



**HARTLAND
HIGH SCHOOL**

SCHOOL COMMUNITY GUIDE

2026-27



GREENSHAW
LEARNING TRUST

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Purpose of the guide

The purpose of this guide is to provide an overview of our approach and beliefs, as well as to detail key operational information to help you understand how the school operates day to day.

More information is available on the school website.

Please note that we update this document throughout the year. The digital version on the website will be the most recent version.



Section 1: ABOUT HARTLAND HIGH SCHOOL



1 - HEADTEACHER WELCOME



Dear all,

Welcome to Hartland High School. We are delighted that your child will be studying with us in September.

As a team, we are committed to providing your child with a world-class education that enables them to thrive academically, develop personally and create memories they will cherish forever.

Our school is on an improvement journey. Since January 2025, we have already made huge gains thanks to the tireless efforts of our staff, the expertise provided by Greenshaw Learning Trust, the incredible resilience and determination of our students, and the support of our community. Ours is now a school in which students enjoy disruption free learning, in which social times are calm and safe, and in which staff report enjoying their work.

September presents an opportunity to level up once more and we hope that you, our community, will come and visit us, at the various information evenings, academic review days, or school in action tours that we will hold.

We strongly believe that our community is one of our greatest assets; your support and investment in our development as a school has already been and will continue to be critical to our success.

This guide contains some vital operational information as well as an overview of our core beliefs and vision for the school. Please read it! More information and a digital copy of this guide are available on our website.

Warm regards,

Emily Davey



2 - WHAT DO WE BELIEVE?

We believe that there is no ceiling on what children can achieve under the right conditions.

We believe that every child deserves to attend a school that will support them to become kind, successful, sociable, conscientious, hard-working adults who have choice and agency over the rest of their lives and who care deeply about their local community and want to lead in it.

We believe that under the right conditions, every child is capable of climbing their own personal mountain to one of the very best universities in the country or careers of their choosing. We know and understand that this can be challenging; however we also know that where the expectations are raised for children, they always rise to meet them. We believe that to undertake this climb successfully requires great character, that we will teach students along the way. And most importantly we believe that climbing the mountain should be enjoyable, exciting and fun.

We believe in the power of the Whitley community and want them to be truly proud of the school that we have built together.

We believe that the key to choice and opportunity in the future is the combination of great character and excellent academic outcomes.

We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.

More information about the Greenshaw Learning Trust can be found [here](#).



WORK HARD, BE KIND



3 - WHAT DO WE WANT?

We want every child, regardless of background or individual need, to thrive academically. We want them to know that education is for them, that the classroom is a place where they belong.

We want our school to be a place where students and staff are happy.

We want our school to be a safe, welcoming, inclusive and supportive environment for students, staff and families.

We want our school to be a community; we want parents, carers, siblings, family friends, extended family - all those involved in raising our students - to feel that they are part of our community.

We want our community to be inclusive, proud of its diversity.

We want our students to be confident young people, who live safe, healthy and fulfilling lives.

We want students to experience learning beyond the classroom and to develop curiosity and interests of their own.

We want students and community members to feel their voices are heard and have their say. We want our students to learn how to use their voices and articulate their ideas confidently.

We want consistency, clarity and fairness in our approach, so that students know what to expect and what is expected of them.

We want students to take pride in themselves and everything they do. We want them to feel a strong sense of self-worth.

We want to be the school of choice for all children in Whitley.

We want to be the sixth form of choice for all students in Whitley.



4 - WHAT OUR STUDENTS SAY

"I am so proud to be a part of Hartland High, and I'm so excited for next year!"

"I enjoy the school systems. I like being able to learn so much and I enjoy the disruption free lessons."

"I like the structure, the teacher shows us, then we practice together, then I do it on my own. I feel like I'm really learning"

"I got 5 golden tickets last week - I love getting them."

"I love Fun Fridays, it's a great way to end the week!"

"The rules are better now, quieter, no disruptions in lessons."

"I like the one-way system, I feel safe."

5 - WHAT OUR PARENTS SAY

"I love the assignments for my year 10 child. Now she takes full ownership of her learning and is very motivated to come to school and do well. She's rewarded and recognised for it"

"The SEN team is good, by adjusting what needs to be done, contacting me to ask what can help and putting these in place quickly. They also keep me updated on how it's working."

"The move to Greenshaw Trust is a positive step to raise standards and stability, and these changes will take time, but there have been positives, especially in behaviour and leadership. It has had a positive impact, better outcomes for the students, and accountability. The new school's name identifies the mark of a fresh start, improved teaching quality and curriculum planning, and a clearer behaviour and attendance system."

"Hartland High has a good range of afterschool clubs, reward systems, and communication like the newsletters."

"The use of the new MCAS app, it's much easier now"

"Hartland High offers continuous information, feedback and is always reachable if needed."



6 - WHAT OUR STAFF SAY

"I have worked at the school for nearly 16 years, I have never in my time here been as happy as I am now with how Hartland High is led. Staff and students are supported and happy. It really is a great place to work and I love leading year 9's on their journey through their GCSE's next year, which I am confident they will do amazing in."



Mrs C Dallimore
Head of Year 9

"I am about to finish my third year working at the school and it's been a pleasure to see the transformation of so many aspects of the school. It is inspiring to see how far the school has come in such a short space of time. The lessons are enjoyable to teach and the students are responding so well to the expectations they are being held to. The motto "Work Hard, Be Kind" really does permeate throughout the school."



Mr T Morgan
PE Teacher

"23 years of working at Hartland High School has taught me that every challenge brings an opportunity to grow. I've seen this school through many seasons, and today it's stronger, happier, and more united than ever. I'm grateful to be part of a community that never stops believing in what's possible for our young people."



Mrs L Brawn
DDSL & Early Help Coordinator



Section 2: OUR APPROACH



1 - SAFEGUARDING

“Effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of the most vulnerable children.” Working together to safeguard children, 2023.

The safety and wellbeing of our students is the school’s number one priority. We know that our students thrive in an environment where they are safe, successful and known.

This means that children are accounted for throughout the school day through rigorous attendance procedures.

This means that we support all children to access every part of the school day.

This means that we understand the importance of consistency and boundaries for all students.

This means that we see it as our obligation to ensure that every child accesses a full education characterised by high quality teaching, excellent character education and a broad enrichment and raising aspirations offer.

This also means that we work hard, with families, to ensure that every child attends school, every day.

This means we create an environment in which students can trust members of staff and feel able to talk to them. We do not judge. We do not criticise.

This means that we teach our staff how to provide a ‘warm-strict’ persona, with professionalism and friendliness. This means that we provide frequent and comprehensive safeguarding training for all staff.

There are a number of ways students and parents can report concerns.

- Tell a member of staff about it if you’re in school
- Email safe@hartlandhigh.co.uk
- Make an online report using the school's “Report it” facility on the school website, also available [here](#)

More information about safeguarding can be found on the school website under the Safeguarding page [here](#).



2 - BEHAVIOUR

1/4 of a students' learning time is taken away by distractions and misbehaviour - National Behaviour Survey, Department of Education

Good behaviour is essential to ensuring every child is **safe, successful and known** in the school.

Good behaviour is the **responsibility of everyone**.

Every student in the school deserves **disruption free learning**. This means that we promise the entire community, parents, children and teachers that they will be able to learn and teach without disruption. This means that in lessons, when children receive a warning, they use this to improve their behaviour. If their behaviour continues to be disruptive after one warning they are removed from class. All of our rules apply to every child in the school.

We teach children our routines, ensuring they have the very best chance of success and know how to access every part of the school day.

Expectations of students

- Arrive on time to school and lessons in an orderly manner
- Enter classrooms silently, organise equipment and begin the Knowledge Is Power (KIP) Quiz on their mini-whiteboards
- Move from lesson to lesson with pace and purpose, following the one-way system
- Listen attentively in lessons whilst the teacher speaks
- Raise your hand to ask a question without calling out
- Answer politely and bravely when spoken to by a teacher (mistakes are fine and a key part of learning!)
- Work exceptionally hard, every minute of every lesson of every day
- Respect the school environment and resources
- Attend the Ready for Learning Centre (RfL) if referred by a member of staff.



Attending RfL

RfL is an essential measure for:

- Ensuring there are clear boundaries for students
- Maintaining a safe, calm environment in the rest of the school, where all students can learn
- Creating a space in which students can reflect on their conduct

Students are sent to RfL for receiving two warnings in lessons, for receiving three signatures on their RfL cards for talking in line, for refusing to correct incorrect uniform, and for significant breaches of the school's behaviour policy.

While in RfL, students are expected to work independently in silence, and produce a minimum of two pages of high-quality work per lesson. Students can have their time in RfL reduced if they demonstrate that they are working hard and receive no warnings for further poor behaviour. Students can also have their time in RfL extended if they continue to demonstrate they are not ready for learning.

We support students in RfL by:

- Providing a clear curriculum so that students can work, which links to the curriculum in lessons
- Ensuring they have the opportunity to speak to a member of staff when they arrive at RfL
- Where appropriate, providing the student with the opportunity to speak with their head of year, a member of the Mountain Rescue team or a member of the SEND team
- Ensuring students have the opportunity for toilet breaks
- Enabling students who have a particular intervention, such as ELSA, DI English and Maths, or Mountain Rescue, to attend that lesson as normal, as long as their conduct is appropriate



3 - ATTENDANCE

Attendance at school is the responsibility of everyone. In order for children to be successful they must attend school regularly and on time. Securing great attendance relies on schools and families working in partnership to remove any barriers that prevent children from attending school.

What we will do as a school:

- Provide a disruption free environment in order to ensure every child can be **safe, successful and known** in the school.
- Welcome every student at the gate.
- Regularly meet with families who are experiencing barriers to securing excellent school attendance though a graduated response to non-attendance..
- Provide uniform and equipment where children need it.
- Remove barriers to learning so children can access school successfully.
- Provide rewards for children with good attendance, including a Swap Shop and Attendance Prize Draws.
- Provide a free breakfast for every child, every day
- Believe in every child's ability to climb their own personal mountain to the very best universities in the country or careers of their choosing
- Listen to your child if they are feeling unwell and provide first aid where needed
- Contact you if your child is unwell during the school day
- With your consent, provide your child with paracetamol for manageable conditions such as headaches



What we ask parents / carers to do:

- Support your child to attend school every single day
- Ensure your child arrives at school on time every single day
- Read [this helpful NHS page](#) on when it is and isn't advised to keep your child at home due to illness
- Work with the school, by coming into meetings and keeping in touch with key staff members, if your child is struggling with their attendance for any reason
- Talk to your child about the importance of attendance
- Refrain from contacting your child by mobile during the school day - if there is cause for concern about your child's health, the school will contact you
- Refrain from booking holidays during term time. We know how frustrating it is that holiday prices increase during the school holiday. However, we also know that every single day of school matters and that every day of school missed will impact your child's progress and make it harder for them to catch up. Term-time holiday will not be authorised and you will be issued with a fixed penalty notice, in line with guidance from the Department of Education.

For more information about attendance, please see the attendance pages of the school website [here](#).



4 - TEACHING

‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.’ - Education Endowment Foundation

We know that good teachers vastly improve the life chances of children. We also know that good teachers improve students’ enjoyment of learning and of school in general: students spend about 80% of their time at school in lessons. We are committed to ensuring that time is well spent and that every student feels that they belong in the classroom.

Teaching

We believe that school leaders have a responsibility to create the conditions for good teaching and learning and support all teachers to improve. This means:

- ensuring that lessons are disruption free every second, of every minute, of every day; and
- ensuring every single teacher in our school is brilliant at what they do. We will never compromise on the quality of teacher we hire and we have a range of professional development courses for teachers, to ensure they are continually seeking to be the best teachers they can be.

Our lessons are informed by high-quality research into what makes effective teaching. Our lessons are highly structured, with routines that are the same in every classroom, so that students know what to expect and no time is wasted.

Disruption Free Learning

- Arrive on time
- Enter and exit classrooms silently
- Start your KIP quiz immediately
- Work in silence: speak only when directed to speak
- Raise your hand if you have a question - never shout out
- Work hard, always doing your best
- Stay in your seat
- Respect the school's environment
- Write neatly in your book and on your whiteboard
- Bring all your equipment
- Be kind about other students' learning
- Go to the toilet at break or lunchtime
- Remember that you only fail if you fail to try



Work hard, be kind.

You deserve disruption free learning every second of every minute of every day.



Work hard, be kind.



Curriculum

Educational research consistently shows that it is critically important for students to know things and be able to remember things. What students already know is a strong indicator for how quickly they will learn new content. For this reason, we value fingertip knowledge; we want students to understand and be able to use advanced vocabulary and terminology; we want students to be able to spell words confidently; we want students to have strong numeracy and know their times-tables without mental effort; we want students to be able to articulate what they know and be curious to learn more; we want students to develop skills such as critical thinking, problem solving, oracy, and teamwork, but we know that you cannot teach skills without knowledge. Indeed, we believe that skills are simply a form of knowledge! We make no apology, therefore, for a traditional curriculum, which is filled with exciting and powerful knowledge, and we make use of teaching methods, such as retrieval practice and frequent checks for understanding, that encourage students to remember things over time.

For more information about our approach to teaching and the curriculum, please visit the school website [here](#).



5 - SEND

Every child deserves access to a high-quality, inclusive education that enables them to thrive, regardless of their starting point, background or additional needs.

We believe that the most effective support for children with Special Educational Needs and Disabilities (SEND) begins with excellent teaching in every classroom. High-quality, inclusive teaching is at the heart of our approach and forms the foundation upon which all additional support is built.

Our vision is to provide a ramp for every child, ensuring that all students can climb their own personal mountains, to the best universities in the country or the careers of their choosing. We are committed to ensuring that all students are fully included in every aspect of school life and have equitable access to all that our school provides.

We recognise that some students require additional support to achieve their potential. Where this is the case, we work closely with students and families through the graduated approach to SEND. This is underpinned by the Assess, Plan, Do, Review cycle, ensuring that support is carefully tailored, regularly evaluated and responsive to each child's individual needs.

We will provide this, with our students and families, by:

- Delivering high-quality, adaptive teaching in every classroom.
- Ensuring all students access a broad, ambitious and inclusive curriculum.
- Identifying needs early and acting swiftly to provide appropriate support.
- Using the Assess, Plan, Do, Review process to monitor progress and refine provision.
- Providing targeted interventions that address specific barriers to learning.
- Ensuring students with SEND participate fully in enrichment opportunities, leadership roles and wider school life.
- Developing staff expertise so that all teachers are confident in meeting diverse learning needs.
- Creating a culture of belonging, where difference is valued and every child feels safe, successful and known.

Ultimately, our responsibility is to create the conditions in which every child can succeed. Inclusion is not an additional consideration, but a fundamental principle; where every student is challenged, supported and empowered to achieve their potential.

For more information about how we support students with SEND, see our website [here](#).

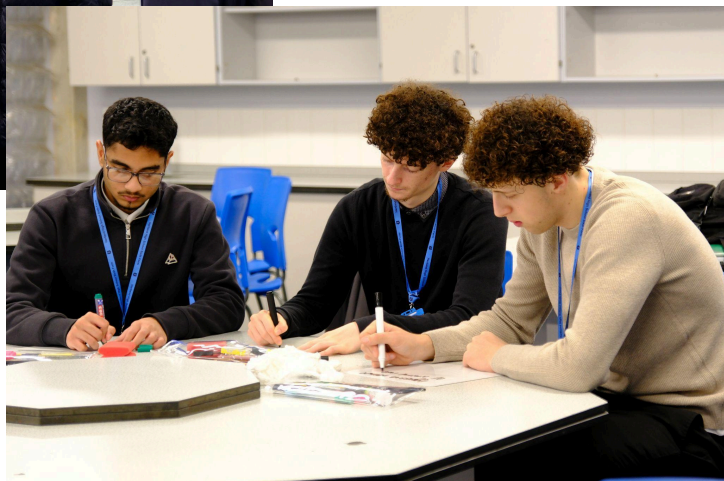


6 - SIXTH FORM

Sixth Form is the pathway our ambitious students aspire to take as they work towards further qualifications and prepare for life beyond school, transitioning confidently into adulthood. The outstanding opportunities we provide enable students to excel academically, achieve excellent outcomes, and develop the character, resilience, and independence needed for future success.

At Hartland High School, we are proud to offer both an outstanding academic pathway and an elite performance basketball programme, allowing students to achieve excellence in their studies while competing at the highest level. Through expert teaching, exceptional pastoral care, and a comprehensive personal development programme, we provide a learning environment in which every student can thrive.

As a Sixth Form, we believe every student should have the opportunity to progress to the very best destinations, whether that is studying at leading universities, undertaking higher-level apprenticeships, or pursuing the career of their choice. Our ambition is to develop young people who are equipped to thrive in the modern world, whilst also becoming kind, resilient and principled individuals who make a positive contribution to society.



7 - CHARACTER EDUCATION

‘Intelligence plus character - that is the goal of true education’ - Dr. Martin Luther King Jr.

The development of a child’s character must sit at the centre of every decision about schools. Without good character, exam results aren’t enough for success.

Our core mantra is **work hard, be kind**. This underpins everything we do as a school.

We believe that every child deserves to attend a school that will support them to become kind, successful, sociable, conscientious, hard-working adults who have choice and agency over the rest of their lives and who care deeply about their local community and want to lead.

We will provide this, with our students and families, by:

- Providing an enrichment offer, for free, that rivals that of a fee-paying school.
- Offering students the opportunity to participate in student leaders and ambassadors.
- Ensuring all students participate in activities designed to improve the school and the community so they develop responsibility.
- Teaching children how to work hard and be kind and regularly rewarding good character.
- Having a competitive and inclusive house system.
- Running Fun Friday events and rewards for all students.

To learn more about our character education offer and to view our latest enrichment timetable, please see the school website [here](#).



8 - SPORT

Our sport provision is central to our mission here. We believe in the uniting power of sport and hold firm its place at the heart of our school. We know that sport is crucial for physical and mental wellbeing and ensure that all students access sport, through PE lessons or through enrichment.

We are extremely proud of the facilities, staff and pathways that we have in place here. At our school, we already have athletes who are ready to compete on the national and international circuits. We are particularly proud of our partnership with Reading Rockets, with whom we run an elite level training programme, offering support for young players right through to our sixth form Performance Sport pathway.



9 - RAISING STANDARDS

We know that good qualifications give children the choice and agency that they need over the rest of their lives in order to lead in our community.

We provide Year 11 with:

- An additional, compulsory, timetabled period every day with their expert teachers. This is Period 6.
- Voluntary Champions' Hour every day for students to work independently
- Supervised Working Lunch, in a computer room, available every day
- Carefully planned homework and holiday work, some via online learning platforms such as Sparx, some on paper

We provide Year 13 with:

- Silent study spaces, open until 5pm
- Independent study tasks, carefully planned and sequenced in line with the taught curriculum, for each of their subjects
- Access to online platforms, such as Uplearn and Seneca, for learning

We provide Year 11 and Year 13 students with:

- Exam warm ups, boosters and breakfasts
- Holiday school in the lead up to exams
- Mock exams that run like the real thing, in the main hall in exam conditions, three times before their actual exams take place
- Pastoral support to help them manage stress
- **Most importantly, high-quality teaching every single day**

Greenshaw Learning Trust's schools are some of the most improved in the country: we are the second highest performing multi-academy trust of our size in the country. We know that this approach to improving outcomes works.



Section 3: OUR SCHOOL STRUCTURES



1- TIMINGS OF THE DAY

Time	Action
8am	Gates open for breakfast club
8.15am	Breakfast club gates close
8.20am	Main gate opens, Hartland Road
8.30am	Main gate closes. Students arriving after 8.30am are late.
9.20am	Bell to indicate end of Tutor Time (four minutes to get to lesson 1)
10.15am	Bell to indicate end of period 1 (four minutes to get to lesson 2)
11.10am	Bell to indicate end of period 2 and start of break
11.28am	First whistle to signal to students to line up
11.30am	Break-time greeting and the start of period 3
12.25pm	Bell to indicate the end of period 3 (four minutes to get to lesson 4)
1.20pm	Bell to indicate the end of period 4 and the start of lunch
1.56pm	First whistle to signal to students to line up
1.58pm	Lunch-time greeting and the start of period 5
2.55pm	End of the day dismissal for Y7-10. Students with detention line up separately.
3.00pm	Period 6 greeting for Y11
3.30pm	Detention for Y7-10 ends
3.55pm	End of day dismissal for Y11. Students with detention line up separately.
4pm	Champions' Hour begins for Y11
4.30pm	Detention for Y11 ends
5pm	Champions' Hour ends for Y11



2 - GREETINGS

Every child at our school deserves to feel **safe, successful and known**.

The whole school lines up throughout the day in order to get ready for their lessons and hear positive messages about the school. We do it together, in silence.

For KS3 they will do this on the MUGA, and for KS4 in The Street.

We do this so that:

- Every child can enter class safely and calmly.
- Every child can have a disruption free start to their lessons.
- Every child can be seen, and we know they are safe.
- We can celebrate successes because when one succeeds, we all succeed.
- Share reminders to students to ensure they have the best chance to succeed in every lesson.
- Share our values of work hard and be kind.
- Staff can greet every child.
- The pastoral team can support children where required.
- We can share important information and enrichment reminders to students throughout the day.



3 - READY FOR LEARNING CARDS

Every student has a Ready for Learning card.

This is so that staff can recognise positive behaviour and teach children the correct way to behave, in line with our values of **working hard and being kind**.

These cards are given to tutors every Friday and points are entered on to the system.

Parents can check these cards every day and speak to their child's Head of Year with any questions.

We believe that there must be consequences for actions so that children learn how to do the right thing and recognise that it is the right thing.



Ready for Learning Card				
Positive Behaviour	<Name>	<tutor>	<date>	
Attended school on time				
Perfect uniform				
Using STEPS				
Helping others				
Picking up litter / tidying				
Sharing about learning				
Attending enrichment				
Other				
Work hard. Be kind.		Total positives:		

Negative Behaviour	Work hard. Be kind.				
Communicating in line					
Missing equipment					
Three signatures communicating in line = day in RfL. Three signatures for missing equipment = detention logged by tutor Five signatures in any of the rows below will result in a full day in RfL.					
Anti-social or hands on behaviour (includes chewing gum)					
Rudeness / disrespect (includes littering or leaving mess)					
Incorrect uniform					



4 - TUTOR READING

Reading is one of life's greatest pleasures. We want all of our children to have read widely, love reading and love talking about books.

At Hartland High School we value the skill of reading for learning and seek to find ways to enable students to extend their skill and love of reading as well as improving their wider cultural knowledge of the world around them. Four times a week in tutor time, in Years 7-10, we read to the students, covering five or six novels over the course of an academic year.

The tutor reading programme was set up across Greenshaw Learning Trust to keep teenagers reading and accessing quality texts and stories from different cultures, transitions and time periods. By reading to them, we are able to supplement the text with valuable context that boosts student knowledge and understanding, drawing links and parallels to content in the wider curriculum as appropriate.

We encourage all of our parents to talk to their children about the books that they have read, and to talk to us about them as well.

Pictured are a selection of books that students might read in Years 7-10.



5 - ASSESSMENTS

We know that assessment is an important tool because it:

- Enables parents, carers and students to know how students are performing
- Creates an opportunity for students to revise and recap key knowledge, which embeds learning over time
- Allows teachers to plan to address gaps in understanding

All students in all year groups will have assessments.

In Years 7-10, assessments take place three times a year. Students will complete end of unit assessments, which will be a mixture of multiple choice questions and knowledge from their knowledge organisers. We use data from these assessments to inform student groups. Students in years 7-9 are taught in the same groups for all their lessons, other than tutor time, which are streamed based on performance in assessments. Students will often change groups during the academic year, but students in all groups study the same curriculum, so moving groups is not disruptive to their progress. In Year 10, students are streamed for core subject lessons (English, maths and science), but not for their options subjects.

Students in Years 10-13 also complete mock exams at the following times of year:

- November - Year 11 and 13
- February / March - Year 11 and 13
- June / July - Year 10 and 12

Mock exams are important because they help students understand what is in their exams, enable students to revise and practise the process of revision, help teachers plan and adapt the curriculum, demonstrate to students where their strengths and weaknesses are, and help students plan their next steps (sixth form or university) using their attainment data.

For all assessments and mock exams, we support students by:

- Sharing when their assessments will be
- Providing guidance on how to revise and revision materials wherever possible
- Providing guidance for parents and carers on how to support during assessments or exams
- Providing in-school support for wellbeing

You will find more information about our approach to assessments on the website.



6 - HOMEWORK

‘Compared with national norms Sparx students made 67% more progress in year 7 and a further 63% more progress in year 8’ - Sparx Maths, Impact Report

We have a responsibility to teach our students how to work independently and be organised: this is a critical part of their character development. Homework is also demonstrated to impact academic progress significantly.

Sixth Form

Year 12 and 13 will have approximately five hours of independent study per A Level per week; BTEC students will have approximately fifteen hours of independent study per week. Students will also have access to platforms such as Uplearn and Seneca to help their learning. We teach students how to revise, using high impact strategies such as flashcards.

Sparx Maths, Science and Reader

In the lower school (Years 7-11) we use Sparx. This is an online platforms, which are aligned to our curriculum, and allow students to practise independently, with questions personalised to their level, with immediate feedback.

Parents can view their child’s progress using the Parent Portal, which will be sent to you via email.

A parent guide to Sparx Maths is available [here](#). A parent guide to Sparx Reader is available [here](#). More information for parents about Sparx Science is available [here](#). The Sparx learning website is [here](#).

Self-quizzing

In addition, students in Years 7-11 will be given a knowledge organiser for each long term. This knowledge organiser will contain key knowledge for each unit. Students will complete self-quizzing on this key knowledge every day. This is new for September, but a model used successfully in many of the schools across the trust. More information on self-quizzing will be available on the homework section of the website.

Year 11

Year 11 students will also complete paper homeworks, set during period 6, due for the following period 6. These will typically provide exam practice for students.

More details about your child’s homework deadlines each week will be shared with you in September. Incomplete homework results in a detention the next day.



7 - REWARDS

Our students work incredibly hard and are very kind: when they demonstrate these things we reward them.

This means that out of lessons children receive points on their RfL cards for positive behaviours, in line with the school's values. Every time a child works hard, and is kind, they deserve to be recognised for it.

This also means that in lessons students receive 'merits' to an unlimited extent every time they do something well in class. The child who has worked hardest in a lesson will also receive the 'golden ticket' which is worth five points.

At the end of each unit, we run rewards experiences for students in which they go on trips, have in school experiences and are rewarded for the things that they have done well.

These rewards includes things like:

- Vouchers
- Inflatables
- Cinema experiences
- Go - Karting
- Laser Quest
- Bowling
- Trampoline Park
- Silent Disco



We also run celebration assemblies at the end of each half term, where students earn badges, prizes, certificates for a range of reasons including homework completion and gaining top merits. We also want to recognise students who are always in and doing the right thing. Students with 100% attendance and no negatives always receive badges and prizes.

Sometimes we reward all students as part of our Fun Fridays program, offering treats like hot chocolate and cookies, just because we understand every student is at a different stage in climbing their own personal mountain and deserve something nice to keep them going.



8 - DETENTIONS

It is really important that our students develop excellent habits and excellent self-discipline. Great habits and great self-discipline will enable our students to go on to have happy and successful lives. In order to build habits and instil self-discipline, students require both incentives and consequences. We use detentions as a deterrent and to reinforce to students the things that matter to us.

Detentions are typically 30 minutes. Detentions are held the same day, if the sanction is issued before 12:30. Detentions are held the next day, if the sanction is issued after 12:30.

During detention, students must work silently. They are encouraged to complete their self-quizzing homework for the next day.

Detentions are issued for:

- Arriving late to school
- Arriving late to lesson or greetings
- A referral to RfL
- Chewing gum
- Mobile phone or smart-watch confiscation
- Three signatures on the RfL card for missing equipment
- Missing RfL card
- Missing homework
- Missing PE kit

We will inform parents and carers via MCAS if a student has a detention. Please note that we cannot rearrange detentions other than in highly exceptional circumstances. All students must complete their detentions, even students who have responsibility for collecting siblings from primary school, for example. This is because detentions are a crucial tool in helping students understand consequences and learn from mistakes. We appreciate your understanding and cooperation in this matter.



Section 4: OPERATIONAL INFORMATION



1 - KEY CONTACTS

Ms E Davey - Headteacher

Mr C Thompson - Deputy Headteacher

Mr C Nijhawan - Deputy Headteacher

Ms E Collins - Assistant Headteacher and SENCO

Mr L Morgan - Assistant Headteacher

Mr A Creffield - Assistant Headteacher

Mr A Beard - Assistant Headteacher

Mr J Carson - Associate Assistant Headteacher

Address: Hartland High School, 125 Hartland Road, Reading RG2 8AF

Telephone: 01189 370200

Email: contact@hartlandhigh.co.uk

If you would like to contact a particular member of staff, such as a Head of Year, please email the above email address stating the member of staff you would like to be put in touch with.



2 - SAFEGUARDING TEAM

We recognise that safeguarding is everyone's responsibility.

The Designated Safeguarding Team are:



Mr Thompson



Miss Brawn



Miss Copperthwaite

Mr Thompson - Designated Safeguarding Lead - cthompson@hartlandhigh.co.uk
Miss Copperthwaite - Designated Safeguarding Lead - ccopperthwaite@hartlandhigh.co.uk
Miss Brawn - Deputy Designated Safeguarding Lead - lbrawn@hartlandhigh.co.uk

To report safeguarding concerns, please contact one of the members of staff above, or:

- Email safe@hartlandhigh.co.uk
- Make an online report using the school's "Report it" facility on the school website, also available [here](#)

More information about safeguarding can be found on the school website under the Safeguarding page [here](#).



3 - TERM DATES

Unit 1	Half term 1	Tuesday 1st September 2026 - inset day Wednesday 2nd September - inset day Thursday 3rd September - Years 7 and 8 only Friday 4th September - Years 7 and 8 and 11 only Monday 7th September - return to school for all students Friday 23rd October - inset day
	Half term 2	Monday 2nd November - inset day Tuesday 3rd November - return to school for all students Friday 18th December - last day of term
Unit 2	Half term 3	Monday 4th January - inset day Tuesday 5th January - Year 11 and 13 in school Friday 12th February - last day of term
	Half term 4	Monday 22nd February - return to school for all students Thursday 25th March - last day of term
Unit 3	Half term 5	Monday 12th April - inset day Tuesday 13th April - Year 11 and 13 in school Wednesday 14th April - return to school for all students Monday 3rd May - Bank Holiday Friday 28th May - last day of term
	Half term 6	Monday 7th June - return to school for all students Tuesday 20th July - last day of term Wednesday 21st July - inset day
	August	Thursday 19th August 2027 - A Level results day Thursday 26th August 2027 - GCSE results day



4 - MY CHILD AT SCHOOL & PARENT PAY

My Child at School (MCAS)

You will have received an activation code on your e-mail, which will allow you to download *My Child at School*.

This is the main school portal, which will enable you to track your child's attendance, punctuality and behaviour. **It is essential that all parents and carers download this app to enable clear communication between school and home.**

Please contact the school via contact@hartlandhigh.co.uk if you have not received this or if you have any questions about this.

Parent Pay

All payments to the school, including dinner money and school trips, will need to be completed via *Parent Pay*.

You will have received a further activation email in order to sign on to *Parent Pay*.

Once again, please contact the school if you have not received this or if you have any questions about this.



5 - ABSENCE PROCEDURE

Please ensure you let the school know if your child is unable to attend school.

Please communicate reasons for a late arrival or absence to school by 8:30am on the morning of each day of absence.

Absences can be reported via email at attendance@hartlandhigh.co.uk or by phoning 01189 370200.

Please refrain from booking any holidays during term time. These will not be authorised, in line with DfE guidance on school attendance.

If you are requesting exceptional leave, for example for the wedding of a close family member, complete the form which you can find on the school website attendance page [here](#).



6 - UNIFORM

We believe that a school uniform provides a sense of belonging and identity whilst setting an appropriate tone for an educational environment.

Our children are a part of something special and so they all wear the same uniform to symbolise belonging to Hartland High School.

All school branded uniform can be purchased from [Kitworld](#).

If you should require support with the cost of uniform please contact the school office on admissions@hartlandhigh.co.uk.

We will always try to provide the right uniform for a child who does not have it, but children cannot attend lessons with incorrect uniform.

Uniform	Detail	What this means	Picture to support
Hartland High School Blazer	Black with embroidered HHS logo.	Compulsory item. Must be worn every day. During lessons, teachers will give permission for blazers to be removed when appropriate. Branded	



Tie	School tie with clip.	Compulsory item. Must be worn every day. Branded (available to buy from kitworld)	
Blouse/shirt	White school shirt (not polo shirt) (short or long sleeved) that buttons up to the neck.	Compulsory item. Shirts should be tucked in and buttoned up at all times. Non-branded	
'V' neck sweater	Plain grey. Jumpers must be knitted in appearance.	Optional item as an extra layer. Cannot be worn instead of a blazer. Jumpers do not need to be branded in order to reduce costs. Students can also wear the school three-quarter zips, which students earn as rewards, in place of the school jumper.	



Trousers	Tailored, full length, plain black, loose fitting.	Optional item - students may choose to wear a kilt or tailored shorts instead. Full length to the ankle. A tailored style will typically have a pleat at the front and back and a zip fly and belt loops. Prohibited trouser styles include but are not limited to: tight, skinny fit, narrow fit, stretchy or elasticated fabrics, low rise, chinos, jeans, drainpipe, linen, leggings, cropped styles or flared styles if they are tight on the upper leg.Non-branded Here are some recommended ones: <u>M&S Boys</u> <u>M&S Girls</u>	Acceptable  Unacceptable  Please note these images are not exhaustive. Please read the description for more details.
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Skirt	School kilt	Optional item - students may choose to wear tailored trousers or shorts instead. Must be at least knee length. Must not be rolled or shortened in any way. Branded (available to buy from kitworld)	
Shorts	Black, tailored loose fitting shorts, that land on the knee and have a pleat.	Optional item - either a kilt, trousers or tailored shorts. Shorts must be tailored with a pleat. Non-branded	
Socks	Plain black and above the ankle or slightly lower ankle sock..	Compulsory item (unless wearing tights with a kilt). Coloured, trainer socks, branded black socks and patterned socks are not acceptable. Socks with branded logos or trainer socks are also not acceptable. Socks worn with kilts	



		must be no higher than shin height. Non-branded	
*Shoes (additional information below)	Plain black, flat and logo-free. Leather or similar polishable material.	Compulsory item. No canvas or trainer style shoes (even if plain black) will be accepted. Shoes must be polishable. Boots are not permitted. Heels are not permitted. Please see below for more information. Non-branded	See below for images.
Tights	Plain black opaque or flesh coloured.	Optional item Coloured or patterned tights are not acceptable. Tights are optional. A combination of tights and socks is not permitted. Non-branded	



Belts	Plain black	Optional item Belts should be discreet. Buckles should be plain and unbranded. Non-branded	
Coat/Jacket	Appropriate coat allowed, must be removed prior to entering any part of the building.	Optional item. No hooded sweatshirts zipped or otherwise, fabric/knitted tops, cardigans, jumpers other than plain grey v-neck, or sweatshirts, are permitted. Students bringing these items will be required to hand them in. Non-branded	
Bags	These should be ruc-sac bags. Bags must be able to carry A4 size books (school planner and knowledge organiser).	Compulsory item No plastic bags, shoulder pouches/bags, cross body bags, shoulder bags, fashion bags including handbags or other inappropriate bags. Non - branded	



House badge	First house badge will be provided and should be worn on blazers. Signifies which house students are in.	Compulsory item	
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Further information about footwear

Acceptable footwear



Unacceptable footwear



Hair, make-up and accessories

The only jewellery that is permitted is one pair of plain silver or gold ear studs and a non-internet enabled wrist watch. Nose studs, facial and body piercings or visible tattoos are not permitted. No accessories are to be worn around the neck, wrists, and ankles or attached to clothing.

Hair is to be of a natural colour and of only one colour. Any hair clips, bands or accessories must be discreet, functional rather than decorative and worn correctly. Shaved lines in the hair and eyebrows are not permitted.

Durags and bandanas are not permitted. Headscarves may be worn for religious reasons and must be black or academy colours (black, blue or grey).

Make-up should be discreet and not noticeable, this includes foundation, lipstick, lip-gloss, mascara, blusher, eye shadow, eyeliner and brow liner. False nails, false eyelashes and nail varnish are not permitted in school. Students arriving in school wearing makeup, nail varnish, false eyelashes or false nails will be asked to remove them. Failure to do so will result in RfL.

All our uniform can be worn by any student regardless of gender.

If you require support with uniform or you are unsure if the uniform is acceptable please contact us via your child's Head of Year.



7 - EQUIPMENT

In order to work hard, children must come to school prepared. We check everyone's equipment every morning and if they are missing something we will provide it.

A full list of equipment is on the next page.

All equipment must be kept in a 30cm see-through pencil case, as this is a requirement for their exams and creates parity for all children.

All students in Y7-11 and those who study maths or science in sixth form must have a casio scientific calculator. When taken care of properly, calculators will last for years. They are essential for success in maths and science exams. As a school we cannot lend all children calculators. We recommend the Casio fx-83GTCW (see next page) because this is the calculator teachers will use when modelling to children in lessons.

If children forget three pieces of equipment in one week, or if their equipment is damaged and requires replacing, they receive a detention. All detentions are on the same day after school.

Year 7 students will be provided with the below equipment, excluding the calculator, free of charge.

Equipment list:

- 30cm ruler
- Two black pens
- Green pen
- Two highlighters of different colours
- Rubber
- Pencil
- 30cm clear pencil case
- Mini whiteboard pen (provided by the school)
- Mini whiteboard (provided by the school)
- Mini whiteboard rubber (provided by the school)
- RfL card (provided by school and replaced weekly)
- Timetable (provided by the school at the start of each term)
- Independent learning book (for homework working out and cover lessons in school - provided by the school)
- **A casio scientific calculator (Casio fx-83GTCW - model available to buy [here](#))**



Please note, at the start of Year 7, all students will be provided with a full pencil case, with all equipment other than the calculator. **After this time, it is the student's responsibility to ensure they have their equipment with them every day and to replace any equipment that is damaged, lost or used up.** The only exception to this is mini whiteboard pens, which the school will replace when they run out.



What happens if a student does not have an item of equipment?

Missing equipment results in a signature on the RfL card. Three signatures within a week will result in a detention. We replace all equipment, other than calculators, during tutor time, because we believe that no student's learning should be disrupted or inhibited because of lack of equipment.



8 - PE Kit

Compulsory items:

- Hartland High School PE polo shirt
- Plain loose-fit navy shorts. No cycling or tight gym shorts are permitted
- Plain navy football socks
- Astro trainers
- Other suitable sports trainers can be worn for indoor lessons but converse, vans and other fashion trainers are not permitted

Optional items:

- Plain navy tracksuit bottoms
- Plain navy or black thermal wear to be worn under shorts or polos
- White sport socks
- Hartland High School tracksuit top / three-quarter zip
- All jewellery is to be removed for all lessons and hair tied up
- PE kit is required for all lessons, even if a student is medically unfit to take part and cannot take part practically
- If a student requires a warm layer, it must be thermal or the tracksuit top

If you have any queries, please contact the school.



What happens if a student does not have their PE kit?

Students will receive a detention if they do not have the correct kit but they can borrow from the PE department to ensure they are still taking part in lessons. If a student refuses to borrow a PE kit, then they will be referred to RfL.

Students will also be required to bring kit even if they are injured or ill as they can participate in lessons in another role such as coach, leader or umpire.

We will always work hard to support students and families to ensure they have the correct kit. If it is a concern or a worry, please speak to your child's Head of Year.



9 - BANNED ITEMS

Hartland High School is a safe environment, in which all students are supported to flourish. To that end, please note that the following items are banned from the premises. Please be aware that the school accepts no liability for any banned items which are subsequently confiscated and lost or damaged.

Item	Reason for ban	Sanction
Mobile phones and internet enabled watches	These devices are a distraction for students. We also know that they are the source of a great deal of anxiety for students and a platform on which bullying takes place. Our school must be a safe place: this means it must be free of phones. This is in line with Department of Education guidance which mandates all schools must be phone-free. At school, they must be switched off and in bags. Students are not permitted to use these devices during the school day, including to contact home. If you need to contact your child during the school day, please phone the reception staff who will be able to pass a message to your child or enable you to speak to them, in case of an emergency. In sixth form, mobile phones are permitted for personal use in the silent study area and common room only.	Confiscation and detention, returned at end of day unless repeat offense in which case must be collected by parents/carers
Aerosols	These pose a severe health and safety risk to students with respiratory problems, and have been known to trigger life-threatening asthma attacks	Confiscated and not returned



Headphones	Headphones are distracting for students; mobile phones are not permitted so headphones cannot be used. Sixth formers are permitted to use headphones in silent study and the common room only.	Confiscation and detention, returned at end of day unless repeat offense in which case must be collected by parents/carers
Lighters or matches	Health and safety risk	Confiscated and not returned
Fizzy drinks and energy drinks	These contain high quantities of caffeine and sugar, which are harmful and make concentration difficult.	Confiscated and returned at staff member discretion
Items of clothing that are not part of the uniform policy	Items of clothing such as hoodies, sweatshirts, cardigans and branded caps are not part of the uniform policy. We are committed to implementing the uniform policy consistently.	Confiscated and returned at the end of the day
Jewellery, other than plain silver or gold stud earrings, one per ear	Additional items of jewellery are not in line with our uniform policy. This includes items such as necklaces, additional earrings, bracelets, nose studs, decorative (rather than functional) hair accessories.	Confiscated and returned at the end of the day
Chewing gum	Causes damage to school environment and furniture	Detention. Confiscated if the student is in possession of a pack of chewing gum.

The following items are illegal and not allowed on site. If a student is found in possession of one of the following items, a sanction will be issued in line with the behaviour policy, and may include temporary or permanent exclusion:

- Alcohol
- Cigarettes/vapes
- Illegal drugs
- Knives and weapons
- Pornographic images
- Stolen items



10 - PARENT / CARER FEEDBACK

We welcome feedback from parents and carers. Your experiences help us to improve and provide us with a perspective that we don't otherwise have.

We provide opportunities for parents and carers to give us feedback through:

- Regular surveys through the course of the year
- Coffee mornings or afternoons with the headteacher
- In-person events, such as Academic Review Evenings and Information Evenings

We are hugely grateful to all parents and carers who give us feedback, particularly those who attend the in-person opportunities listed above. It makes such a difference.

You are welcome to write to us at any time if you have any additional feedback you would like to give us. Please simply email contact@hartlandhigh.co.uk and, if you know it, include the name of the person you'd like to hear your feedback or who you'd like to speak with.

We are very keen to hear from you and eager to resolve any problems, should they occur. Please note, however, that meetings must be planned in advance. We are not able to accommodate meetings with parents or carers without prior notice, so please do not simply arrive to school and expect someone to meet with you if there's a problem.

If you would like to make a formal complaint, please email contact@hartlandhigh.co.uk and state that you would like to make a complaint. The complaints policy is available on the school website [here](#).

