



H@vεlock²
academy



Report on the year 2008/9

The Academy had viewed 2007/8 as a year of transition, to give time for the new policies and appointments, particularly around the introduction of the Houses, to become embedded. The House Heads took up post in May 2008. At the same time the Academy achieved 'candidate status' with the International Baccalaureate (IB) for the implementation of the Middle Years' Programme (MYP). The Form 1 (Year 7) entry in September 2008 became the first cohort to be taught using the staffing strategy (eight groups) and unit plans of the MYP. They will be first certificated in 2013, although at the request of the DCSF this first cohort will also be entered for GCSE examinations in English and Mathematics.

The Form 1 of September 2008 was a second 'full' entry of 180 children, although over the year some half a dozen or so have moved on, to be replaced in most cases by new arrivals to the area. It is a feature of the Academy's Disciplinary Policy that it does not accept students from other schools on a 'managed move' basis (i.e., swapping students with a record of poor behaviour), but it will do so, following interview, where a family can show a willingness to commit itself to the Havelock ethos. The Academy now regularly deploys 'probationary periods' for students about whose behaviour there may be doubts. The main reason for this approach is the critical importance of good behaviour to support learning. The Academy is pleased with the impact of the new uniform arrangements and the vast majority of students meet expectations, although ensuring that PE and games kit conform, and that used in activities such as Dance, remains a challenge for some. The Academy will continue to promote high expectations in this area, along with those around bags, the correct equipment, planners and coats. The Academy is also clear that it regards its students as its members even out of school time and bullying or other anti-social behaviour out of school, will attract sanctions.

The development of higher expectations in students' is based on a good understanding of where the academic baselines lie for each individual. Every student, as a consequence, is assessed using either MidYis, YELLIS or Alis scoring data. This was deployed across Forms 1-6 in 2008/9 and has begun to allow the Academy to profile each student's progress towards their academic targets. What has also emerged this year is that reading scores for all students are not improving as quickly as we would wish. The Academy has already put a number of strategies in to place to address this but there is no substitute for children keeping their skills and interest alive by valuing books. Spending at the Academy library has quadrupled this year.

The academic results achieved at GCSE in August 2008 recorded a 27% pass rate at 5 A*-C grades (including English and Mathematics) achieved by Form 5 students; we believe students this year are on line for a 31% pass rate by the same measure. This would place the Academy (marginally) outside of the National Challenge category. Our baseline scores suggest that we should do better than this, but I am conscious that the Mathematics Faculty, to which I was able to appoint Mr Nash Singh a year ago, has suffered from the long term absences of two key teachers. The restoration of some stability in this area should underwrite more sustainable improvement from 2009/10, which would bring our 5 A*-C (including English and Mathematics) to 34%+. Our target there, to the point in 2013 when MYP takes over, is 50%+. The Academy is not driven, however, by these pass rates. Ofsted judged the Academy to be 'satisfactory' in February 2009 and will return for another visit in 2009/10. I believe that the cultural changes being reflected by the advent of a confident courtesy, uniform, new aspiration and commitment to a new ethos redefine students' thinking about their prospects. The evidence of the Care Trust Plus (CTP) employment placements this year would bear this out. Six students employed this year have made remarkable progress on committing themselves to the world of work. Likewise, the new Sixth Form, which started off with thirty six students, has seen a dozen move on, either to further courses more suitable to their talents or directly to employment. The Academy sees all of these as successes and not one student has simply dropped out. The Academy is providing the space, security and support for those young people to find their way, and such success is not reported in league tables or Ofsted reports. The Sixth Form's some twenty or so entering a second year with us, are joined by almost another sixty from the succeeding year, the current Form Five.

North East Lincolnshire's Young Entrepreneur of the Year and another seven students who have achieved Full House Colours will continue to develop the leadership strand of the Academy student body as the new academic year opens. They are joined by the members of the Academy lower down who this year inaugurated the CCF detachment (their performance at their first camp at Uppingham was exemplary) and

the Academy Council members, who have contributed so much to the development of the plans for the new Academy building. Parents will be aware, I imagine, of the local interest in the access routes for the build and the struggle we have had with Partnerships for Schools (Pfs) to try to increase the area of the build. The architects have found some ingenious ways of helping us to create space and also, at the students' behest, of making sure the proposals we take to planning in August 2009 are as 'green' as they can be. The 'green' issue raises a dimension of the students' contribution to life at Havelock on which it is worth reflecting. The IB demand that students should be ethical is not a new idea for our students. Their ability to raise funds for others bears this out in an obvious way, and Havelock children this year have raised more than £10,000. More reflectively their commitment to a long term future is shown by the care they show for their environment and each other.

By the same token, the Academy strives to deal fairly with students and parents. It gives me no pleasure to record that we have prosecuted some dozen parents over attendance this year. The final attendance figure for students is 93.09%; this is a commendable achievement and, I believe, makes Havelock the best attended North East Lincolnshire Academy and third highest amongst the county's academies and schools. Equally, the number of parental expressions of concern which have translated into formal complaints is a single case. The Complaints' Policy makes clear that as far as possible complaints or concerns should be dealt with informally and as quickly as possible. The House Heads are enormously instrumental in achieving this and I am sure I reflect parents' views in expressing my gratitude to them. Academies, like schools everywhere, work best by harnessing good will. Havelock is no exception and I would like, in commending this report, to reflect on the students' good will in making things happen. This year, younger girls have persuaded me to introduce a uniform cardigan, culottes and the socks of their choice. They, and the older students, have pulled off a remarkable coup in delivering a 'Sound of Music' which was an enormous challenge and a wonderful success. The Houses produced a Sports' Day, the like of which has never previously been achieved – and there is more to come in the sports arena, around tennis and tug 'o' war, to name but two areas – and finally there was the Prize-Giving. The respect and care offered to the Principal Guest, Mr John Ross, really expresses all that is of value about Havelock. Perhaps the final words of this report are best expressed by the Academy Song, first sung in public on the final day of term, 10th July 2009.

N. J. B. O'Sullivan
Principal

The Havelock Academy song

Welcome to our family at the Havelock Academy
Come inside and you will see one unified community.
Here we take new steps in life, through learning we can reach new heights,
Communicating, caring too, inquiring minds, they all come through.

Broadening horizons, reaching for the sky,
As we strive to do our best, determination makes us fly.

Taking risks through what we learn with knowledge that will help us earn,
Our principles they make us think, through different subjects we will link.
Human ingenuity is something that we all agree
Has changed the life of boy and girl, bringing joy around the world.

Broadening horizons, reaching for the sky,
As we strive to do our best, determination makes us fly.
Broadening horizons, the learning will not stop,

As we go throughout our lives we're reaching for the top, reaching for the top.

Parent Handbook

Broadening Horizons

This handbook is for ALL Academy parents, carers and guardians. Its purpose is to provide information and clarity about the expectations you may have of the Academy and that the Academy may have of you.

It is intended also to provide you with a guide to your child's life at Havelock and to enable you to provide support for your child in a timely and efficient way.

You are the first and most important educators of your child. The Academy sets out to achieve its aim of 'broadening horizons' for its students in partnership with you. It is perhaps worth stressing in this context that the Academy does NOT therefore view you as a client or a customer. The partnership that exists as a result of your selection of the Academy as the best place for your child's education assumes that you believe you have obligations to support your child that you will meet. Such obligations include, for example, supporting the homework and uniform policies of the Academy and restricting holidays to Academy vacation periods. Parents may expect the Academy to support them by, for example, ensuring that marking and reporting are accurate and up to date, that they are fully informed about the curriculum and co-curriculum and any welfare or well-being issues that affect their child.

The first and most important point of contact for a parent with the Academy is the HOUSE TUTOR and the Academy's aim is that the House Tutor will act speedily to address any concern you may have.

Your child's House is:

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Your child's House Tutor is:

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Contact details:

Academy Telephone: 0844 477 2498

Fax: 01472 693375

Email: office@havelockacademy.co.uk

House Tutor email:

Or you may write to: Havelock Academy
Holyoake Road
Grimsby
North East Lincolnshire
DN32 8JL

The contents of this handbook are arranged in alphabetical order.

For many of the handbook topics an Academy policy exists. Copies of the current policies are available on the website or may be requested in a hard copy form from the Academy office. Policy areas are marked in the handbook with an asterisk *.

Accessibility & Disability*

Please see the Academy's policy for the statement of policy, principles and procedures.

Admissions*

Please see the Academy Admissions' Policy. In the first instance, any query about admissions should be directed to the responsible offer at the Local Authority, Mrs Angela Tunstall.

Aerosols

Aerosols of all types are banned from the Academy. They present a potential Health and Safety hazard not only through the abuse of solvents but also because of the risks associated with children who suffer from Asthma. Where children wish to bring deodorants to the Academy they should be of a non-aerosol type.

Alcohol, Drugs & Other Substances*

Please see the Academy's policy for the statement of policy, principles and procedures.

Areas of Interaction

Areas of Interaction are a key component of the Middle Years' Programme (MYP) of the International Baccalaureate (IB). They express a combination of themes that colour all subject teaching and pastoral support for students. They are: Approaches to Learning, Community and Service, Environments, Health & Social Education and Human Ingenuity. More information may be obtained from the IB website: www.ibo.org/myp.

Assemblies

Under the Education Reform Act 1958 and the Education Act 1993 the Academy must hold a daily act of collective worship for pupils. This is characterised as being wholly or broadly Christian in character. At Havelock this obligation will be met in House Tutorials and House assemblies, where the tone of what is done will be non-denominational, with a focus on the value of common humanity, in line with the IB Mission Statement.

Assessment*

Please see the Academy's policy for the statement of policy, principles and procedures.

Attendance

Regular attendance at the Academy is vital to the progress of any student. **It is also a legal requirement.** It would be most helpful if you would inform your child's House Tutor at the beginning of any period of absence - by telephone preferably, or send a message with a neighbour's child. When your child returns to the Academy a note should be sent to the House Tutor, no matter how short the absence.

The Academy's attendance target for every student is 100%.

This helps us to work with you to avoid truancy developing. In cases of prolonged absence when the cause is not known, the Education Welfare Officer will call at your home. In normal circumstances we regard this visit as an indication that we are concerned for your child.

Bags

The Academy requires students to use an Academy bag to carry equipment and kit. This may be stored in classrooms at the discretion of the teacher, subject to the needs to keep children safe and passage ways clear. Bags may be purchased from the uniform shop.

Bicycles

All parents will be aware of the dangers of cycling on busy roads. We do not recommend that students cycle to the Academy along Carr Lane. All parents whose children come to the Academy on bicycles are urged to check the roadworthiness of the machine. Occasional checks may be made at the Academy and when a machine is deemed unsafe, permission to use it will be withdrawn. We co-operate closely with the Police over cycle safety. The Academy provides a safe and secure Cycle Compound for all students' cycles, however, it cannot accept any responsibility for damage caused to bicycles stored on the site and parents are urged to have their own insurance to cover bicycles and their children's use of them. The Compound is opened at 8.15am and locked at 9.00am and remains locked until 3.30pm. All students are asked to provide their own chain and individual padlock.

Calendar

Please refer to the section on the Academy website for calendar information and updates. From September 2009 a fortnightly cycle (labelled Week A and then Week B) will operate in the timetable and homework timetable.

Cars & Vehicles

Parents are welcome to park in the designated spaces in the Academy car park. **Cars should NOT park or wait on the zig-zag yellow lines on Holyoake Road.**

Catering

Canteen facilities are available in the Academy. A cafeteria system and a sandwich bar are available in three dining rooms, selling both hot and cold meals. Pupils who prefer to bring a packed lunch eat their food in the same dining rooms with their fellow pupils.

Once every term each House will eat together at a 'House Banquet' over lunch time. The cost of this will be notified through House Tutors, but we expect it to be £1.65 in September 2009.

Parents wishing for their child to go home for lunch must complete a parent consent form and a lunch pass will be issued. However, parents should ensure that their child comes home for lunch. Students not fulfilling this requirement may have their pass revoked.

All parents in receipt of Income Support or Job Seekers Allowance can claim 'free school lunches' for their children by taking evidence to the Municipal Offices in Town Hall Square Grimsby or Civic Offices Knoll Street Cleethorpes. The students choose a meal from the cafeteria up to a value of £1.65.

All children with special dietary needs can be catered for by the Academy caterers, Eden Foods Ltd; for example, gluten-free meals are provided. Please contact the Academy and let us know your child's needs.

Details of the Breakfast Club and Academy teas will follow in due course on the website.

Child Protection*

Please see the Academy's policy for the statement of policy, principles and procedures.

Co-Curriculum

Every member of the Academy staff contribute to this opportunity to support students. Activities may centre on core House activities, such as the Allotments, Combined Cadet Force (CCF), Duke of Edinburgh Award (DoEA), Youth Speaks, activity clubs, or they may extend to support for independent learning in homework clubs. The Academy expects students to be engaged in at least one of these activities, which will usually take place between 3.30pm and 5.00pm Mondays to Thursdays, some weekends, holiday periods and some early mornings.

Code of Conduct

The Code of Conduct states that students should:

1. Greet each other in a friendly way, speak with courtesy, using proper language and volume;
2. Listen to and look at the person you are speaking to;
3. Be calm and quiet in classrooms and corridors;
4. Arrive at class with the correct equipment;
5. Be on time for tutorials, classes and activities;
6. Return anything you borrow and leave facilities as you would wish to find them;
7. Look after the whole environment, including yourselves, carefully;
8. Ask appropriate questions, think hard, judge wisely and choose honestly;
9. Seek never to hurt, or allow others to be hurt;
10. Look for ways to help, include, forgive and encourage others;
11. Give people the space they need;
12. Wear your uniform with pride;
13. Complete homework and other tasks as fully and as well as possible.

Communication

House Tutors are expected to be the first point of contact between parents, teachers and the Academy. In coming to know tutees better, House Tutors are expected to make links and engage with the families of the students. The pastoral systems of the Academy, House Heads, Educational Welfare and other services will assist in this process.

The development of the Virtual Academy (based on a 'Virtual Learning Environment', or VLE) should provide a means of immediate communication between staff and students through the website. Pages for parents will develop at the same time on the website, who will also, in due course, have their own access to the VLE.

Complaints*

From time to time issues of concern will arise for parents. Ideally, such matters should be dealt with informally with the staff member most immediately concerned. If, however, the matter is serious, or a parent is not satisfied by the way they have been treated, they should refer to the Academy's policy governing complaints. This lays out the procedures, timescales and appeals process for dealing with complaints.

Confidentiality*

Please see the Academy's policy for the statement of policy, principles and procedures.

Counselling

The Academy has access to a number of counselling services, which may be accessed through either the House Heads, Learning Support, Inclusion or the Academy Matron.

Counter-bullying*

Please see the Academy's policy for the statement of policy, principles and procedures.

Curriculum*

The philosophy of the International Baccalaureate (IB) Middle Years' Programme (MYP) governs the Academy curriculum. From September 2009 this will translate explicitly into curriculum design, so that over the ensuing five years both assessment modelling and staff development will evolve to support the first cohort of MYP certificated students in May 2013.

During the transitional period, 2009 to 2013, the national curriculum model and its accompanying expectations will be supported for the students who will still be working through this provision. This will include post 16 students who, until 2012, will be following the A Level route as part of the Sixth Form at Havelock.

Daily Routines

Students should arrive promptly for registration in their House Tutor bases at 8.20am. The formal teaching day ends at 3.30pm and co-curriculum activities are held between 3.30pm and 5.00pm Mondays to Thursdays. A Homework Club operates at the same time.

Discipline*

Please refer to the Academy's policy on Learning Relationships for students.

Environment

The Academy environment speaks volumes about the priorities and concerns of the community. Accordingly students should assist staff in good practice in looking after the space, keeping it tidy and litter free, and in encouraging environmentally 'friendly' practices. Chewing gum is banned within the Academy and students are asked to help to develop a 'graffiti free and litter free' site.

Essential Equipment

Students must bring a number of personal possessions to school if they are to achieve their potential. Borrowing equipment from other pupils is not appropriate.

Books and stationery are provided by the Academy, but all students are expected to have the following list of essential items:-

- Rough notebook
- Pencils
- Pair of compasses
- Set square
- Black or blue ball point pens
- 30cm ruler
- Protractor
- Calculator

All students should have an Academy bag. This will help to protect books, pencil case and basic equipment.

Examinations

Examinations will be set from time to time, usually as the year ends, to assess students.

Public examinations are managed by the Examinations Officers, Miss Sally Burley, Mrs Janet Parrish and Mrs Tracey Bennison.

Exclusions*

Please see the Academy's policy for the statement of policy, principles and procedures.

Financial Aid

Parents who have any questions about the ways in which the Academy can offer financial assistance to support students should contact the Executive Director for Finance, Mr Mark Ibbertson, or the Principal.

First Aid*

Please see the Academy's policy for the statement of policy, principles and procedures.

Gifted & Talented

Gifted learners are children that excel in some way, traditionally in academic subjects such as Maths, Science and English. Talented learners are children that excel in expressive subjects such as Art and Design, Drama, PE and Dance.

Gifted learners are identified by Cognitive Ability Tests (CATs) and MidYis, which are sat during a student's first six weeks at Havelock. In addition, both gifted and talented learners can be nominated by their subject teachers using subject specific checklists.

Once identified, gifted and talented learners are placed on the Gifted and Talented Register. This information is then disseminated to all teaching staff so that effective provision can be made in the classroom. The register also allows students to be closely monitored and easily identified for participation in enrichment activities. The register is not 'concrete', recognising that students mature and develop at different rates. Conversely, students who are already on the register must continue to excel in order to remain on the register in the following academic year.

Havelock prides itself on its ability to cater for the needs of all its students. Gifted and talented learners are no exception. Havelock provides a plethora of enrichment activities to enhance the learning and development of gifted and talented learners. Evidence suggests that targeting the most able learners in the Academy allows Havelock to create a positive learning ethos where it is 'cool to succeed'. Such an ethos and positive learning environment will provide a beneficial knock on effect to all students. In addition, many of the enrichment activities and opportunities are available to all students regardless of ability.

Governors

The Chairman of the Board is Mr Bill Wood; Mr Mark Ibbertson is the Clerk to the Governors. The Governor nominated by parents is Mrs Susan Neul.

Guidance

The Guidance Team comprises a number of staff who share different responsibilities for student guidance. The Academy strategy is to develop, in the longer term, House Tutors to act as guidance tutors for their tutees in all areas of Academy life. In the meantime, the following responsibilities apply:

Overall pastoral responsibility (House Heads):	Mr Darren Wood
Overall co-curriculum responsibility:	Mr Matt Sinclair
Learning to Learn and Approaches to Learning:	Ms Maria Norsden
Environments:	Mr James Timson
Critical Thinking:	Mrs Angela Arden
Health and Social Education:	Mrs Susan Molloy
Human Ingenuity:	Mr Ian Felton
Form 1 transition and relations with primary schools' Year 6:	Mrs Anna Liston
Relations with primary schools' Year 5:	Mrs Angela Dollery
Form 4 Work experience:	Mr Jeff Todd
Form 6 UCAS and university liaison:	Mrs Janet Shawcross
Form 6 Community Service:	Mrs Anesta McCullough
Form 6 general guidance and support:	Mrs Cath Denholm

Holidays

The revised format of the Academy calendar places a premium on attendance*. As a consequence, general requests for holiday absence in term time will be declined. Such absence will be treated as 'unauthorised' unless, in special circumstances, the written approval of the Principal has been obtained.

The Academy draws attention to the right of the Local Authority to prosecute parents who withdraw their children from school without authorisation.

Homework

In order that students enjoy success as they progress through the Academy, homework has to be completed. The main purpose of homework is to support and encourage students to develop independent study skills, organisational skills, time management and self-discipline.

In addition homework should help:

- To raise levels of attainment;
- To provide an opportunity for students to work uninterrupted for extended periods of time;
- To make use of resources outside school;
- To supplement and enhance class work;
- To encourage good work habits;
- To help students to organise and plan use of their time wisely;
- To encourage self-reliance and give students an opportunity to demonstrate what they can do independently;
- To give parents opportunities to share and participate in their child's learning.

Homework could take a variety of forms as listed below. Homework should be varied, interesting and challenging. Examples of suitable homework tasks are:

- Extended work - sustained writing;
- Research, including use of internet;
- Prepare work to be completed in class - e.g. read an article, make notes, etc;
- Private reading;
- Study and learn notes/vocabulary;
- Drafting and redrafting work;
- Watch or listen to particular TV or radio programmes;
- Collect information from newspapers, etc;
- Projects;
- Presentations;
- Art /creative tasks;
- To undertake work not suited to the classroom situation;
- Practising skills/concepts learned during the lesson;
- Tasks which involve the parents e.g. interviews, testing vocabulary;
- An opportunity to provide the teacher with feedback about a topic e.g. evaluation sheets;
- Revision in preparation for a test or assessment.

Parent Handbook

Broadening Horizons

Students

1. Should always have their planner and - when appropriate - place it on the desk at the start of the lesson;
2. Use the planner to record homework and ensure the task set is understood;
3. Demonstrate a commitment to learning by spending sufficient time to complete the task to the best of their ability;
4. Hand the work in on time.

Parents

1. Should provide a reasonably quiet, suitable place for the completion of homework;
2. Encourage their child to complete homework, praising them when it is done well;
3. Be aware of deadlines and checking that work is on target to be completed;
4. Sign the planner weekly;
5. Keep the Academy informed about any issues relating to homework.

House Tutors

1. Should ensure students have a copy of the homework timetable in their planners;
2. Ensure students know how to record their homework;
3. Check and sign the homework planner weekly and take action against those students who do not complete the planner regularly;
4. Are aware of students who find completion of homework difficult and encourage them to attend the appropriate extra-curricular activities to receive support.

House Heads

There are eight House Heads, one for each Academy House. The Houses are the home base communities for each student and every member of staff is attached to a House (except the Principal). The Houses collaborate and compete with each other and are generally responsible for all pastoral contact and support for students and their families.

Archer:	Mrs Sarah Johnson
Eagle:	Mrs Tracey Thornton
Fortune:	Mr David Harvey
Illustrious:	Miss Jo Woodhouse
Jaguar:	Mr Gary Richardson
Ramillies:	Mr Garry Britton
Tiger:	Mrs Victoria Carmichael
Vanguard:	Miss Robyn Laurie

House Points

All students qualify through merits, credits, commendations and distinctions by trying hard and doing well. These awards translate into House Points. Ask your child to explain how well they are doing!

House Tutors

The most significant relationship for any student of the Academy is the one he or she has with his or her House Tutor. Much of the quality of the relationship may be expressed informally and the tutor's role, as far as is practicable, is to be available for a student or the group. The formally planned times for meeting are:

Morning Registration

The House Tutor will register the tutees on arrival at the registration tutorial. This is also a time for checking that students have the correct uniform and are wearing it; have the right equipment and kit and have their homework diaries. When the House eats together, money may be collected and passed to the administration office.

Tutorial Period

The House Tutor will register tutees on arrival for the afternoon session of the Academy. They will check homework diaries are up to date; respond to any parental concerns as recorded in the diaries and record (and praise!) students' achievements on the Virtual Academy database. Merits, credits and commendations will be recorded. Distinctions should be referred to the Principal. There will usually be time for an element of the tutorial programme to be explored with students, whether from the House programme or the MYP pastoral programme (formerly SEALs). Sometimes the tutorial will contain an assembly; sometimes, once each fortnight, the House will eat together as a House (the 'House Banquet').

Human Equality*

It is the policy of Havelock Academy to promote equal opportunities to ensure that all students are given equal access to the curriculum regardless of ability, culture, socio-economic background, gender, race, orientation or creed. It is our aim to eliminate unlawful discrimination (including that racially and gender based), and to promote opportunity and good relationships in all areas of Academy life.

Inclusion*

Many children experience some kind of difficulty with their learning during their education and a number of students will enter the Academy, either from primary school or elsewhere, with a place on the special needs register, or with other needs. Academy staff are trained and the pastoral programme and structures designed to meet all students' needs, providing they wish to contribute positively to the Academy's life. The Academy will work with students and parents in such cases to help them establish themselves within the community and flourish. However, students who wilfully jeopardise others' learning may be referred to agencies outside of the Academy and, in extreme cases, may face exclusion.

The SEN Suite provides a quiet, safe area for distressed pupils to use when they need to calm themselves, and also lends small laptops to students with damaged hands and arms.

We carry out baseline testing on all students at entry to make sure that all who may need help with their learning are identified and given the support they need.

Some students need additional help to ensure that they continue to progress. These work in a small group with a key worker from an outside agency. These lessons take place in the SEN Suite.

All students who are placed on the special needs register have an individual Education Plan (IEP). This lists the provision made, targets and teaching strategies for the individual. Placement on the special needs register is recorded on a Record of Achievement and a letter is sent home with a copy of the child's IEP to keep parents informed. Reading is a very important skill in all aspects of education and any help you can give your child by regular shared reading would be beneficial. The SEN Suite has a library of graded readers that pupils may borrow to read at home.

Parent Handbook

Broadening Horizons

Some children have difficulty in managing their behaviour in the secondary environment. A range of restorative approaches may be adopted by House Heads with support from the Relationships' and Inclusion Teams to help students adapt to and cope with the challenges of the new environment. During this time pupils are encouraged to recognise their own difficulties and develop strategies to overcome them. They are then returned to class and monitored closely until they have settled back into lessons.

Students and parents should note that the Learning Relationships and Exclusions policies operate to assist students in meeting the Academy's expectations of them and membership of a House is intended to create a variety of opportunities for students to develop confidence and capability.

International Baccalaureate

Havelock has 'Candidate Status' as an Academy aspiring to implement and develop the curriculum programmes of the International Baccalaureate (IB). More information may be found on the IB on the organisation's website, at www.ibo.org

Internet Access

Internet access is managed by the ICT Faculty and its code of practice. The Academy website may be found at www.havelockacademy.co.uk

Learning

Assumptions about Learning and the best approach of students to it are described in the Academy's Learning Relationships* policy. This policy also describes the rewards and consequences strategy of the Academy.

Learning Support

Learning Support in the Academy encompasses SEN, the operation of the LSU and the arrangements for children with statements. Mrs Helen Owen leads in these areas as the Academy's Director of Inclusion.

Library (& Learning Resources)

The Library is a central learning resource that is in the process of being built up to support the IB programme and the development of the Virtual Academy. The Librarian is Mrs Alison Bryan.

All students are encouraged to join and use the Academy Library.

Reading is an essential skill for all young people. We hope that parents will encourage their children to join and use both the Academy Library and the public library. All children benefit from reading regularly.

Marking

Feedback to students which tells them how they have made progress and how they are to improve on what they have done is essential; it will happen regularly and in line with the reporting and reporting procedures that the Academy is developing. Parents should enter any concerns in the student's homework diary or contact the House Tutor if they feel unsure about the marking of students' work.

Matron

The Academy has a trained nurse (RGN) as Matron to care for those temporarily unwell, and to attend in cases where illness or injury occurs at the Academy. In September 2009 the Matron will be Mrs Sharon Latta.

Under no circumstances should students be sent to the Academy to see Matron; where illness or injury occurs at home you are asked to use your own Doctor or the Hospital Casualty Department.

All medication should be handed in by students at the Infirmary (Matron's Office). Matron should be seen for administration. Parents are requested to inform the Academy regarding health information on individual Students. Any changes in the medical condition of students during their period of study at the Academy should be notified to the Matron.

If your child has an appointment for the Dentist or Hospital they should bring their appointment card to the Academy and sign out at the front office at the appropriate time. Where possible, appointments should be made outside of Academy hours.

Mobile Telephones & Other Electrical Devices

Outside of lessons, students may use these devices in the Academy as long as they do so with consideration for others and awareness of others' (and their own) safety. The assumption within lessons and tutorials is that all such machinery must be switched off, unless permission to do otherwise has been granted by the teacher.

Money or Valuables

If, for any reason, a child has to bring money or other valuables (such as iPods, etc.) into the Academy, it should be left with their House Tutor or Head of House, or handed on arrival to the teacher for whom it is intended. The Academy cannot be held responsible for money or valuables lost on Academy premises.

Open Sessions

The dates of Open Sessions are published in the Academy Calendar and parents are urged strongly to attend.

Open sessions exist to provide parents with information about students' progress and achievements, and areas for improvement. By their nature such occasions are demanding for staff and so the need to avoid platitudes and wasting time is essential; meetings should be brief and business-like. Detailed analysis of students' wider needs or other problems should be deferred to another meeting.

Pastoral Programme

The key to the vision the sponsor holds for the Academy is the quality of its pastoral care. The centrepiece of the system is the relationship a student develops with his or her House Tutor. The House Tutor will be the main element in developing the tutorial group's pastoral programme, covering a child's well-being and good health, guidance and advice, understanding of their role as young people in a global economy and political community.

Photographic & Video Images

These images provide an important record of Academy life. The Academy has safeguards in place to prevent the misuse of such images. Parents have the right to decline the use of their children's images in Academy publicity. Parents who wish to exercise their right to avoid the publication of an image of their child must put their request, in writing, to the Principal. Otherwise, admission to the Academy is deemed to confer consent for the proper use of children's images in the prospectus, newsletters and on the Academy website.

Physical Restraint*

Please refer to the Academy policy. Staff are trained and understand the need to intervene physically only as a last resort and where a child's health or safety may be at issue.

Property

Students are discouraged from bringing expensive personal items into the Academy. Valuables should be handed in as required by the faculty or subject protocols (for example when changing for games). The Academy is insured for loss or damage when equipment fails, but not otherwise. Parents are encouraged to check the terms of their own insurance against loss otherwise.

Students who damage or steal others' or Academy property will be held accountable for such loss and will be expected to make restitution.

Religion

The Academy is non-denominational and has no specified religious allegiance. The spirituality of the Academy is defined by the humanist stance of the IB. The spiritual life of the Academy revolves around the value of each individual within it as a human being, recognising that the importance of love, friendship and the virtues are recognised in the ways the community articulates and lives its values. All student are expected to attend all house based assemblies and tutorials.

Reports

The Academy will report on each student's progress to his or her parent, carer or guardian each term.

Safeguarding

Please see the Academy's policy for the statement of policy, principles and procedures.

Serious Incident (including Emergency protocols)*

Please see the Academy's policy for the statement of policy, principles and procedures.

Site Management

Site management rests with the caretaker team, lead by the Site Manager, Mr Tony Burrows, assisted by Mr Mike Blowers and Mr Roy Taylor.

Sixth Form

The Sixth Form exists as the senior student leadership of the Houses and in the post 16 curriculum which is currently organised around the A Level provision of the Academy.

Study Skills

The study skills programme is managed through the Guidance Team and House tutorial programmes.

Trips & Educational Visits*

Please see the Academy's policy for the statement of policy, principles and procedures.

Trustees

There are four trustees of the Academy; Mr David Ross, who is the sponsor; Mr Bill Wood, who is the Chairman of the Board, Mr David Overton, and Mr Richard Grigson, who is the Treasurer for the Trustees.

Uniform

The uniform requirements revolve around the students being smartly dressed.

Students are expected to wear their full uniform to and from the Academy

Designer labels or Club monogrammed kit (including hats) are not acceptable. Nor are visible tattoos, studs, facial metalwork (girls and boys may wear one small ear stud in the lobe only) or extreme hairstyles (either in colour or length).

Jewellery, including belts, necklaces and bracelets, must be discreet. The Academy issues a House badge to each student; one other badge only may be worn at any one time.

In line with the sponsor's wish that uniform be readily available and economic, girls and boys respectively may be fitted out with black trousers or skirt (NOT jeans, flared, hipster, micro, mini and maxi styles), white shirt (with a collar to take a clip-on tie) or blouse (to be worn with a scarf) and black polishable shoes (NOT trainer, suede, stiletto, coloured, patent, platform or boot styles) from a supplier of the parent's choice.

Forms 1 – 5 have also to wear, as appropriate, required uniform items, available from the Academy Shop, as follows: Academy badged pullover, reversible waterproof jacket, clip-on tie or scarf, PE vest and shorts and games shirt.

Other items, including an alternative light jacket, woollen scarf, track suit, swimming cap, caps and hats may be purchased.

The Summer uniform code ('Shirt-sleeve Order') allows girls to wear conservatively cut, knee-length culottes as an alternative to skirt or trousers. Boys and girls may wear short-sleeved shirts or blouses. Tights should be flesh-coloured or black; socks may be coloured. Make-up should be discreet and in good taste. The test for both is that the attention of the onlooker is not drawn to it.

Sixth Form uniform is modelled around the suit and tie (for boys or scarf for girls.) which should be dark in colour.

House awards of half or full colours are accompanied by the issue of the appropriate tie or scarf or blazer, at no cost to the parent.

Cyclists should wear helmets and reflective gear, especially when the weather is poor or dark.

Parents are strongly advised to attach a label to, or to mark clearly, every item of clothing or equipment they would wish to have returned if lost.

Website

Please consult the website for updated information about Academy life: **www.havelockacademy.co.uk**

Welfare

Welfare at the Academy is handled by several staff:

Academy Matron:	Mrs Sharon Latta
Academy Counselling:	House Heads
Attendance:	Mr Darren Wood; Mrs Alex Fifield; Ms Leander Hotson
Child Protection Officers:	Mrs Helen Owen; Mrs Alex Fifield; Mrs Sharon Latta
Co-Curriculum:	Mr Matthew Sinclair
Counselling:	House Heads; Mrs Sharon Latta
Counter Bullying:	House Heads
Dependencies:	Mr Darren Wood; Mr Matthew Sinclair; House Heads
Educational Psychology:	Mrs Helen Owen
Educational Welfare Officer:	Ms Leander Hotson
Health issues:	Mrs Sharon Latta
Inclusion:	Mrs Helen Owen
Pastoral Care:	Mr David Bennett; Mr Darren Wood; House Heads
Relationships Support:	Mr Glen Cole
Special Educational Needs (SEN):	Mrs Helen Owen

Work Experience

Work experience is managed by Mr Jeff Todd.



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