

HONLEY HIGH SCHOOL

PROSPECTUS & PARENTAL GUIDE 2022 - 2023

NITIMUR IN EXCELSIS



STRIVE FOR THE HIGHEST



WELCOME TO HONLEY HIGH SCHOOL

When we first opened our doors in 1932 we did so with a simple goal – for everyone who stepped across our threshold to be the very best that they can be. Over eighty years later and following multiple changes of name and status we still hold firm to that aim.

Honley is a truly exceptional high school not simply by virtue of our long and proud academic history as one of the highest performing schools regionally, but also by our desire to continually evolve and develop.

Honley is a community where everyone has a role, with each and every one of us expected to uphold our school values. We have a dedicated and committed staff who work tirelessly to ensure that our students have the best possible opportunities to develop not only academically, but also emotionally and socially in order to become well-grounded and resilient individuals. Our student body plays a key role in contributing towards the school's decision-making process as well as modelling the behaviours and attitudes that enable the best possible learning to take place; supporting others and taking responsibility for their own education.

I think that we can all acknowledge that the last 18 months have been particularly challenging for our children and families. We have been incredibly successful both in keeping our children safe and maintaining continuity of education throughout

the pandemic – this has been accomplished as a result of the strong partnership that has been built up between school and home. Nevertheless, our children have missed out on the full breadth of core and extra-curricular activities that we would otherwise provide.

As we look forward to 2022 and beyond, our focus is not only upon academic recovery but upon opening up all the enriching and stimulating opportunities we have historically provided and many more besides. For us the journey is equally important to the destination. Whilst academic excellence is our goal we want to expose our children to the richness and wonder that secondary education should provide.

Our students have played a significant part in establishing both the values that you will see outlined in our prospectus and the visual identity of our school, including our uniform, enrichment activities, key policies and even our food offer, as well as key developments of the school site.



Our vision is to create an exceptional school where all members of the school community and other partners:

- Are proud of the school, respectful of each other, socially responsible, and believe in and promote our values
- Work within an atmosphere of mutual support, respect and collaboration
- Are committed to individual and collective success and place no ceiling on aspiration
- Celebrate effort as well as achievement, take risks and learn from mistakes, recognising the intrinsic value of learning
- Place the needs of the child at the centre of learning, nurture their creativity in overcoming the challenges of today and develop their resilience to address the uncertainties of tomorrow

Finally, we look to you as parents not only to guide your children during these crucial years of growth and development, but also to contribute to the school's development through offering feedback. We will never stop looking for ways to improve.

As our motto stated when the doors of our school first opened all those years ago:

Nitimur in excelsis - 'We strive for the highest'.

Paul Greenough, Headteacher

HONLEY IS ENDEAVOUR

Life within and beyond school requires young people to be able to face challenges and embrace opportunities to grow and develop. This cannot happen without accepting failure as a natural and crucial part of success. Without 'getting it wrong', we cannot 'get it right'.

At Honley High School we ensure all our students develop the resilience to succeed and achieve success through effective dialogue and feedback. As a school we have embraced the philosophy of a growth mindset understanding that just because something cannot be achieved immediately, it should not become a barrier to success in the future.

By developing a strong ethos of hard work, students become independent learners and young adults able to go out into the world of work with the skills, determination and strength of mind to succeed.









COLLABORATION

At Honey we recognise that we can achieve much more when we are working together towards a common aim than if each of us work in isolation. Together we are stronger.



HONLEY IS RESPECT



We believe that developing tolerance and respect is key to enabling our students to succeed and thrive at school and in the wider world. Honley students are proud of their school and the school is proud of them.

We place a great emphasis on valuing diversity through our tutor time programme, in lessons and through our broad extra-curricular offer. We regularly welcome visitors into school to help us gain a different perspective on the issues affecting all of us.

Ours is a democratic learning community, where students are actively encouraged to make choices, knowing that they are in a safe, supportive environment. We are dedicated to promoting student leadership and provide countless opportunities for our young people, from student forums to peer teaching and mentoring. Our Year 11 Prefect team plays a vital role in supporting younger students through the transition from primary to secondary school.



“The promotion of spiritual, moral, social and cultural development is a strength of the school. Pupils have an acute sense of life in modern Britain, supporting the work of the school in fostering good relations and tackling discrimination. ”

(Ofsted)

Our values are at the heart of everything we do







HONLEY IS TOLERANCE

We believe passionately that young people's lives are shaped not just by what they learn in the classroom, but by the whole range of experiences they gain through school and the relationships they build with others.



Whether through showing concern for a fellow student, protecting our school environment, or working with our partner schools or in the local community; care and compassion for all are cornerstones of Honley life.

Our staff and students regularly organise social and fundraising events for a wide range of good causes and we are proud to support the Fair Trade movement. Our 'Band on the Run' is always in demand to bring cheer to the local community. Over recent years we have gone global, with students raising their own funding to participate in community projects and expeditions in Tanzania, Borneo and Costa Rica which they described as 'inspirational' and 'life changing'.









HONLEYHIGH.CO.UK / NITIMUR IN EXCELSIS - STRIVE FOR THE HIGHEST



C

OLLABORATION

At Honley we recognise that we can achieve much more when we are working together towards a common aim than if each of us work in isolation. Together we are stronger.

R

ESPECT

Everyone has the right to learn, grow and develop. The measure of a person at Honley is based upon their dedication, their effort and their contribution.

E

NDEAVOUR

A Growth Mindset by members of the Honley community has been key to developing our young people's coping strategies in overcoming challenges and adversity.

A

SPIRATION

'Nitimur in excelsis' sets out our goal for everyone at Honley - we should never aim for anything less than the best that we can be.

T

OLERANCE

We have a nurturing ethos. We want to achieve and we want others to achieve. We encourage each other to be the best that we can be.

E

QUALITY

At Honley we believe in fairness and consistency. We strive to ensure that every member of our community can participate fully and that no one is left behind.



LIBRARY



HONLEY IS

COLLABORATION





John Donne stated that 'no man is an Island' and this is certainly true at Honley High School.

Success both within and beyond school requires us to be able to work collaboratively: to accept differing views to our own and use these to further develop independent thought; to have tolerance and acceptance and embrace diversity and to appreciate that by working with others, we are stronger. Honley High School is committed not only to collaborative learning within the classroom but also as a cornerstone to our working practice as a school.

We seek to work collaboratively with other schools and businesses recognising the enriching opportunities provided by being an outward facing institution.



Young people leave Honley with the skills to be life-long learners able to compete on a global stage. Without the aspiration to believe they are capable of anything, learners may lack motivation. At Honley High School we instil self-belief in our young people by enabling them to understand that it is drive, ambition, commitment and resilience which are the keys to success and that by displaying these skills and qualities day-in, day-out they can achieve anything they set their minds to.

We do not accept anything less than good progress by any of our learners and this is reflected in our target setting system. Students play a central role in tracking their own progress from Year 7 onwards so that they understand and can take ownership of their learning goals.

As a result almost all of our students make the progression on to further or higher education including Russell Group Universities and many of our alumni become leaders in their fields of expertise or captains of industry.

HONLEY IS

ASPIRATION



HONLEY IS EQUALITY

Modern society is enriched by diversity. At Honley we foster a culture of inclusion in which all those connected to the school feel proud of their identity and able to participate fully in school life. All members of our community are encouraged to respect differences and challenge discrimination and inequality including bullying.

We are justifiably proud of the Specialist Provision for students with complex communication and interaction needs based at our school, which provides improved access to mainstream learning and specialist internal and outreach support for autistic students across South Kirklees. Our Special Educational Needs and Disabilities team is equally highly regarded; students with additional needs thrive at Honley.

Our highly skilled teaching, learning support and pastoral support staff know that every young person is unique and special. They work tirelessly to ensure that each one of our students has the opportunity to shine. We ensure that students are provided with the opportunity to experience, understand and celebrate diversity, to prepare them for life in a global community.







A PARENTAL GUIDE

FOR NEW STUDENTS

2022 - 2023

CONTENTS

COVID-19	27
Our core beliefs & core values	27
Our students	27
Our staff	27
Together Learning Trust	27
Kirklees secondary Specialist Provision for students with complex communication and interaction needs	27
Our school environment	27
Joining our school community	28
Keeping in touch with school	28
Friends of Honley High School (FoHHS)	28
School times	28
Attendance and punctuality	28
Usual school times	28
Term time holidays	28
Our timetable	29
Assemblies	29
Our curriculum	29
Key Stage 3	30
Key Stage 4	30
Qualifications available	30
Home learning	31
School activities	31
Combined Cadet Force (CCF) Unit	31
Honley Absolutes	31
Ready to Learn	32
Uniform	32
Safeguarding	33
Student behaviour and achievement	33
Bullying	33
Locala school nursing service	33
School meals	34
School lockers	34
School closure	34
GCSE results summary	35
School calendar 2022-23	35

COVID-19

We are aware that we will be living with Covid-19 for some time to come, but are hopeful that as time passes, the need for Covid-19 restrictions in school will diminish. However, the safety of our school community is of paramount importance to us, so we will continue to follow the latest Department for Education and Government guidelines. This may mean certain procedures have to change, sometimes at short notice. We will always keep you up to date with any Covid-19 safe measures we have to implement.

Our core beliefs

The exceptional school that we CREATE will be founded upon the following principles:

- Our school exists to serve the best interests of our children
- We believe in fairness, equity and inclusion
- We strive for excellence in everything we do
- We believe in working together to promote and protect the wellbeing of our staff and students

Our core values

All members of the school community and other partners demonstrate and value:

- C**ollaboration
- R**espect
- E**ndeavour
- A**spiration
- T**olerance
- E**quality

Our students

At Honley High School we have 1285 students aged 11 to 16. Over half of the 255 11 year olds who joined us this year came from Brockholes, Helme, Honley and Meltham, but we continue to welcome students from further afield.

Our students are lively, intelligent and well-disciplined, and we are proud of their many and varied achievements. We make no apologies for our expectations being high. Our students typically rise to this challenge.

Our staff

Our teachers are very well qualified and skilled practitioners. They are all experts in their own area and possess the means to enthuse and motivate young people. All subjects are taught by specialists. With over 80 teachers and a full complement of associate staff, we are well placed to meet the needs of all of our students.

Together Learning Trust

Honley is a lead partner in the Together Learning Trust, a thriving group of five schools, two secondary and three primary, inspiring over 3500 young people. We are driven by a shared commitment to providing magical learning experiences for all our children and a belief that all of them can achieve great things.

Being part of Together Learning Trust feels special due to the unique nature of the schools and the opportunities the partnership brings for staff, students and communities to collaborate. When schools collaborate, incredible things happen. We support and empower each other to become leading schools and our Trust mission is simple. To Grow, Excel, and Learn Together.

We embody our values and a positive mind-set that insists all students make excellent progress. Exceptional achievement stems from developing exceptional teaching and learning. Creativity is at the core of our values. Our staff are amazing, in the relationships they forge and the incredible range of opportunities they make possible. We achieve great results, but we provide and expect so much more. We are shaping a generation of future global citizens with the character and confidence they need to succeed; with the integrity and commitment to excellence that will enable them to thrive.

David Lord, Chief Executive Officer

Kirklees secondary Specialist Provision for students with complex communication and interaction needs

Set up in September 2002, the Specialist Provision provides support for students with complex communication and interaction needs including those on the autistic spectrum. Students are taught with their mainstream peers and are fully included in all aspects of school life. Some students are supported across the timetable. For others, small group sessions are also provided, focusing specifically on communication, social interaction and life skills.

As a school we are committed to ensuring that all students receive an inclusive education and encourage all students to develop skills that will prepare them for life.

Our school environment

The school occupies a beautiful site looking up the Holme Valley, about four miles south of Huddersfield. To the main building, completed in 1932, have been added our ICT base and major extensions which include a sports hall and music and drama suites. We benefit from extremely good facilities for sport which include a gym, tennis courts, a fitness suite and a redgra all-purpose pitch. We also have a well-resourced state of the art school library with research materials and literature that encompass a wide choice of genres to cater for all tastes.

Joining our school community

We place great emphasis on the transition from partner primary schools to our Year 7. This process is overseen by our Lead Teacher for Transitions and Careers, Mr Fraser Stevenson, our Assistant Headteacher for Safeguarding and Personal Development, Miss Heidi Halliday alongside the Year 7 Pastoral Team. A planned programme of liaison with primary school teachers is in place to ensure that the transition works smoothly. Links with primary schools include sessions for Year 5 and Year 6 students across a variety of subjects as well as visits for prospective students to familiarise themselves with their new surroundings before the start of the new school year.

We also run a Summer School in the main holidays before our new Year 7 join us, focusing on team building and getting to know the school.

On joining Year 7, each student is placed in a mixed ability tutor group. We aim to provide continuity by ensuring that the Form Tutor remains with the same students throughout their time at school. The Form Tutor is therefore the first point of contact if you would like to discuss your child's education.

Early in the school year, we invite parents/carers of Year 7 students to an individual meeting with the Form Tutor to discuss their child's initial progress.

The work of Form Tutors is co-ordinated by a Head and Deputy Head of Year who plan the learning activities for tutor time and monitor the personal, social and academic development of their students.

Keeping in touch with school

Great home – school communication is vital to supporting the wellbeing and progress of our students. We will keep you regularly informed of your child's progress via reports, parents' evenings and information sessions and we welcome you keeping in touch with us too.

The majority of our day-to-day communication tends to be via email, phone or text, so it is vital that we have up to date contact details for all parents. Please contact school as soon as possible or update your details on our Parent App if you change your email address or phone number. We are also happy to arrange face-to-face meetings by appointment.

Your child's Form Tutor should be the first port of call if you need to raise any pastoral issues, or the class teacher for subject based enquiries. Heads of Year, Curriculum Leaders and our Senior Leadership Team are of course also happy to support as required.

Friends of Honley High School (FoHHS)

FoHHS is a fund-raising association made up of parents, staff and friends of Honley High School. FoHHS meets approximately once a term to organise fundraising events to provide resources to enrich the learning and teaching of all students in our school. Additionally they support school events such as Parents' Evenings. New

members are always welcome and your support is much appreciated. Please contact fohhs@honleyhigh.co.uk or phone the school office if you would like to be involved.

School times

Students should be in school each day by 8.35am. If your child is absent from school, it is important that you contact us daily by 8.25am, either by telephone 01484 506484 or email absence@honleyhigh.co.uk clearly stating your child's name, form and reason for absence. As part of our safeguarding procedures, the school operates an automated first day call up system. This means that if we are not notified that your child will be absent from school, you will be contacted by telephone or text until we have confirmation of the absence. The school day finishes at 3.15pm. Children are therefore expected to leave the school site by 3.20pm, unless they are attending extra-curricular activities.

Attendance and punctuality

At Honley High School we believe that every lesson counts. We are passionate about every one of our students thriving and making a positive contribution to school life. Research shows that students who have excellent attendance are much more likely to achieve their potential in school and clearly, developing positive habits and routines around attendance and punctuality are crucial to a young person's future career prospects. Periods of absence from school can be highly disruptive to education and have a negative impact on learning.

We want to work with our parents, carers and students to ensure everyone understands our expectations regarding attendance and punctuality. It is a legal requirement for all students to attend school every day it is open, other than for an emergency absence such as illness. We therefore expect that students attend school wherever possible: should they become unwell at school then our staff will ensure that contact is made home. Attendance and punctuality are recorded for all lessons as well as registration.

Our ambition is for all students to achieve 100% attendance and this should be a realistic aim for all children, but we know that everyone gets poorly sometimes. Our expectation therefore is that students attend school for at least 97% of the possible days. It is vitally important that parents and carers liaise closely with school regarding any absences. We work very closely with families to put support and intervention strategies in place where needed.

Term time holidays

The law does not give parents the right to take children out of school to take holidays.

The Governing Body has agreed a common attendance policy for our school and our partner primary schools which incorporates explicit guidance and procedures for parents regarding requests for holidays during term time. The relevant appendix of the policy and application form for requesting leave of absence for a student can be downloaded for our website and are available in hard

copy from the school. Please note that no term time holiday absence will be authorised unless there are truly exceptional circumstances. If children are taken from school for holidays without notice or authorisation, this is recorded as unauthorised and may involve a fine by the Local Authority.

Our timetable

At Honley we have tutor time every morning followed by five one-hour lessons in a day. The timetable is run over two weeks to provide all subjects with the appropriate amount of time for learning and teaching.

Assemblies

In addition to tutor time, each year group of students has a formal assembly once per week. Assemblies are usually led by senior staff, Heads of Year or special guests from outside the school. Assembly is an occasion for positive messages, celebration of achievement and reinforcing our values and collective identity.

Our curriculum

We believe that learning is the process by which students acquire and assimilate knowledge, concepts, skills and attitudes to enable them to make greater sense of the world. We offer a broad and balanced curriculum to all students, which aims to both inspire them and equip them for life beyond school. We are proud of our excellent progression rates into further and higher education and employment, including apprenticeships.

Our Curriculum Leaders for 2021 are:

Art, Design & Technology	Mr B Myers
English	Mrs E Gaughan
Humanities	Mrs G Darwin
ICT & Business Studies	Mr Y Patel
Maths	Miss J Hall
Modern Foreign Languages	Mrs R Green
Performing Arts	Mr J Cotgrave
PE	Mr N O'Connor
Science	Mr M Clee

Students with additional needs

We provide a wide range of support for students with additional needs, which may include withdrawal from particular classes or supported teaching within their normal groups. Mrs Bardell (SENDCo) and Mrs Thompson, our Teacher in Charge of the Specialist Provision, work closely with our Learning Support, Inclusion and Pastoral Teams to ensure that appropriate strategies are in place to give each child the best chance of success.

Religious Education (RE)

RE is provided for all students in accordance with a syllabus agreed by Kirklees Council. Parents wishing to withdraw their children from RE, are asked to inform the Headteacher in writing. If students are withdrawn on grounds of conscience, provision will be made for them to undertake quiet study. When students are withdrawn on the grounds of religious belief, parents are asked to provide work for private study which is sympathetic to their faith. The school has no religious affiliation.

Relationships education, relationships and sex education (RSE) and health education

Following an update to the DfE statutory guidance we have adopted the new curriculum for relationships education, relationships and sex education (RSE) and health education, which is included within the Personal, Social, Health and Citizenship Education (PSHCE) and Science programme of the school. RE and PSHCE are taught through our CREATE lessons. Please visit the DfE website for further information.

Careers, Education, Information, Advice and Guidance (CEIAG)

A young person's career is their pathway through learning and work. CEIAG is an essential part of the curriculum. The school works closely with Calderdale and Kirklees Careers Service, the National Apprenticeship Service, employers, other support agencies and parents, and recognises the significant role they play in providing an effective programme of CEIAG.

Our aim is to prepare students for adult and working life and to contribute to the development of the whole person to enable them to prepare for responsible citizenship. We aim to equip students with the knowledge and skills to enable them to make informed choices and decisions and to manage their transition as learners and workers.

Our programme of CEIAG in Years 7 – 11 covers: self-awareness; assessment and development; opportunity awareness; decision-making skills; transition skills; personal and social responsibility; knowledge of the world of work and equal opportunities.

We are delighted to have held The Quality in Careers Standard Award which recognises the breadth and inclusivity of our CEIAG provision for over 12 years.

Key Stage 3 (Years 7, 8 and 9)

In Years 7 and 8 we deliver the full suite of core and foundation subjects to enable our students to prepare effectively for Key Stage 4. We offer English, Mathematics, Science, Geography, History, ICT, Spanish, CREATE, RE, Music, Drama, Art, PE and Technology (including Food, Textiles and Design Technology).

At the end of Year 8 students go through a 'Preferences' process in Art & Technology and Performing Arts. At this stage we offer an introduction to Construction through our Design Technology course.

Students developing a love of languages can at this point choose to pick up a fast track French programme.

In Year 9 they will continue to study these specialisms alongside the rest of their subjects, before going through the full options process to select their final Key Stage 4 subjects.

Key Stage 4 (Years 10 and 11)

It is our expectation that the majority of students will study a range of GCSEs leading to the English Baccalaureate (EBacc*) along with other GCSEs and/or vocational courses. All students follow a common curriculum which includes English, Mathematics, Science, PE, CREATE and one Humanities subject, alongside their options choices. Where appropriate, students are guided to pursue a Modern Foreign Language.

*The English Baccalaureate (EBacc) is a performance measure for schools, awarded when students secure a grade 4 or above at GCSE level across a core of five academic subjects – English, Mathematics, History or Geography, Sciences and a Language.

Qualifications available

Students attending the school may, according to their aptitudes and aspirations, be able to take courses leading to the following qualifications:

Subject	Examination Board
Art and Design	AQA
Art & Design: Textiles	AQA
Biology	AQA
Business Studies	AQA
Chemistry	AQA
Child Development	OCR
Citizenship	AQA
Combined Science	AQA
Computer Science	OCR
Construction	WJEC
Design Technology	AQA
English Language	AQA
English Literature	AQA
Food and Nutrition	WJEC
French	AQA
Geography	OCR
Health & Social Care	Edexcel
History	AQA
ICT - iMedia	Edexcel
Mathematics	Edexcel
Music (BTEC)	Edexcel
Performing Arts:	
Acting (BTEC)	Edexcel
Dance (BTEC)	Edexcel
Photography	AQA
PE (GCSE)	Edexcel
Physics	AQA
Religious Studies	AQA
Spanish	AQA
Sports Studies	OCR
Statistics	AQA

Home learning

Home learning is an essential part of a successful education and helps support students' ability to learn in a variety of contexts. Home learning not only reinforces classroom learning, it also helps students to develop skills and attitudes they need for successful lifelong learning. It promotes independent learning skills, including the habits of inquiry and investigation.

Naturally, parents and carers have a role to play in this too. Parents and carers can help to ensure that work can be completed at home by providing the right distraction-free environment for their child. The more interest adults show in the work that students do, the more motivated they will be to do it.

School activities

The curriculum is more than just what happens in the classroom. At Honley we have a very wide range of extra-curricular activities. Many students are involved in activities after school (Covid permitting), at weekends and in the holidays. In addition there are a wide range of day visits and residential which support our curriculum.

Teams represent the school in many sports, some with a national reputation. Musical opportunities abound with choirs, orchestras, talent shows and bands. Plays and musical events are performed regularly and various clubs meet throughout the year. There are regular visits to other European countries including language, science, sports and history visits. Our musical groups regularly perform in the local community and events have included Marsden Jazz Festival, Holmfirth Folk Festival and the National Music for Youth Festival.

To cement the team building work we do during transition, all Year 7 students are invited to take part in a residential visit (Covid permitting). During this trip they experience a range of fun and challenging activities. They learn to respect each other's point of view and develop their interpersonal skills.

Examples of additional residential visits include:

Language trips to Normandy and Cantabria, skiing in Italy, theatre trips to London & Stratford-upon-Avon, Science trips to London and Paris, Humanities trips to Belgium, Italy and Poland.

Examples of musical and drama based activities:

Choir, guitar, ukelele, orchestra, rock band, jazz/soul band, dance, musical productions, drum workshops, drama club, and pantomimes.

Examples of Sports:

Netball, basketball, gymnastics, badminton, tennis, football, futsal, hockey, cricket, rugby, cross-country running, athletics and trampolining.

Other examples of activities include:

Art club, STEM (Science Technology Engineering and Mathematics) club, Spanish club, Fabulous group (LGBTQ+ and allies) homework club, ECO club, Programming club, Sign Language club and many more.

ARCH Group

To support those students who have additional responsibilities at home, we hold a weekly young carers group. To find out more about this group, please contact Miss Halliday, Designated Safeguarding Lead.

Combined Cadet Force (CCF) Unit

Following the successful introduction of our Combined Cadet Force (CCF) Unit in 2018, we now have 50 cadets in Years 9, 10 and 11.

We are the only school in Kirklees offering students this excellent opportunity to take part in a broad range of challenging, exciting, adventurous and educational activities to develop personal responsibility, leadership and self-discipline.

Cadets will have the opportunity to complete their Duke of Edinburgh's Award and take part in drill training, first aid, fieldcraft and expeditions.

Honley Absolutes

We expect that all students will:

- Uphold and model the Honley High School values at all times
- Be respectful, kind and polite
- Be punctual
- Wear the correct uniform
- Bring the correct equipment to all lessons and arrive ready to learn
- Present their planner when asked to
- Work to the best of their ability and take pride in the presentation of their efforts
- Complete all homework by the deadline set
- Respect the learning environment and take responsibility for maintaining both teaching and social spaces
- Move calmly and quietly around the school building

Ready to learn

It is very important that students arrive at school ready to learn. This can only take place if students arrive on time, in the correct uniform and with all the equipment they need for the day. We are grateful for parents/carers' support with ensuring all our children are properly organised.

Equipment for school

- Suitable size school bag able to fit an A4 folder and all required equipment
- School planner (provided by school)
- Pens, pencils, highlighter pen, pencil sharpener, eraser, glue stick, 1 red pen, ruler, scientific calculator, protractor and a pair of compasses
- Books for that day's lessons
- Specialist equipment for that day's lessons eg PE kit

Uniform

- Green blazer with embroidered Honley Crest
- Honley High School year tie
- Plain white long or short sleeve formal shirt
- Plain mid-grey traditional tailored school style trousers
- Plain mid-grey, knee length traditional school style skirt
- Plain mid-grey school style v-neck jumper with no school logo (optional)
- Plain black formal belt worn around the waist (optional)
- Plain black formal school shoes which can be polished (no branded footwear)
- Plain black or dark grey socks, or tights

Head coverings may be worn for religious observance but must be plain black or plain white and unadorned.

Students may wear a plain front fastening outdoor coat.

Students are only permitted to wear a single gold or silver (3mm or smaller) plain stud earring in each ear lobe. Other items of jewellery are not permitted to be worn in school except for a wrist watch (not a smart watch). We expect all jewellery to be removable.

Only senior school students in Years 10 and 11 are permitted to wear makeup. This must be discrete and involve only a natural palette of pale pink, cream or brown. False eyelashes, nail polish and nail extensions are not permitted.

If your child is unable to wear the correct uniform for a particular day, you are asked to contact the Office or send a note in their student planner to their Form Tutor the same day, explaining the reason why and when you expect the correct uniform to be worn. Where possible, students will be provided with spare items of uniform which will

need to be returned at the end of the school day. In all areas of school life, we are a successful school because we insist on the highest standards. This applies very much to appearance and we greatly appreciate parental support in achieving these standards.

PE Kit - all students

- Red polo top with school logo
- Red knee length socks
- Plain black shorts/skort (no logo)
- Reversible red/black games shirt with school logo for football/rugby (boys)
- Training footwear – trainers/football boots (when playing on grass)
- Plain black sports leggings/tracksuit bottoms with school logo
- Optional – black hoodie with school logo (no names on the back)

We are proud of our school and expect all students to wear the Honley uniform as it:

- Instils pride in our identity
- Supports positive behaviour, good discipline and etiquette
- Encourages identity with, and support for, our school values
- Ensures students from all cultures and backgrounds feel welcome
- Protects students from social pressures to dress in a particular way
- Nurtures cohesion and promotes good relations between different groups of students
- Supports effective teaching, learning and safeguarding

Safeguarding

At Honley, we take safeguarding very seriously and staff and students are aware to report any concerns to Miss Halliday, Assistant Headteacher and Designated Safeguarding Lead or Mr Hancock, Safeguarding Officer. As part of our safeguarding procedures, when phoning school we ask callers for two pieces of information that link to our system to confirm their identity.

Student behaviour and achievement

We believe in encouraging students and embedding high expectations. This is reflected in our Behaviour Policy, which centres around rewarding positive attitudes, self-discipline, a strong work ethic and the embodiment of our school values.

If you would like further details of any school policy, please visit the school website or contact the Office.

Students can accumulate Achievement Points for positive contributions in lessons and around school and these are tracked, alongside students' attitudes to learning, commitment to our values, punctuality and attendance.

All of this feeds into our rewards and recognition programme. Positive engagement is celebrated through certificates, special assemblies and access to a variety of reward activities. We are incredibly proud that the vast majority of our students regularly receive positive recognition and rewards.

Alongside our formal rewards, we do of course expect all of our staff to give regular praise and positive feedback, including phone calls, email, messages and postcards or letters home, to ensure parents know when their child is doing well.

If a student's behaviour or attitude falls below our expectations, we will always try to support them to make better choices. We are committed to using Restorative Approaches to facilitate this. Our focus is always upon helping students to be in lessons, working hard and gaining success and we have a dedicated team of Pastoral and Inclusion staff who support subject teachers and Curriculum Leaders with this.

However, we may at times need to issue sanctions such as detentions and our partnership with parents and carers is vital in ensuring that students both engage with and learn from these. By working consistently together, we can resolve the majority of issues quickly and prevent them from escalating. On very rare occasions, where a student displays extremely serious or persistently disruptive behaviour, Mr Greenough, Headteacher reserves the right to issue a fixed term or permanent exclusion.

We are very proud of our students' behaviour and their engagement with school, which is testament to the superb support we receive from their families.

Bullying

Bullying may be defined as the activity of repeated, aggressive behaviour intended to hurt another person, physically or mentally.

Unfortunately, bullying (in some form), features in all schools and we need to work collectively to eliminate it for the benefit of everyone.

Cyber-bullying can be most pervasive due to the '24/7' nature of the online world. Cyber-bullying is where one person or a group of people aim to threaten, tease or embarrass someone else by using a mobile phone, the internet or other technologies. If you need some advice on dealing with cyber-bullying, please use the CEOP link on the school website.

In tutor time, assemblies and lessons, your child will be encouraged to report bullying to a trusted adult, *anti-bullying ambassador, prefect, peer mentor in school, or to you at home. This is an important first step. Your child must be assured that it is right to tell and that they will be supported. Bullying is always a serious issue for the person involved and this is why parents and school must take it seriously and deal with it effectively. The school will take action which may include counselling, parental interviews and a combination of sanctions including detentions and possibly exclusions.

**Through the Diana Award, since November 2018, a number of our students in each year group are specially trained as anti-bullying ambassadors.*

Local school nursing service

The school nursing service within Honley High School has been established for a number of years and has strong links with school staff, students, parents and carers. We are able to refer students to the school nursing service via Thriving Kirklees.

Safeguarding and promoting the welfare of children and young people is also an integral part of the school nurse's role within school.

School meals

The majority of our students eat school dinners which are prepared in our own kitchens and served in the Dining Hall, the "Honley Café" or the "Pod"

We regularly liaise with our student council members for feedback on the meals that are provided. The menu includes a wide range of hot meals, salads, and sandwiches.

Free school meals are still available as your child moves from primary to secondary school. If you are unsure whether you qualify, don't miss out, please check with Kirklees Council to see if you are eligible www.kirkleescouncil.gov.uk/freeschoolmeals

A cashless system is used for the payment of school meals whereby no money is taken at the point of sale. Each student is allocated a secure account which records all their transactions. The information is held on a secure server and stores details of individual balances, showing money received, where money has been spent, on what and at what time. To operate the system the vast majority of students have their thumb scanned. Once the scan has been taken, it is automatically converted to numeric form. No register of fingerprints is kept and it is impossible to reconstitute a fingerprint from the numeric reference. For individuals not wishing to use the biometric aspect of the system, a PIN number is assigned.

Our preferred method to allocate money to an account is via www.parentpay.com as this is the most secure and enables you to find out what your child has been eating. Alternatively, payment can be made by PayPoint.

School lockers

Modern and secure student lockers are available to rent through Prefect Lockers www.lockerrentals for £22 for each school year. There is no cost for students in receipt of free school meals.

Lockers must be emptied at the end of each academic year and rebooked if required.

Further information, including locker locations, can be found on our school website.

School closure

Any decision to close the school before the start of the day will be announced on the school and Kirklees Council websites, school social media, by local radio stations and by our text messaging service.

Should a decision be made to close school during the day, the following action is taken:

- Parents are informed by text message
- Information is posted on both the school and local authority websites and school social media platforms.
- Bus companies are informed and arrangements are made for early buses
- Students are informed of school closure. If local circumstances allow, they are asked whether they are able to get home unassisted or get to a friend's or relative's house where they can be collected from later. It is the friend/relative's responsibility to inform you of this
- Students who are not able to get home should report to Student Services where an attempt to contact parents directly will be made

It would be very helpful if you could discuss the arrangements you want your child to follow, before the need arises. This will prevent an influx of calls to the school office.

GCSE results summary

Headline Measure	2018	2019	2020*	2021*
Attainment 8	52.91	46.04	50.75	51.17
Grades 9-7 in both English and Mathematics	15.8%	12.0%	14.1%	21.9%
Grades 9-5 in both English and Mathematics	51.7%	39.0%	53.6%	58.6%
Grades 9-4 in both English and Mathematics	77.6%	65.7%	77.2%	79.7%
5+ strong passes (Grade 5 or Higher) including both English and Mathematics	49.4%	36.3%	52.1%	56.6%
5+ standard passes (Grade 4 or Higher) including both English and Mathematics	74.5%	59.8%	74.5%	78.1%
Average Point Score (APS) for all English Baccalaureate Subjects	4.45	3.94	4.39	4.81

*The Government has announced that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020 or 2021.

School calendar for academic year 2022-23

SCHOOL OPENS	SCHOOL CLOSES
Autumn Term	
Monday 5 September 2022	Friday 21 October 2022
Monday 31 October 2022	Friday 16 December 2022
Spring Term	
Tuesday 3 January 2023	Friday 10 February 2023
Monday 20 February 2023	Friday 31 March 2023
Summer Term	
Monday 17 April 2023	Friday 26 May 2023
Monday 5 June 2023	Tuesday 25 July 2023

COLLABORATION
RESPECT
ENDEAVOUR
ASPIRATION
TOLERANCE
EQUALITY



HONLEY HIGH

Station Road, Honley,
Holmfirth HD9 6QJ

T: 01484 506484
E: office@honleyhigh.co.uk

HONLEYHIGH.CO.UK

Together
Learning Trust