 7
Mr D Roycroft	Year 8 and 9
Miss J Hornsby	Year 10 and 11

These staff work closely with the SSMs and ensure high standards are maintained. They regularly meet parents and are happy to resolve any problems or issues.

Heads of Secondary and Primary, Deputy Headteachers and Principal.

All of the Leadership Team are involved with our students on a day-to-day basis and have overall responsibility for the support and guidance of our students.

Many of us in the Leadership Team are mentors to individual students who require further support.

It is our policy that a member of the SLT is available at all times to meet with parents.

Resolving any Issues or Concerns

HLC does have the power to discipline beyond the school gate. This covers any non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

Any bad behaviour is when the child is:-

- Taking part in any school organised activity
- Travelling to and from school wearing school uniform
- In some way identified as a student at HLC

Also, we will deal with any misbehaviour at any time that:-

- Could have repercussions to the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

In **Primary**, incidents of poor behaviour are dealt with by the class teacher with support from the SSMs.

All classes operate a warning system. If a child does not follow the school rules they will be given a reminder and move their name on the behaviour system. If the behaviour continues they are given a second warning and then will either be moved to another part of the classroom or given a short period of time out of the class. Any incidents of poor behaviour where a child is moved from the classroom are logged electronically. Parents will be involved immediately if there is an issue

which staff feel parents need to know about, even if no further action needs to be taken. If there are any serious concerns regarding behaviour, parents will be invited in to meet with relevant staff so that any problems can be resolved quickly.

In **Secondary**, if there is an issue with a student either in class or around the campus, then we use a “consequences” system.

Consequences of Poor Behaviour in Lessons

These consequences will be displayed in the Classroom, along with the Student Code for Learning.

C1 System

If a student breaks the “Code for Learning” they receive a verbal warning from the member of staff. Each warning is made clear to the student, together with a reminder of the expectations of the Behaviour for Learning Code.

Following two clear warnings a C1 is placed on the MIS system. This is used as a deterrent but also a method of tracking low level behaviours in classrooms.

Hopefully the situation is now resolved - by the student modifying their behaviour in line with the Code for Learning, apologising, stopping the poor behaviour and redressing the situation.

If the student fails to respond to these two clear verbal warnings, on the **third** Warning a **C2** is triggered.

C2 System

If a student is warned a third time, he/she is given a **C2**.

This requires an electronic entry in the MIS, a **C2** slip and a 30 minute departmental detention, for KS4 students this is a lunchtime detention and for KS3 students this occurs after school. The reason for KS4 C3 during lunch is due to the interventions that take place after school.

All Teaching Staff have a **C2** booklet, with self-carbonated pages. Each page has space for the student’s name, the teacher’s name, the Subject, the nature of the offence and the date of the 30 minute detention. **C2s** should only be issued for events which take place within the classroom.

Supply Teachers can only issue a **C2** if the relevant Head of Department or SSM agrees.

A **C2** is automatically issued for racism, bullying, rudeness, walking out of a classroom, or lack of respect.

Departmental detentions take place every day from 2.50-3.20 for KS3 and 1.15 to 1.45 for KS4.

Students should be given 24 hours' notice of a detention. The copy of the detention slip, which the student takes home, states that the student will attend the detention on the day set, unless a reason is received to the contrary. In this case the Head of Department liaises with the SSM.

It is the responsibility of the Department to create a rota for detentions and to follow through the necessary phone calls to parents etc. for any student who fails to attend. It is important that any student kept in detention is given meaningful work to do.

If the student's behaviour fails to improve after a **C2** has been issued, the student is removed to the Head of Department.

If there is no subsequent improvement, First Response is called for. At this stage a student's parents may be contacted by the SSM or the member of Staff on First Response - who also makes an electronic entry on the school system.

After a student has received 3 **C2s** within a curriculum area in any half term, the curriculum team contacts parents and the student's behaviour is closely monitored.

At this stage the SLT and the appropriate SSM should be informed.

The date of parental contact must be logged electronically by the Head of Department.

At this stage The Head of Department may wish to initiate a dialogue with the Subject Teacher on how the behaviour exhibited by the student can be ameliorated.

Lesson plans may need change to provide alternative learning and teaching methodologies that may result in an improved learning engagement in the classroom.

If a student modifies their behaviour in the curriculum area they are given an opportunity to continue without further interventions.

If the student does not respond positively, parents will be invited into school by the Head of Department.

C3 System

If a student receives two or more **C2s** in one day, parents are informed and a **C3** is issued.

The fact that a student has received more than one **C2** will come to light in one of the following ways:

- The member of Staff making the second electronic entry will notice a previous entry. In this case he/she should email the relevant SSM who will issue the **C3** and log it.
- The member of Staff on First Response will notice when looking at the student's events for the day. In this case a **C3** will be issued and entry made on the school system.
- Administration with responsibility for behaviour monitoring will analyse the data entries

A **C3** can only be issued by the member of Staff on First Response, or the SSM. The **C3** is recorded on BROMCOM MIS.

Members of the SLT and SSMs are allowed to issue a **C3** for offences which take place around school – e.g. dropping litter, climbing walls etc.

A **C3** means an automatic one hour detention, manned by members of the SLT (For KS4 students this will be two lunchtime detentions and for KS3 this will be a detention for 1 hour after school. Again 24 hours' notice is always given.

The names of any students issued with a **C3s** must be reported to the Deputy Heads who are responsible for drawing up a list of students in detention each day.

C4 system linked to the **Intervention Unit (IU)**.

Our **C4** system offers a variety of higher level sanctions to support the consequence system. **C4** is directed by the Deputies and Headteacher and the sanctions are intrinsically linked to the behaviour and previous history of the student.

Our Intervention Unit was introduced in 2013 and further developed for September 2015 to support the schools determined drive to reduce fixed term exclusion rates and persistent offenders. The levels of sanction range from a student's short term removal from the curriculum through to a 5 day internal exclusion. The range of sanctions are supported by IU staff (SLT Rota) who ensure that not only the behavioural issue is challenged and resolved but also to provide quality curriculum linked work to ensure learning is not affected.

Behaviour in the School Community, when students are not in lessons then:-

All staff should insist on responsible behaviour which complies with the Code of Learning.

When asking students to modify their behaviour in the wider school community, all staff should do this in a clear calm way with firm voice and eye contact. Staff should always do this in a way which is clear about expectations but does not use derogatory, aggressive or demeaning verbal or body language

The role of:

The Classroom Teacher

C1

- Warn a student of his/her behaviour.
- Provide two clear warnings
- Then enter a C1 into the MIS system

C2

- If poor behaviour continues, issue a C2. Record electronically and set a departmental detention for the next day. Inform Head of Department
- If, whilst entering your C2 you notice that a student has already received a C2 entry that day, email the Tutor and relevant SSM.
- If poor behaviour continues, send student to Head of Department.
- Inform Head of Department if a student receives 3 C2s for you within a half-term

The Subject Leader

- Create detention rota
- Ensure that meaningful work is set in Departmental detentions
- Liaise with members of Department as to which students are in detention each day
- Phone home if a student fails to attend the Detention and make arrangements for the detention on a later date
- Contact parents if a student receives 3 C2s within a half term within your Department and inform SLT and SSM
- Discuss lesson planning with teacher, if necessary
- Invite parents into school if behaviour still fails to improve

The Tutor

- Check Planners, Uniform and Equipment every day
- Check BROMCOM logs every evening
- Liaise with SSM if you spot a student who has received two or more C2s in a day but who has not been given a C3
- Ensure students are informed if they have received a detention they need to complete that day.

The SSM

- If a C2 has been issued, a student's behaviour has not improved and First Response is sent for, the SSM removes the student from the Class and contact parents. This is recorded on a student's BROMCOM log.
- Phone the parents of any student receiving 2 or more C2s in one day and issue a C3

C3 One Hour Detention – At discretion of SLT

C4 Internal Exclusion - At discretion of SLT

Behaviour Panel

If a student's behaviour is still causing serious concern, then parents and the student will be invited to attend a formal panel. This will determine the final actions required to ensure that the student and parents understand that we will not accept their behaviour. They will be made aware that there are further sanctions available to the school.

The panel will consist of Head Teacher, Deputy Head with responsibility for behaviour, welfare and lead Governor or Chair of Governors. These meetings will be minuted and copies sent to parents with clear action plans.

Fixed term exclusions

The school is committed to reducing fixed term exclusions. On the rare occasion that a fixed term exclusion is deemed as the most appropriate action the Head and Deputies follow Local Authority procedures.

The duration of the fixed term exclusion is at the discretion of the Head Teacher.

Following any fixed term exclusion the lead member of SLT is to conduct a return to school meeting with the student and parent. Where appropriate any link member of staff should attend and a restorative justice approach used.

Students returning from a fixed term exclusion are to be placed on a C4 report card that is to be monitored by the lead member of SLT.

Alternatives to Permanent Exclusion

The school is dedicated in its approach to an inclusive ethos and employs a range of approaches to avoid permanent exclusion linked to negative behaviours.

The school supports external programmes of behavioural support and adjusted curriculum offers. Where appropriate the Head Teacher may agree to an adapted timetable that links with an external agency. This offer will provide bespoke education and training alongside behaviour modification programmes.

The stages of behaviour management at this level are linked to the Local Authority **Fair Access Protocol**. Key aspects of this process are detailed below:

- Temporary Managed Move
- 6 week Managed Move
- Timed intervention and support from the LA Scott Centre and Kickstart Facilities (Secondary) or Linden Centre (Primary).

We do ask parents to support our systems so that we work in partnership to ensure the very best for our students

KEY ISSUES FOR BOTH PHASES

Mobile Phones

Primary students are only allowed to bring mobile phones into school when parents wish them to have them at the end of school to contact them. Phones must be handed in to the SSMs at the beginning of the day.

Secondary students are allowed to bring mobile phones to school but they must be switched off as soon as they enter the premises. If a student does not follow these guidelines, the first time they use a mobile phone they will be given a C3. On the second occasion, the phone will be confiscated and only returned to a parent/carer. Phones must never be taken into internal or public examinations.

When it is suspected that a mobile phone has been used for inappropriate purposes such as cyber bullying etc. the school has the right to read, copy or delete messages. The phone will be confiscated and returned once parents are informed of the issues. (Links to the DFE document "Screening, Searching and Confiscation 2011)

IPods/Music Players

Students may not use these at school.

Dress Code for Both Phases (Please refer to page 17-18)

- Students should be in full school uniform at all times appropriate to their phase
- No leather/denim jackets
- No trainers to be worn around the building other than for PE/dance
- Hairstyles should not draw particular attention to the wearer. Strongly coloured hair/shaven heads/razor markings are not permitted
- Make up/nail varnish is not permitted. In years 10/11 girls may wear a small amount of subtle make up
- Body piercing and body decoration is not permitted
- 1 pair of stud earrings and a watch are permissible

High Caffeine Drinks

These are not permissible in school.

Smoking

Any student found in possession of cigarettes and electronic cigarettes will trigger the use of the consequence system. Any items discovered will immediately be confiscated and parents informed.

Offensive Weapons

Under no circumstances are students allowed to bring any form of weapon into HLC. Students who do so face permanent exclusion

Drugs/Alcohol

Under no circumstances are students allowed to bring any form of drugs or alcohol into the building – except for prescribed medication which must handed into a Student Support Manager or Qualified First Aider. Students who do so risk permanent exclusion.

Searching Students

On the very rare occasion when we may need to, School Staff have the right to search students, with their consent, for any item which is banned by the school rules. HLC follows The Department of Education Guidelines 2012 on screening, searching and confiscation in schools.

Very occasionally, but when required, members of the SLT have the power to search students or their possessions, without their consent, where they suspect the student has weapons, alcohol, illegal drugs or stolen items. Searches may only be carried out by Staff of the same sex. There must always be a witness who, if at all possible, should also be of the same gender.

Senior staff can undertake a search, without consent, when they have reasonable grounds for suspecting that a student has a prohibited item. The member of Staff concerned will decide what constitutes 'reasonable grounds'.

Searches without consent will only be carried out on the school premises or, if elsewhere, where the member of Staff has lawful control of the student, for example on a school trip. The person conducting the search may not ask the student to remove any clothing other than outer clothing. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves.

'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags. A student's possessions can only be searched in the presence of the student and another member of Staff. Reasonable force may be used by the person carrying out the search but this would be a very rare event.

The member of Staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. The law protects members of Staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully.

Telling Parents and Dealing with Complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search a child. There is no legal requirement to make or keep a record of a search. HLC will inform parents or guardians where alcohol, illegal drugs or potentially harmful substances are found and ask them immediately in to school. If there are any complaints regarding searching they are dealt with through our complaints procedure which is accessible on our website.

Use of Reasonable Force

All Staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom. Staff trained in the use of restraint can use the techniques if required. The use of reasonable force is a rare event at HLC.

Uniform

Secondary Phase (for boys & girls)

Hadley Learning Community believes that the standard of how our learners present themselves is a measure of their approach to their studies. With this in mind, our uniform standards are extremely high and our learners' appearance is expected to be outstanding at all times.

Our current expectation on uniform is listed below:

- Navy fleece embroidered with HLC logo
- School tie
- White shirt
- Black trousers/skirt
- Black shoes (not black trainers, pumps or shoes with logos)
- HLC school bag with Logo (available from the school)

PE Kit

- Short sleeved polo shirt embroidered with HLC logo
- Navy 110 shorts
- Navy socks
- Trainers/football boots

Optional Items

- Outdoor navy rain jacket (embroidered with HLC logo) suitable for PE/outdoor wear
- Outdoor reversible coat (embroidered with HLC logo)
- Navy PE sweatshirt (embroidered with HLC logo)
- Navy tracksuit (embroidered with HLC logo). Top and bottoms may be purchased separately
- White polo shirt (embroidered with HLC logo) summer term only instead of the shirt and tie

Primary Phase (for boys & girls)

Our current expectation on uniform is listed below:

- Grey trousers/skirt/pinafore
- Pale blue polo shirt (embroidered with HLC logo)
- Navy v neck sweatshirt/navy sweat cardigan (embroidered with HLC logo)
- Black shoes (not black trainers, pumps or shoes with logos)

Summer Option

- Short grey trousers/blue gingham print dress

PE Kit

- White t-shirt (embroidered with HLC logo or plain with no logo)
- Navy shadow striped shorts
- Trainers

Optional Items

- Navy woolly hat (embroidered with HLC logo) suitable for training/PE/outdoor wear
- Sunhats (peak or legionnaires)
- Book bag (printed HLC)
- Ruck sack (printed HLC)
- Outdoor navy reversible coat (embroidered with HLC logo)

Dress Code for Both Phases

- No leather/denim jackets
- No trainers to be worn around the building other than for PE/dance
- Hairstyles should not draw particular attention to the wearer and should project a traditional professional image.
- Strongly coloured hair including red is not acceptable
- Shaven heads/razor markings are not permitted
- Make up/nail varnish is not permitted. In years 10/11 girls may wear a small amount of subtle make up
- Body piercing and body decoration will not be permitted
- 1 pair of stud earrings and a watch are permissible

Dress Code for Muslim Girls

In line with local agreements and National policies the following dress code may be applied

- A navy blue headscarf may be worn by Muslim girls
- Specialist swimming outfit that allows full body coverage
- We do not allow girls to wear any facial covering

***All our uniform is now supplied by
D Baker & Son, Outdoor Market, Wellington
Online from Tesco***

(Further information can be found on our website)

Attendance

We expect our students to achieve 100% attendance during the academic year.

If your child is unwell and unable to attend school then please telephone us and leave a message on our voicemail by 9.00 a.m. Following illness and a return to school please provide a note to explain the absence for the form tutor/class tutor. We employ a full-time Attendance Officer who is always available to support parents as well as an Educational Welfare Officer (EWO) to support our families. If there is a long-term medical problem then a letter from your doctor is required.

Punctuality

We expect students to be in school on time. In the **secondary** phase school starts at 8.40 am by which time students should be in registration. There are assemblies at 8.40 am each day for students and it is extremely important that students attend. If, for some reason, assembly is not taking place on a particular day students will be given any important information by their Tutor and also be involved in a PSHE/Citizenship/Morals and Ethics programme.

If a student is late to school they are issued with a C2 detention which is supervised by their tutor or SLT.

Primary students need to be in school between 8.25-8.35 am. Again it is important that students are in school promptly to start lessons.

Signing in and out of school

When the Secondary and Primary gates are locked, students are expected to use the Community Entrance where they report to our receptionist.

Primary students will be collected from the Community Reception area. **Secondary** students are registered by our Receptionist at Community Reception and will be required to complete the electronic registration system.

We do ask parents, where possible, to arrange routine medical and dental appointments outside school hours.

If a student needs to leave HLC for any reason, they will be issued an 'authorised absence' pass. Students will wait in the Community Reception for parents or family members to collect them.

Primary students leaving HLC campus for any reason must be collected by a parent.

Absence from school during term-time

We do not authorise absences from school in term time, in line with all other Telford schools and Department for Education Policy.

Modified Timetables

The Head Teacher of both phases must approve the use of a modified timetable. The decision making process will be linked specifically to the individual case.

All students on roll at the school who are subject to a modified timetable are to be made known to the EWO and LA.

Local Authority official paperwork is to be completed by SSM/Deputy Heads and must be signed by the Head Teacher and parents before being submitted to the relevant officers.