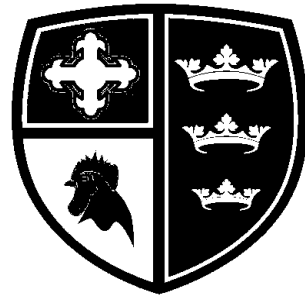


# **HULL COLLEGIATE SCHOOL**



**SENIOR SCHOOL**

**PARENT HANDBOOK**

**2011-2012**

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# Hull Collegiate School Local Governing Body

**Chairman** Mr K A Moffatt

**Members**  
Prof K Bardon  
Mr G Burnett  
Mr J Carmichael  
Mr B Evans  
Mr P Grimwood  
Mrs A Hales  
Mr R Perry  
Mr P Sexton

**Ex Officio**  
Ms C M Rendle-Short  
Mr J Nicholson  
Mr R Haworth

## Chairman

### **Kenneth Anthony (Tony) Moffatt**

- Married
- Past employee of HSBC Bank (formerly Midland) for 40 years in the North of England and Head Office
- Appointed Area Manager in 1994 until 2000 responsible for 21 branches around Hull
- Member of Marketing and Prep School Teaching & Learning Sub Committees.



Parents wishing to contact the Chair of the Local Governing Body may do so by writing to Mr Moffatt c/o Hull Collegiate School, Tranby Croft, Anlaby, East Yorkshire HU10 7EH

The envelope should be marked Private & Confidential.

## Committee Members

### **Prof Keith Bardon, BA, PhD**

- Pro Rector University of the Arts London (2002-2009)
- Deputy Vice Chancellor University of Lincoln (1998-2002)
- Chairman, International School of Creative Arts, Windsor
- Married with two sons who attended Hull Grammar and Hull Collegiate Schools
- Member of Teaching & Learning Sub Committee.



### **Garry Burnett, B.A., M.Ed., P.G.C.E.**

- Father of Grace in year 9
- Advanced Skills Teacher, author, Consultant Educationalist, lead trainer for the RSA Campaign for Learning, Associate Lecturer at Hull University and former English Adviser
- Works nationally and internationally supporting school improvement and leading professional development for teachers
- Member of Teaching & Learning Sub Committee.



### **John Carmichael**

- Married (to a Hull High old girl) with three children - 25, 29 and 33
- Attended Hull Grammar School 1961-1967
- Worked for 40 years in the resin flooring industry both nationally and internationally - the last 13 years with own, locally based, company
- Retired in 2009
- Interests include classic cars, D.I.Y. and golf
- Member of the Welfare Sub Committee.



### **Barry Evans BA, B.Sc. (Hons), Dip Arch, RIBA**

- Married to Gill with two children; Bethan completed Year 13 at Hull Collegiate School in 2008 and Howard is due to enter Year 13 in September 2011
- Director of Gammond Evans Crichton Ltd - Chartered Architects
- Interests include buildings, rugby, travelling, Lake District
- Member of Welfare Sub Committee.



### **Paul Grimwood LL.B.**

- Married to Claire with two children, Nicholas and Guy, both at Hull Collegiate School
- Partner at Sandersons Solicitors Hull
- Ex Chairman Hull & Humberside Round Table
- Interests include golf, cricket, football and rugby
- Member of Health & Safety Sub Committee.



### **Alison Hales M.A., St Andrews, Dip. Ed.**

- Senior Mistress, Hull Grammar School, from 1988 to 2005
- Member of governing bodies for Bridgeview Special School
- Member, School Governors' Steering Group, Hull LA
- Interviewer for Hull York Medical School Associations
- Trustee, Hull Grammar School and Hull High School Millennium Trust
- President, Beverley St Nicholas Women's Institute
- Member of Prep School Teaching & Learning Sub Committee.



## **Richard Perry - Fellow Institute Chartered Accountants**

- Married with two children; Aneka completed Year 13 at Hull Collegiate School in 2006
- Group Finance Director Fenner Plc
- Non-exec Director Scapa Group Plc
- Non-exec Director Hull Truck Theatre Co. Ltd
- Member of Yorkshire CBI Council
- Formerly Senior Audit Partner Price Waterhouse Coopers
- Member of Finance Sub Committee.



## **Paul Sexton B.Sc., Nottingham, C. Eng, M.I.Chem.E**

- Married with one daughter, Alexandra, who completed Year 13 at Hull Collegiate School in 2006
- 27 years working for BP in UK & America: working in technical, operational, commercial & governance
- 3 years working for Fenner PLC as the Group HSE Coordinator developing HSE systems for operations at over 30 locations across the globe
- Member of the Health & Safety Sub Committee.



## **MISSION STATEMENT**

Hull Collegiate School was established with the merger of Hull Grammar School and Hull High School, completed in September 2005. Hull Collegiate School is an inclusive, family school with a Christian foundation. In a caring and secure environment, it supports and challenges its pupils to achieve the best of which they are capable both inside and outside the classroom.

## **ETHOS**

“The ethos of Hull Collegiate School centres round a sense of care and inclusion. The school aims to embrace those who walk through its doors, whoever they may be, so that, whether this be their first or their last visit, their abiding impression was that they were welcome, noticed, respected and would be welcome to return.

The main focus of such care is the pupils, potential, actual or former. Any action, policy or change is effected with the pupils’ best interests at heart. This does not mean acceding to the wants of the pupils but, as far as it is physically possible, catering for their reasonable needs and ensuring that they receive, as a minimum, their entitlement: a good education.

No pupil can be truly happy without a sense of security; Hull Collegiate School provides this through a sense of ownership and belonging; to a class, to a year group, to a house, to a whole school community. In this, inter-personal relationships are crucial. Pupils see that staff, whether management, teaching, administrative or ancillary are valued and respected for their personal qualities and contributions to school life. Pupils feel that the class teachers, the subject teachers, the Heads of Year are approachable. Staff earn the pupils’ respect through allowing each pupil the freedom to find his or her niche and respecting and valuing his or her special talent. The recognition and celebration of achievement, academic or otherwise, is crucial.

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.”

## **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. HCS admits pupils without regard to gender, nationality, disability, colour or creed
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 3 and above the applicant must attain the required standard in the entrance assessments for the appropriate year-group. This is measured by means of Non-Verbal Reasoning and Verbal Assessments in the Senior School and by Literacy, Numeracy and Non-Verbal Reasoning assessments in the Prep School. Those eligible for the offer of a place (if one is available) will have attained an acceptable standard in each of these tests. Academic Scholarships may be awarded to those applicants who have performed at an outstanding level.

4. If an applicant falls slightly short of the above criteria, a place may still be offered, but at the discretion of the Head, 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 HCS 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.
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 the 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.
13. On admissions to the School an entry will be made on the Admissions Register which is subject to the Education (Pupil Registration) (England) Regulations 2006.

### 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 in the relevant Employment Booklet

- A pupil, parent, legal guardian or education guardian should make a formal complaint in writing to a member of staff in the first place, usually the relevant teacher or form tutor, or to any other adult member of the staff who is in a position to report the complaint. The School's Complaints procedure can be obtained by contacting the 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.

#### **SCHOOL TRIPS**

When pupils join the Senior School they will be offered a series of residential trips. 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 trips will be financially possible and how much forward planning will be necessary. Prices shown are based on figures for this year's trips, and are given as a rough guide only.

#### **Trips offered by the Languages Faculty 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.

#### **Normandy**

- To support the French syllabus
- Château site, all activities in French, sports possibilities on site
- 7 days by coach
- Approx. £360; 40 places offered

### **Classical Italy**

- To support the Latin syllabus
- This trip is open to those not studying Latin
- Florence, Rome, Sorrento, Pompeii etc.
- 10 days by coach
- Approx. £390; 40 places offered

### **Northern Spain**

- To support the Spanish syllabus
- Cantabria, near Santander
- Language activities and cultural visits
- 7 days by coach
- Approx. £350; 40 places offered

### **History Department: First World War Battlefields, Belgium, Year 9, May half-term**

- To support the History syllabus
- 4 days by coach
- Approx. £250; 40 places offered

The above trips 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 trip in their own year but only if they are not already committed to another trip (i.e. no backing out of one to join another).

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

### **All Years: Ski Trip**

- Offered when there is sufficient demand
- This trip can be taken by pupils in any year in the Senior School and is purely for leisure
- February half-term or Easter holidays
- Various venues, recently North America
- By air, 8/9 days, approx. £1100, 30-40 places

Trips 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. Most of these take place in Britain to reduce costs and are as follows:

### **Years 12/13: A Level Geography Field Trips**

- Year 12 in May; Lake District, £200 approx
- Year 13 in November; Malham, £100 approx

### **Years 10/11: GCSE Geography Field Trips**

- Year 10 in June; Whitby, £65 approx

As a matter of policy, trips 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 trips 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 Headmaster. Absentees are recorded at a formal registration each morning and afternoon. Unauthorised absences are investigated on the same day by the form tutors.

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.

If you wish to take your child on holiday during the school term it is important that you complete the form related to family holidays and/or extended trips abroad during term time, available from the school office or your child's form tutor (please see sample on page 24). We would strongly recommend that holidays should not be taken during term time if at all possible as your child will miss valuable teaching time and will have to work very hard on their return to catch up with the rest of the class.

The Headmaster must authorise absence and has the discretion to grant leave of absence for the purposes of holidays. This means that it is not sufficient for parents to inform the school that their son or daughter will be absent in order to take a 'holiday', but parents must seek express permission from the Headmaster so to do.

Except for exceptional circumstances, pupils should not be granted more than 10 school days of absence in any school year. This is not to say that pupils have a right to 10 school days absence; it is to say that, bar for exceptional circumstances, requests for more than 10 days in any school year – and these may be accumulated over more than one term – will be refused. The idea is that pupils should not seek any absence during term time; they should be at school.

## **HULL COLLEGIATE SCHOOL – SENIOR STAFF**

**\* indicates subject leader/head of department**  
**\*\*indicates second in department**  
**† indicates member of the Board of Studies**

### **Headmaster**

Mr R Haworth, M.A., Cantab, P.G.C.E., A.Dip.Ed†

### **Deputy Head (Curriculum)**

Mr S F Jolly, B.Sc., Durham, P.G.C.E.†

### **Deputy Head (Teaching)**

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

### **Assistant Head (Learning)**

Mrs C A Holt, B.A., York, P.G.C.E., N.P.Q.H.†

### **Assistant Head (Pastoral Care)**

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

### **Business Services Director**

Mrs J A Garnett

### **Art**

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

Mr G A Rogerson, B.A., Manchester Metropolitan, P.G.C.E.\*†

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

### **Business Studies & Economics**

Mrs M J Hugill, B.Sc., UMIST, P.G.C.E.

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

### **Design Technology**

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

### **Drama**

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

Mrs C M V Ulliyart Dip.A.D., Goldsmiths, M.A., A.T.C.

### **English**

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

Miss C R Foreman B.A., Hull, P.G.C.E.

Mrs E J Holt, B.A., Manchester, P.G.C.E.

Mrs V Pick, B.A., University of Wales, P.G.C.E.

Mr A J Wilson, B.A., Humberside, P.G.C.E.\*†

### **Data Management**

Mr M E Kirby, B.Ed., Ripon & York St Johns

### **Examinations Officer**

Mrs M A Steigmann, B.Sc., Hull, C.Phys., M.Inst.P.

### **Food Technology**

Mrs S A East, B.Ed., Worcester College, M.Sc.\*

Mrs N J Holvey, B.Ed., Sheffield City\*

## **Geography**

Mrs M J Hugill, B.Sc., UMIST, P.G.C.E.  
Mrs R H Brennan, B.A., Durham, P.G.C.E.\*  
Mr C M Wainman, B.A., Leeds, M.A., P.G.C.E.

## **HE and Careers Guidance Coordinator**

Mrs D Heads, B.Sc., Hull, P.G.C.E.

## **History**

Mrs C R Atkin, B.A., York, P.G.C.E.  
Miss C Crosby B.A., Hull, G.T.P.  
Miss S F McDowell, B.A., York, P.G.C.E.  
Mr M D Monaghan, B.A. Oxon, P.G.C.E.

## **Information Technology**

Mr A Birtchnell, B.Sc., University West England, P.G.C.E.  
Mr S M Doncaster, B.A., Leicester, P.G.C.E.  
Mr R G Tuck, B.A., Keele, P.G.C.E. \*†

## **Languages**

Ms J E Blencoe, B.A., Hull, P.G.C.E.  
Mme C S Blanc, Maîtrise Psych., Nanterre, P.G.C.E.  
Miss T E Burns, B.A., Manchester, P.G.C.E.  
Mrs J Grimley, B.A., Hull, P.G.C.E.  
Mrs V Pick, B.A., University of Wales, P.G.C.E.\*\*  
Mr G R Stephenson, B.A., Newcastle, M.A., P.G.C.E., Dip. Ed.\*†

## **Latin**

Mr B J Gilles, M.A., Oxon, P.G.C.E.

## **Mathematics**

Miss J M Dyer, B.A., York, P.G.C.E. \*†  
Mrs G M Evans, B.Sc., Leeds, P.G.C.E.  
Mrs C A Holt, B.A., York, P.G.C.E., N.P.Q.H.  
Mrs P Jolly, M.A., Cantab, P.G.C.E.  
Mr S F Jolly, B.Sc., Durham, P.G.C.E.  
Mr M E Roper, B.Sc. Bradford, P.G.C.E.  
Mrs L P Stack, B.Sc., Queen's Belfast, P.G.C.E.  
Mrs F E Wells, B.Sc., Hull  
Mr J W Windeatt, B.Sc. Hull, G.T.P.

## **Music**

Mrs S L Maynard, B.Ed., Leeds\*  
Mr A D Norburn, B.Mus., Birmingham, P.G.C.E., L.T.C.L., A.L.C.M.

## **P.E.**

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

## **Psychology**

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

## **Religious Education**

Mr M T Haughton, B.A., International Christian College, M.A., P.G.C.E.\*

## **Science**

Mrs S J Gibbs, B.Sc., Leicester, P.G.C.E.

Mr A M Harriott, B.Eng., Lancaster, GTP

Mrs D Heads, B.Sc., Hull, P.G.C.E.

Mrs P Jolly, M.A., Cantab, P.G.C.E.

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

Mr C F Owen, B.Sc., Liverpool, P.G.C.E., M.Inst. Biol.

Mr S D Pearce, B.Sc., Portsmouth, P.G.C.E., C.Biol., M.Inst.Biol.\*†

Miss R D Willie, B.Sc., Sheffield, P.G.C.E.\*\*

## **Special Educational Needs**

Mrs P J Carlisle, B.Ed., Christchurch, Kent, Diploma in SpLD (dyslexia)\*†

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

Mrs C Palmer

Ms E Witty, B.A., Hull, G.T.P.

## **PASTORAL STRUCTURE**

**Head of Year 7**

Mrs A Asbury

**Assistant Head of Year 7**

Mr J W Windeatt

**Head of Middle School**

Mrs N J Holvey

**Assistant Head of Middle School**

Mr F S Henderson

**Head of Upper School**

Mr T E Norris

**Assistant Head of Upper School**

Mrs K H Bloomfield

**Head of Sixth Form**

Miss S F McDowell

**Assistant Head (Pastoral Care)**

Mr C M Wainman

## **PERIPATETIC MUSIC TEACHERS**

Mrs E Ashmead, L.R.A.M., Dip. N.C.O.S. (Cello)

Miss L Bates, B.A., Royal Northern College of Music (Singing)

Mr C Brown (Guitar)

Ms M Cross, A.R.C.M., L.G.S.M. (Flute/piano)

Mrs R Dixon, M.Mus., B.A., Lancaster, L.R.S.M. (Clarinet/Saxophone)

Miss C Holdich, B.Mus., Hull, Dip A.B.R.S.M. (Singing)

Mr G Keenan (Drum Kit)

Mrs C Lyons, G.R.S.M., L.R.A.M., A.R.C.M. (Piano)

Mrs V A McMunn, B.A. Oxon, P.G.C.E. (Piano)

Mrs S Newton, B.A., Colchester, L.G.S.M. (Woodwind)

Mr G Oglesby, A.B.S.M. (Brass)

Mrs H A Penny, B.Mus (Sheffield) (Violin)

Dr R Poyser, B.A., P.G.C.E., D.Phil., Oxon, B.Mus. (Piano)

Mr J Savory, B.Mus., Hull, A.T.C.L., P.G.C.E. (Piano)

## **ANCILLARY STAFF**

### **Administrators**

Mrs D Chapman  
Mrs C Hall  
Ms K A Smith

### **Afternoon Assistants**

Mrs D R Dodds  
Mrs A Hill

### **Assistant Caretakers**

Mr P Burton  
Mr G Cowan  
Mr M Paddison

### **Business Administrator**

Mrs M Ashbridge

### **ICT Technician**

Mr A D Eden

### **Librarian**

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

### **Marketing Assistant**

Mrs P J Munro, B.A., Kent

### **Network Manager**

Mr B Ashton

### **PA to the Headmaster**

Mrs S Logan

### **Registrar**

Mrs S McEwan

### **School Nurse**

Mrs A Hill

### **School Secretary**

Mrs P J Palmer

### **Science Technicians**

Mrs H Butler (Team Leader)  
Mr B P Simmons, B.Sc., Sheffield Hallam

### **Site Manager**

Mr K Paddison

### **Uniform Shop**

Mrs A-M Worsnop

**FORM TUTORS**  
**ROOMS AND SUPPORT STAFF 2011 - 2012**

2011-12	Form Name	Form Room	House	Support staff
<b>Head of Year 7 Mrs Asbury</b>				
<b>Assistant Head of Year 7 - Mr Windeatt</b>				
Mrs Gibbs	7V	G7	Venn	Ms Witty
Mr Tuck	7J	F4	Johnson	Mrs East
Mrs Maynard	7H	G5	Holtby	Mrs Jolly
Mr Owen	7M	F2	Marvell	Mr Wainman
<b>Head of Middle School - Mrs Holvey</b>				
<b>Assistant Head of Middle School - Mr Henderson</b>				
Mrs Kelsall	8M	S7	Marvell	Mme Blanc
Mr Doncaster	8V	F36	Venn	Mrs Grimley
Miss Burns	8J	F16	Johnson	Mrs North
Mr Rogerson	8H	F35	Holtby	
Miss Davis	9AD	G22		Mrs Atkin
Miss Dyer	9JD	F37		Mr Kirby
Mr Harriott	9AH	F41		Mr Norburn
Mrs Hugill /Miss Crosby	9MH	S17		
<b>Head of Upper School – Mr Norris</b>				
<b>Assistant Head of Upper School – Mrs Bloomfield</b>				
Miss Foreman	UF	F39		Mrs Evans
Mrs C Holt	UH	F38		Mr Gilles
Mrs E Holt	UT	F42		Mrs Ulliyart
Mr Chambers	UC	G9		Mrs Wallis
Mr Jolly	UJ	F34		Mrs Carlisle
Mrs Pick	UP	F17		Mrs Palmer
Ms Blencoe	UB	F11		
Mr Roper	UR	F32		
<b>Head of Sixth Form – Miss McDowell</b>				
Mr Birtchnell	S/AB	F45		Mr Haughton
Mr Monaghan	S/MM	G21		Mr Haworth
Mr Pearce	S/SP	G23		Mrs Heads
Mr Wilson	S/AW	F40		Mrs Groves
Mrs Brennan	S/RB	S15		
Miss Willie	S/RW	F31		

## **PARENTS' EVENINGS AND WRITTEN REPORTS**

Pupil progress is constantly being monitored by all Subject Leaders. Each year two reports are issued to parents providing information about attainment and achievement levels. In addition there will be one parents' evening per year group where parents can discuss their child's progress with individual subject teachers. The dates for parents' evenings and the issuing of reports are published well in advance in Nova Nuntia and are also listed on the school calendar. Meetings are held on occasion, in addition to standard parents' evenings, to discuss major decisions which need to be made.

It is most important that parents make every attempt to attend these meetings. Pupils are issued with an appointment sheet and are responsible for making appointments with staff on behalf of their parents. It is a matter of school policy that staff will ask for an appointment with every pupil to avoid pupils 'selecting' which staff their parents see.

In addition, Year 7 progress reports will be issued at the end of the first Michaelmas term to the Headmaster/mistress of the pupils' previous school.

## **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 (Curriculum) is in overall charge of academic matters
- The relevant Head of Faculty/Subject Leader
- Assistant Head (Learning)

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 Heads of Year. 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 Head of Year will be asked to help.
- In many circumstances the Assistant Head (Pastoral Care) may also become involved.

You can, of course, contact the Heads of Year/Assistant Heads directly if you wish to do so.

In the sixth form, tutors work with the Head of Sixth Form and Assistant Head (Pastoral Care) and may refer your concerns on to them. If your concern is of a confidential nature and you would prefer to speak to the Assistant Heads, or indeed to the Headmaster, 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 is available on request from the school office.

## **COMMUNICATION**

The school's newsletter, Nova Nuntia, is published weekly on Fridays. It contains information about events taking place at school as well as notifying parents of forthcoming meetings, sporting fixtures, Friends of Hull Collegiate School news etc.

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 Head of Year and the Assistant Head (Pastoral Care).

### **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 safe keeping. 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 the school's, 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 telephones are permitted in school but must be switched off during lessons and can only be used during breaks and lunchtimes in the pupils' form rooms; it is strictly forbidden to use a mobile phone whilst walking around the school/or school grounds. Mobiles Phones will be confiscated if this rule is flouted or if they are a general source of disruption, irritation or cause disciplinary problems. Emergency calls can be made through the office. Confiscated telephones should be locked in the school safe until at least 4.00 pm on the same day. Staff who bring mobile telephones to school must ensure that they are kept switched off during teaching hours.

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, for boys, 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 girls 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. Boys are not permitted to wear earrings. 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 7-11. Sixth form girls may wear make-up in moderation.
- v. Skirts - Girls' skirts should be no shorter than knee length.
- vi. 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.
- vii. 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.
- viii. Scarves - Only the official school scarf may be worn to school.
- ix. 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.
- x. 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.
- xi. 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 Headmaster and the senior staff.

### **REWARDS AND SANCTIONS**

Form tutors should be kept aware of the rewards your child receives. A pupil will receive reward in the form of a 'merit' which can be awarded across a wide range of activities with a particular emphasis on schoolwork. Your child's efforts and achievements may be rewarded with a merit if they, for example, produce:

- consistently high standard of work/effort over a number of weeks
- an exceptional piece of work
- an exceptional contribution to a House or school event/activity
- evidence of exceptional care and consideration for others
- great initiative.

Your child's teacher will place a merit sticker directly into the school planner. When 20 merits are accumulated, the form tutor and Head of Year should be informed who will record the achievement. Merits received also count towards House points. Merit certificates will be awarded when the following number of merits are accumulated; 25 = bronze certificate, 50 = silver certificate, 75 = gold certificate, 100 = platinum. Certificates will be presented in assembly by the Headmaster. Teachers may also send reward postcards home in recognition of outstanding work and/or behaviour.

Expectations of behaviour are high. If however your child is badly behaved or produces poor quality work, he or she will be disciplined. There are three levels of detention which reflect the seriousness of the situation:

- For lack of homework, poor work or behaviour in class the teacher may insist work is repeated and/or detain your child for a **Lunchtime Detention** which is supervised by a senior member of staff. A member of staff may also use a 'referral slip' and inform the Form tutor if your child's conduct is unacceptable and/or he/she breaches the school rules.
- Three referrals within a half term will result in a **School Detention** on a Tuesday evening from 4.00 pm to 5.00 pm and parents will be informed by letter.
- In the event of a pupil receiving two detentions, the second Tuesday detention will also be followed by a Thursday evening '**Senior Leaders' Detention**' from 4.00 pm to 5.00 pm taken by Heads of Year and Senior Leadership Team. It must be noted that these detentions when set take priority over any other activities. Form tutors will keep a record of any detentions which will be included in your child's report.

### **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 Headmaster may at his discretion permanently exclude any pupil for a first offence which he 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 Headmaster 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 Headmaster 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, of course, assemblies; they should be in school for the beginning of registration, both in the morning and afternoon and should not leave the school premises until 4.00 pm. 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 authorized by a letter 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. Leaving school with permission during the school day will require signing out at reception. This is to conform to fire regulations. 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 at lunchtime 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 Assistant Head (Pastoral Care) 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 Headmaster with a letter from parents or guardians authorizing them to do so. On no account may any member of the school travel in a car driven by another pupil unless the Headmaster 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 modules in January/February and 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 Headmaster 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 Headmaster 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 should 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.

## **TRANSPORT**

The school bus service is run by the school and in conjunction with East Yorkshire Motor Services. Transport is provided to and from the school by six routes:

- Route 973**      Withernsea - Holmpton - Welwick - Patrington - Ottringham - Keyingham -  
Burstwick - Thorngumbald - Hedon - Victoria Dock - Boothferry Road -  
Boothferry Road (Hessle)
- Route 974**      Holderness Road - Ings Road - Cavendish Road - Cranbrook Avenue - Cottingham Road -  
Chanterlands Avenue - Cottingham - Priory Road - Willerby Road - Willerby Square -  
Kirk Ella
- Route 975**      Driffield - Leconfield - Beverley - Skidby - Cottingham
- Route 976**      Howden - Gilberdyke - Newport - North Cave - South Cave - Stockbridge Roundabout -  
Elloughton - Brough - Welton - North Ferriby – Swanland
- Route 978**      A18/Barney's Café - Ulceby - Wootton - Thornton Curtis - Goxhill - Barrow -  
Barton
- Route 979**      Hornsea - Catwick - Brandesburton - Leven - Routh - Tickton



# HULL COLLEGIATE SCHOOL

## LEAVE OF ABSENCE REQUEST

(including family holidays and extended trips abroad during term time)

You are required by law to ensure that your child attends school regularly. This form should be completed by the parent/guardian and returned to the school prior to the period of absence for which permission is being requested.

Please note that, in the case of an annual family holiday during term time, there is a discretionary power for 10 days leave to be granted. To take your child out of school for such purposes requires permission from the school at least 5 days in advance. Without this, any absence will be unauthorised and will be noted in your child's school record. Where such absences are sanctioned by the school they constitute authorised absence. No parent can demand leave of absence for the purposes of a holiday as of right. The Headmaster/Head of Prep School may, at his or her discretion, authorise up to a maximum of 10 school days in any one year for family holidays.

Before completing this application form, especially when requesting absences for holidays, please consider very seriously how this absence will affect your child's education; for example, the effect on his/her progress and continuity of education, including the negative effect on his/her record of achievement. Work will not be set for holiday absence as the work completed by the pupils in the classroom is dependent upon their receiving input from the teachers in the lessons. You are also required to demonstrate how missed school work will be made up. Please complete the section below:

Name of Pupil(s) \_\_\_\_\_ Form(s) \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Post code \_\_\_\_\_ Telephone \_\_\_\_\_

I request permission for my son/daughter to be absent from school

From (date) \_\_\_\_\_ to (date) \_\_\_\_\_ Total School Days \_\_\_\_\_

Reason for Absence \_\_\_\_\_

The school work missed by my child/ren during this period will be made up as follows: \_\_\_\_\_

Parent/guardian (please print) \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

✂-----

Name of Pupil(s) \_\_\_\_\_

The school has considered your request for leave of absence from \_\_\_\_\_ to \_\_\_\_\_ Following Government

guidelines this will be noted as \_\_\_\_\_ days authorised absence/ \_\_\_\_\_ days unauthorised absence. Parents and pupils should recognise the importance of completing work missed as a result of this period of absence.

Signed \_\_\_\_\_ Date \_\_\_\_\_

(Headmaster/Head of Prep School)

