



Honywood School

**Cohort 7
Parent/Carer Handbook**

July 2025

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Welcome to Honywood School. I'm sure your child is very excited and a little nervous about starting in September. We hope this booklet will be a helpful guide, answering many of the questions you and your child may have as you prepare for this exciting new chapter.

**First Day of Term:
Tuesday 2nd September 2025
Arrive for 8.45am**

What will happen on the first day?

You will need to arrange transport for your child's first day to come into school. When they arrive in September, all learners will firstly meet in the Main Hall. From there they will then be escorted to their Learning Base where their Learning Group Leader will meet them. To ensure a smooth transition, Cohort 7 will be the only year group in school on Tuesday 2nd and Wednesday 3rd September. During this time they will have an opportunity to bond with others in their groups, experience some taught subject sessions and familiarise themselves with the school site and classrooms where their sessions will be taking place.

Lunch

On the first day in school, we ask that you supply your child with a packed lunch. Honywood operates a cashless catering system. In their first few days, your child will be issued with a card which will be activated. You will receive an email at the beginning of September notifying you of your ParentPay login and password. Once you have logged in, you can easily add funds to your child's account, allowing them to purchase food through our catering system. During the school week, for around £2.50 your child can enjoy a cooked meal, or a choice of sandwiches/wraps from the school canteen using their cashless card with prepaid funds. There is a default daily spend limit of £5.00 on each card to start with, this can either be increased or decreased if desired by putting a request in writing/by email to the Catering Manager – kfrid@honywoodschool.com. If your child needs to replace a lost card, this will cost £3 which will be deducted from your ParentPay account. You can find more detailed information about our catering services in the attached booklet.

Alternatively, your child is welcome to bring a packed lunch which they are able to eat in the Main Hall, their Learning Group Room or outside the building in the school grounds. Cohort 7 have an area allocated solely for their use – the Courtyard area in between the Main Hall and the PE entrance. This area contains picnic benches and is an area to socialise with other Cohort 7 learners.

If your child is currently eligible for Free School Meals, this entitlement should automatically transfer from their previous school and will continue at Honywood. Please see Page 38 for further information about applying for Free School Meals.

Transport/Buses

The school day finishes at 3:30pm. If your child is taking a school bus home, they will be asked to make their way to the **Bus Turning Circle**. If they are being collected by a parent/carer, then they must wait in an agreed place to be collected. The car park is barrier controlled and you will not be able to access it to collect your child at the end of the day.

If at any time, a parent/carer does not collect them as agreed, they must return to the school reception area where a member of the staff will be able to contact home.

If at any time your child requires a replacement bus pass, please contact the bus operator directly, please be aware that there may be a charge for this. The School Office may be able to supply a temporary pass in agreement with the bus company whilst a new card is being processed.

Please see Page 25 for further detailed information regarding school buses and transport.

Key Staff

<p>Headteacher</p>  <p>Mr J Saunders</p>	<p>Deputy Headteacher</p>  <p>Mr J Munro</p>
<p>Deputy Headteacher</p>  <p>Mr S Caygill</p>	<p>Deputy Headteacher</p>  <p>Mrs J Hickford</p>
<p>Cohort Leader, C7</p>  <p>Ms T Ward</p>	<p>Designated Safeguarding Leads</p>  <p>Mr D Smith DSL (Lead LAC)</p>  <p>Mrs K Nicholls DSL (Senior Mental Health Lead)</p>
<p>Attendance</p>  <p>Mrs H Knights</p>	<p>Learner Reception / Medical</p>  <p>Mrs W Chandler</p>  <p>Mrs A Loydall</p>

Cohort 7 Learning Group Leaders



7ABr
Mrs A Brooke
abrooke@honywoodschool.com



7AWe
Miss A Webb
awebb@honywoodschool.com



7BRs
Mr B Russell
brassell@honywoodschool.com



7FGr
Ms F Green
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7GFe
Miss G Felstead
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7KPa/LMo
Mrs K Paternoster / Mrs L Morrow
kpaternoster@honywoodschool.com /
lmorrow@honywoodschool.com



7SPI
Mrs S Palmer
spalmer@honywoodschool.com



7NWh
Miss N Wheatcroft
nwheatcroft@honywoodschool.com

School Term Dates September 2025 – July 2026

Autumn Term

Tuesday 2 nd September	First day of school for C7
Thursday 4 th September	First day of school for C8-C11
Monday 20 th – Friday 31 st Oct	Half term break
Monday 3 rd November	Non learner day
Tuesday 4 th November	First day back after half term
Friday 5 th December	Non learner day
Friday 19 th December	Last day of Autumn Term
Monday 23 rd Dec – Friday 3 rd January	Christmas Holidays

Spring Term

Monday 5th January	Non learner day
Tuesday 6 th January	First day of Spring Term
Monday 16 th – Friday 20 th February	Half term break
Monday 23 rd February	First day back after half term
Friday 27 th March	Last day of Spring Term
Monday 30 th March – Friday 10 th April	Easter Break

Summer Term

Monday 13th April	First day of Summer Term
Monday 4th May	Bank Holiday
Monday 25 th – Friday 29 th May	Half term break
Monday 1 st June	First day back after half term
Friday 17 th July	Last day of Summer Term
Monday 20 th June	Non learner day

The School Day

8:45am	-	AM Registration
8:55am	-	Learning Session 1
10:10am	-	Break
10:25am	-	Learning Session 2
11:40am	-	Movement
11:45am	-	Learning Session 3
1.00pm	-	Lunch
1:45pm	-	Learning Session 4
3:00pm	-	Learning Sessions 5 (LG/Assembly)
3:30pm	-	End of day

We operate a two week cycle, A and B week. See below for timetable.

Autumn Term 2025		Spring Term 2026		Summer Term 2026	
1 st September	A	5 th January	A	13 th April	B
8 th September	B	12 th January	B	20 th April	A
15 th September	A	19 th January	A	27 th April	B
22 nd September	B	26 th January	B	4 th May	A
29 th September	A	2 nd February	A	11 th May	B
6 th October	B	9 th February	B	18 th May	A
13 th October	A				
3 rd November	B	23 rd February	A	1 st June	B
10 th November	A	2 nd March	B	8 th June	A
17 th November	B	9 th March	A	15 th June	B
24 th November	A	16 th March	B	22 nd June	A
1 st December	B	23 rd March	A	29 th June	B
8 th December	A			6 th July	n/a
15 th December	B			13 th July	A

School Opening Times

The official school opening times are 8.30am – 3.30pm. Please note if learners are on site before 8.30am, they will not be allowed in the building, unless they are attending a before school revision/catch-up session, or having breakfast in the Main Hall which is available from 8am. Outside of these times, the school can only accept responsibility for learners if they are involved in a school event/activity which is supervised by a member of staff.

Main Reception is open from 8am – 4pm.

Learner Reception is open from 8.30am - 3.40pm

Inclement Weather Procedure

In the past we have had to interrupt our young people's education on a small number of occasions as a consequence of severe weather conditions. However, in spite of some really challenging weather conditions at times, we have been able to continue offering access to learning to our young people throughout the winter months by following procedures we have developed over the years.

The procedure in light of bad weather will be as follows:

1. From 7:00am on any day where weather looks like it could prevent us from opening, our website will state one of three things:
 - School Open
 - School Closed
 - Inclement weather procedure in place

If the third option has been adopted, by clicking on the appropriate text, families will see a detailed reminder of what the procedure involves. We will also send a SIMS InTouch message to families, confirming as to whether the school is open, closed or following our inclement weather procedure.

2. If the "inclement weather procedure" is in place, learners should delay their journey into school, aiming to arrive for 9:45am. School buses will be informed and will collect learners one hour later than usual (please note that buses operating a service available to the public, such as the number 70 from Braintree, will not be influenced by any decision we take about school opening and would need to be contacted directly by families to ascertain the service they would be offering during inclement weather).

3. The day will then run as follows:

9.45am -	AM Registration
9.50am -	Learning Session 1
10.45am -	Break
11.05am -	Learning Session 2
12.00-	Movement Time
12.05pm -	Learning session 3
1.00pm -	Break
1.20pm -	PM Registration
1.30pm -	Learning Session 4
2.25pm -	Close

If we are concerned about break time safety, learners will be instructed to remain in the building through these two twenty minute sessions, with staff on duty to ensure the safety of our young people is maintained. Should this bad weather procedure be adopted, learners are encouraged to bring a packed lunch to school as catering arrangements will be limited during the available time. Buses will be organised to take learners home at 2.25pm.

We have developed an approach on days when it simply is not safe to open the school by using our school computer network to ensure learning is provided for learners to complete electronically in the safety of their own homes – this has been made even more possible by each learner with their own iPad device. On any day where we do have to shut, we will operate an e-learning day. By 9.50am on the day, learners will find that specific learning tasks for their classes will have been set via Google Classroom. Should we be running an e-learning day, details will be placed on our website by 7.00am. If you are concerned that you will not be in a position to support an e-learning day, please contact us so that we can try to find a solution in advance of any poor weather.

Dress Code

We have high expectations of our learners in respect to dress code. We expect them to dress smartly and take pride in the way they present themselves. Our dress code centres around respect for oneself, other people and the world around us. It is for this reason that we will not accept learners who do not make an effort to dress smartly; having a top button undone, a tie unfastened and an untucked shirt, shows a lack of respect for the serious learning ethos in which we believe at Honeywood and will, therefore be consistently challenged.

Within this framework of respect, our expectations for our dress code are as follows:

***Blazer – With school motif - Grey.** Sold via Anglia Sports & Schoolwear – two designs.

***Skirt – With school motif – Black, knee length or below.** Sold via Anglia Sports & Schoolwear – two designs. Skirts should be worn at the waist and with appropriate regard to a formal appearance. Short skirts are not acceptable, please ensure the appropriate length is ordered. Skirts **must** be worn with black, opaque tights. Socks (ankle or knee high length are **not** permissible as an alternative).

Or

Trousers – Formal cut, smart, plain and black.

Trousers should be worn at the waist and with appropriate regard to a smart formal appearance. Trousers must not be denim/jean, stretchy, skinny, leggings or jeggings and must not be low-rise, cropped or tapered in style. Nor should they have studs or rivets. Trousers should be full-length and touch the top of the shoe. Excessively flared or narrow/tight-fitting trousers are not permitted.

Or

Shorts – Black tailored style – two designs. Please see the Anglia Sports & Schoolwear website to view appropriate styles. Shorts can be sourced independently as long as they are the correct style, or alternatively purchased via Anglia Sports & Schoolwear.

Shirt – White / pale blue with top button for wearing with a tie.

***Tie –** Sold via Anglia Sports & Schoolwear – two designs: Blue with Yellow stripe for Cohorts 7 and 8; Black with Yellow and Blue stripe for Cohorts 9-11.

Shoes – Smart and traditional black leather/faux leather upper, flat/low heeled shoes (less than 5cm) suitable for school. **Shoes with sports logo branding are unacceptable, this includes trainers/canvas/plimsolls/casual type footwear or unbranded copies of trainer style shoes. Boots are not acceptable.**

OPTIONAL Jumper, V-neck – Royal Blue for Cohorts 7 and 8 and Black for Cohorts 9, 10 and 11. The jumper is optional and is to be worn underneath the blazer not instead of the blazer. Jumpers should be woollen blend and not be of a sweatshirt type material. Please see Anglia Sports & Schoolwear to view appropriate styles. Jumpers can be sourced independently as long as they are the correct style, or alternatively purchased via Anglia Sports & Schoolwear.

*These items of uniform are embroidered with the school motif and can only be purchased online from Anglia Sports & Schoolwear (www.yourschoolwear.co.uk). Other items of school uniform, i.e. trousers/shirts, can be purchased from any uniform supplier.

Coat - If your child chooses to wear a coat, please note this must not be a tracksuit style top, hoodie or sweatshirt etc. The coat can be any colour.

Bag - Suitable for carrying a range of text and exercise books and an iPad.

Where learners choose to wear jewellery, this should be minimised. We accept that some learners will choose to have their ears pierced, however, the issue of body piercing, whether this be in the ear or elsewhere, raises a number of potential health concerns. **We will not, therefore, accept any learner attending with piercings other than those in their ears.** Where ears are pierced, once again for safety reasons, small stud earrings must be worn. Also for safety reasons false nails in any form are not allowed, learners are welcome to have their nails painted but they should be their own and not be any type of false/acrylic/press on/glue on nails.

If learners or parents/carers are unsure as to the suitability of clothing/footwear please contact the learner's Learning Group Leader in the first instance who will be happy to advise on the suitability of the clothing/footwear. We do not want parents/carers to be in a difficult position, having purchased clothing/footwear which does not meet the expectations of our dress code. Buy with confidence and do not trust 'school wear' signs in shops, they often try to boost sales by labelling trainer-style shoes as 'school wear'. **Check with us first if in doubt.**

On the rare occasion that a learner may not be able to adhere to the dress code due to unforeseen circumstances, **parents/carers should send them in with a signed/dated note and/or email their Learning Group Leader.** If learners are wearing alternative footwear because shoes are broken or do not fit they need to report to **their Cohort Leader when they arrive in to school**, who will arrange for them to be issued with a pair of loan shoes. The issuing of loan shoes is intended to help learners in these circumstances. Refusal to wear loan shoes will attract a consequence in the same way as refusal to follow instructions from staff. We would much prefer not to have this conversation, and it can be easily avoided by ensuring that your child is wearing suitable shoes for school. We would expect that this would be rectified as soon as possible and usually within one week, allowing families adequate time to resolve the particular issue. If there are financial reasons why this is not possible, please contact the school directly, as we may be able to offer support.

Learners who have been instructed to wear trainers for medical reasons will be expected to have a doctor's note. Parental notes can be accepted for a maximum of one week for a medical issue. The expectation is that learners will wear black or dark-coloured footwear so that the difference is less noticeable.

Over time clothes can become worn. Learners are no longer looking smart if they are wearing items of clothing that are ripped or damaged due to wear and tear and these items will need to be repaired or replaced. Again, if there are financial reasons why this is not possible, please contact the school directly, as we may be able to offer support.

<https://www.yourschoolwear.co.uk/honywood-school-148-c.asp>

We will be holding a school uniform day during the school holidays on **Thursday 24th July between 11am - 1.00pm.** Families will be able to attend the school on this day and order and try on uniform items from Anglia Sports & Schoolwear. Alternatively it can be purchased online.

There is a Facebook page set up (not by the school), in which families can buy and sell second hand uniform. If this is of interest to you, please search for Honeywood Second Hand Uniform.

PE Kit

All learners must obtain the following kit:

Indoors	Outdoors
<ul style="list-style-type: none">• *Navy blue t-shirt with royal blue side stripes and yellow piping• *Navy shorts• White socks• Training shoes with non-marking soles	<ul style="list-style-type: none">• *Navy blue Rugby shirt with royal blue side stripes and yellow piping• **Optional alternative – Navy blue ¼ zip sweatshirt with royal blue side stripes and yellow piping *• *Navy shorts• Navy leggings (to be worn under shorts) – optional in cold weather• Blue football socks• Studded boots

* These items of uniform are embroidered with the school motif and can only be purchased online from Anglia Sports & Schoolwear (www.yourschoolwear.co.uk).

In cold weather learners may wear base layers under their tops in a navy blue colour. In wet weather, a towel may be required for learners to shower. We would strongly recommend that all learners wishing to participate in rugby and/or football are equipped with shin pads and a gum shield. Should your child need to be excused from PE for medical reasons then please provide a letter explaining the problem. Learners will be expected to bring their kit so that they can still participate in the learning session as a coach or official where fitness allows.

** Please note that a rugby shirt or sweatshirt can be purchased. However, due to the zip, the sweatshirt will not be permitted in rugby.

Dance Kit / Drama

Cohort 7 and Cohort 8

- When dancing in Expressive Arts learners will be required to wear grip socks (like you would wear at Jumpstreet/Airhop) or be barefooted to avoid slipping.

GCSE Dance

- KS4 Dance learners are required to use ballet shoes or be bare footed
- Leggings
- PE top or plain white t-shirt

Dance kit such as a leotard and tights is optional.

Drama

Learners will also need Grip socks or bare feet for drama lessons.

What do they need to bring to school?

Your child will need a sturdy and comfortable rucksack or bag in which to carry their books, iPad and stationery. Please ensure the bag is strong enough to carry their things each day. To avoid carrying unnecessary weight, please remind your child that they only need to pack the books and equipment for the learning session they have that day – not all of their books.

Below is a list of suggested items learners should bring with them to school. Please encourage your child to tick them off the list once they have packed their bag!

- Bottle of water
- Pencil case
- Blue or black pen
- Pencil
- Rubber
- Ruler (30cm)
- Pencil sharpener
- Coloured pencils
- Protractor
- Calculator
- School iPad
- Hand sanitiser (optional)
- Packet of tissues (optional)

They will be expected to bring their books, iPad and equipment to every learning session.

- **Please help us by clearly labelling all their belongings!**
- **Please encourage your child to pack their school bag the night before school with the correct books and a fully charged iPad (this should be at, at least 80%) for the next day!**

Toilets and Water

Individual toilet cubicles are available throughout the school. Learners should use the toilets assigned to their cohort during break or lunchtime.

During learning sessions, learners will only be permitted to use the toilet if they have a medical reason or have been given permission from their teacher. If permission is granted, the teacher will issue them with a purple lanyard to indicate they are authorised to be out of a learning session. Teachers will use their discretion to support girls who are menstruating. Where learners have lost, misplaced, failed to collect or bring their Conduct Card into school they will not be able to leave sessions for any reason unless supervised by a member of staff.

Learners should bring their own water bottle to school. Water fountains located around the school or refilling bottles if required. This should be done at break or lunchtime. Learners will not be allowed out of lesson time to do this.

Mobile Phones

Learners must hand their phones in at the start of every day. They will be handed in during AM registration to their Learning Group Leader. They will be securely stored in a locked cabinet for the duration of the day. Learners will have their phones returned to them during Learning Session 5 so they will still finish school at the normal time of 3.20pm. If a learner has multiple mobile phones they must hand them all in.

Any learner not wishing to hand their phone in must not bring it to school at all. There are no options other than handing it in or leaving it at home,

Any learner found being dishonest about having their phone with them, or having multiple phones and only handing over one will face consequences. In the first instance this is likely to be 1 day in isolation. If this happens on more than one occasion the consequences are likely to be increasing periods of time in isolation and/or suspension.

Where a learner is suspected of having a phone/multiple phones on them they have not handed in they will have their belongings searched as per the school's policy on searching, screening and confiscation.

If a learner arrives late to school they must sign in at Learner Reception and hand their phone in there. They will also collect their phones from there at the end of the day.

Should a learner know that they need to go home early during the day, i.e for a medical appointment etc, they should hand their phone into Learner Reception in the morning instead of with their Learning Group Leader, so that they can collect their phone when they sign out before leaving for their appointment.

If parents need to contact their children in an emergency they can do this by ringing the main school phone number (01376 561231) and the message will be communicated to the learners as required.

Refusal to comply with a request to hand over a phone will result in a consequence being issued.

In the event of a phone being confiscated from a learner the parents/carers will have to come and collect it. If they are unable to collect it on the day it is confiscated it will be securely stored in school until they are able to collect it

If a learner needs to contact home during the school day, they should report to the Learner Reception who will be able to call home for them. If learners are found to have contacted home using their mobile phone they will be given a consequence for failing to hand their phone in at the start of the day and then using their phone during the school day.

From the moment learners arrive on site at school they must not have their phone/airpods or similar out. They must be away in their bags until they get to their learning group room and hand them in at 8.45am. Any learner seen on site using their phone/airpods before 8.45am will have them confiscated and parents/carers will need to collect in the same way as stated above.

Attendance

Honywood School is committed to striving for 100% attendance, which is achieved by many learners in our school. The school regards attendance and punctuality of all learners as a priority. Our learners should aim to attend school regularly and punctually, on every day that the school is open, in order to maximise their educational achievement and social development.



If a child is absent from school the parent must follow these procedures:

- If the learner is too unwell to attend school, a parent/carer must inform the school on a daily basis by 8:30am. This will allow the register to be marked with an authorised absence. The school can be notified by a telephone call to the attendance line 01376 561231, Option 1, or by sending an e-mail to attendance@honywoodschool.com. If a reason for absence is not received, a text or a call home will take place during the school day. Failure to notify the school may result in a fine being issued. Please see Page 17 or information regarding penalties for absence,
- Contact the school on every further day of absence, again before 8.30am. **Parents/carers are required to contact the school on every morning their child is going to be absent.**
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence.

If a learner is late to school:

Learners are expected to be in school on time every day. Punctuality is essential for a smooth start to the school day and for ensuring their safety.

If a learner is late arriving at school they will need to buzz the intercom at the entrance gate and ask for Learner Reception to allow them to be let into school. They will then need to go to Learner Reception to sign in and hand in their mobile phone (if they have one).

Depending on the reason for lateness, it is usual that learners will receive a strike on their Conduct Card.

Occasionally, outside influences may mean that a learner is late for school for example, the bus service running late. In this instance they must report immediately to Learner Reception to sign in. This is essential for health and safety reasons, for example if there were a fire, we must know that they are on the school premises. Learners will not receive a conduct strike in these circumstances.

For further information and full Attendance Policy please refer to the Honywood School website -

<https://www.honywoodschool.com/attachments/download.asp?file=600&type=pdf>

Leaving School for Appointments

Learners may need to leave the school during the day for a medical or dental appointment for example. If a learner has an appointment, medical/dental or otherwise, the school must be notified in advance by the parent/carer either in writing to the attendance email, by handing in a note from the parent, or by telephoning the attendance line. It is the responsibility of the learner to notify the teacher of any learning session that they will miss in order to catch up with any work.

Should a learner know they will be leaving school during the day for an appointment, they should hand their phone into Learner Reception in the morning rather than with their Learning Group Leader during registration. This way, they can easily collect it when they sign out before leaving for their appointment.

Learners must sign out at Learner Reception before leaving the school site and sign back in on their return. This ensures we always know who is on the premises, especially in the event of an emergency.

Leave of Absence

We discourage learners from being absent/taking holidays during term time. A leave of absence form must be completed if the parent/carer would like to apply for the learner to take time off. The form can be downloaded from the school website

<https://www.honywoodschool.com/site/data/files/users/3/files/Leave%20of%20absence%20term%20time/3463C2402942A817319AB72226A3FF38.pdf>

A copy can also be collected from Learner Reception. The parent/carer must complete this form and return to Learner Reception, preferably at least five days in advance.

Parents/carers are not allowed to take learners out of school during term time unless it is for exceptional circumstances. All holiday leave will be recorded as unauthorised unless there are very exceptional circumstances

If requesting a leave of absence during term time, the request will be considered by the Headteacher and you will be notified of the outcome in writing.

Penalties for Absences

The National Framework for Penalty Notices was adopted by Essex County Council and came into force at the start of the autumn term (2024-25). See next page.

The framework is far stricter than existing policies, and penalties have been increased by 33%. It should be noted that, in addition to unauthorised holidays, the framework includes any other unauthorised absence. One way to ensure avoidance of an unauthorised absence is to inform the school when your child is unwell or there is another legitimate reason for them not coming in. Many of our recorded unauthorised absences are as a result of parents / carers not informing school each day, and then failing to respond to an InTouch message sent from the Attendance Office.

Helping parents to understand the changes to fines for term time holidays

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for Penalty Notice Fines issued for unauthorised holidays recorded by schools **after 19th August 2024**.

Who may be fined?

Penalty Notice Fines are issued to each parent who allows their child to be absent from school.

For example: 3 siblings absent for term time leave, would result in each parent who allowed the holiday receiving 3 separate fines.

First Offence

The first time a Penalty Notice is issued for an unauthorised term time holiday the fine amount will be:

£80 per parent, per child if paid within 21 days.

Increasing to £160 if paid between days 22-28.

National Threshold

There will be a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to 5 school days) of unauthorised absence **within a rolling 10 school week period**.

These sessions **do not** have to be consecutive and can be made up of a combination of any type of unauthorised absence.

For example: a 5 day holiday would meet the national threshold.

The 10-school week period can span different terms or school years.

Second Offence (within 3 years)

The Second time a Penalty Notice is issued for unauthorised absence the amount will be:

£160 per parent (who allowed the holiday), per child, payable within 28 days.

Third Offence and Any Further Offences (within 3 years)

The third time an offence is committed a Penalty Notice will not be issued and local authorities will need to consider other available measures to address the absence concerns. This may mean that cases are presented before a Magistrate's Court.

Prosecution can result in criminal records and fines of up to £2,500.

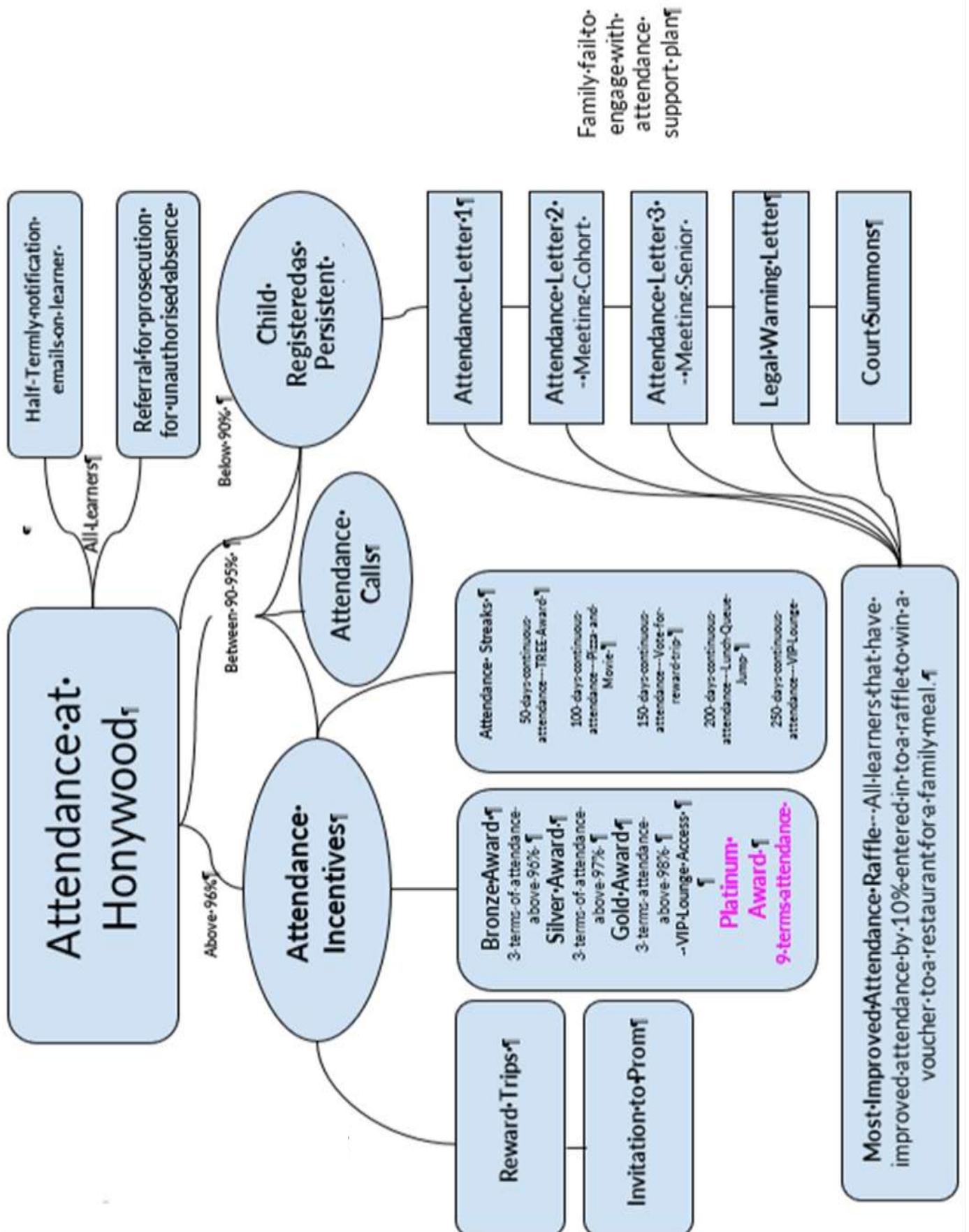
Cases found guilty in the Magistrates' Court can show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.

The name and contact details of the school staff member students and parents/carers should contact if they need to discuss more detailed issues regarding attendance:

Cohort	Cohort Leader	Email
7	Ms T Ward	tward@honywoodschool.com
8	Ms A Martin	amartin@honywoodschool.com
9	Mrs L Borella	lborella@honywoodschool.com
10	Mrs E Reece	ereece@honywoodschool.com
11	Mr D Briggs	dbriggs@honywoodschool.com
All	Mrs H Knights (Attendance)	attendance@honywoodschool.com

How Honywood School will be recognising your child's attendance:

98-100%	<ul style="list-style-type: none"> ● This demonstrates excellent attendance to school, and will be recognised through termly silver (above 98%) and gold (100%) certificates. ● 100% attendance across a whole school year will be recognised with platinum awards, reward trips and in school privileges
95-98%	<ul style="list-style-type: none"> ● This demonstrates good attendance to school ● Attendance above 96% will be recognised through termly certificates and reward trips.
92-95%	<ul style="list-style-type: none"> ● Learners with attendance below 95% are at risk of being classed as 'Persistently Absent' (PA). ● Families will receive a letter following the half term that attendance falls below 95% to make them aware of the risk of PA. ● We understand this can be due to genuine absence due to a number of reasons, and good attendance following this should take the attendance back into an acceptable margin. ● Families will receive phone calls from staff following periods of absence
90-92%	<ul style="list-style-type: none"> ● Learners with attendance below 92% are now at significant risk of PA. ● Families will receive a letter inviting them for a meeting to discuss attendance. ● Families will receive phone calls from staff following periods of absence
Under 90%	<ul style="list-style-type: none"> ● Attendance under 90% is classed as PA. ● At this point the school is obliged to refer the absence to the Attendance Compliance Unit at Essex County Council. <p><i>Individual cases where there is a genuine health reason for the absence, and where evidence has been provided at an earlier stage, may be considered mitigation.</i></p>



Learner Reception

This is a specific reception just for learners. Learner Reception is where the registers are kept, and where forms/letters can be collected and returned. It is also where learners come if they are feeling unwell, need to contact home or they just need some advice.

If your child requires medication to be kept in school, please bring it in on the first day. It should be in a clear plastic bag with your child's name and dosage instructions and hand it in to Reception, where you will be asked to complete a form.

Learner Reception also stores our loan uniform and shoes. If a learner is not adhering to the dress code, they will be asked to exchange their incorrect attire for a loan item until the end of the school day. Should we be unable to provide a loan item of clothing or footwear, or if there is a valid reason for not having the correct uniform, a uniform pass will be issued.

What do I do if I feel unwell?

At some point at school, learners may feel unwell. During a learning session, they must inform their teacher that they feel unwell and request to visit the medical room. They must bring a note from their teacher to give authorisation and a brief explanation.

They will then make their way to the Learner Reception where a member of staff will admit them to the medical room. If necessary a phone call home will be made.

Any medication (including over the counter medication such as ibuprofen, paracetamol and antihistamines), **must** be kept in the Medical Room and a Parental Consent to Administer Form will need to be completed. This is available from the Learner Reception. For those learners who may require long term medication, please contact Learner Reception to discuss specific arrangements.

It is very important that the school contacts home if a learner is feeling unwell. Learners should not contact you or home directly. This ensures that we can properly assess their condition and that they are looked after safely and effectively.

Communication

At Honywood School we use SIMS InTouch as our primary communication system which enables us to send letters and messages directly to parents via email or text.

Messages sent via SIMS InTouch will appear from the address **8814400@sims-communication.co.uk**. Please regularly check your spam/junk folder in case messages go there. If this is the case, please add this email address to your email address book (or approved sender list) in order to prevent future messages being blocked by your spam/junk filters. Any text messages will be sent from **+447860030409** - please note this number is for outgoing calls only and does not replace the school telephone number. If you wish to ring the school you will still need to ring 01376 561231, and select the appropriate option.

We send school communications to all contacts with parental responsibility who have an email address recorded on our system (SIMS).

To enable us to ensure these records are up to date, the school uses SIMS Parent App, an online portal accessible via smartphone, tablet or PC. Through this app you will be able to view your child/children's timetable and update the contact details and other information which we hold about you and your child/children.

When your child joins Honywood School we will send you an activation email; click on the link contained in the email from your smartphone/tablet/PC to activate your account. You can then login using your normal Facebook, Twitter, Google or Microsoft username and password. From your smartphone or tablet download the app from the Google Play or Apple App store – search for SIMS Parent or from a PC or Windows phone login online at www.sims-parent.co.uk. You will need to keep a note of which application you used to log in as you will only be able to access it via the same way in the future.

Please note that the activation email is unique to you and should not be used by anyone else. Your activation email will expire after 14 days if it is not used; please contact the school if you require a replacement.

If you would prefer not to use the SIMS Parent App we can arrange for a copy of your child/children's Data Collection Sheet to be emailed to you. Please contact the school office to request this – schooloffice@honywoodschool.com

Communication with Honywood Parents/Carers: Protocol

Parents/Carers can expect to receive the following written/electronic communications:

- A regularly updated school and Trust website
- A weekly newsletter
- A monthly gazette
- Additional information letters as required to groups or individuals
- The school calendar
- A Google Classroom summary
- A handbook for parents/carer
- Progress checks
- Learning Review and Learning Summary
- Emails about school-based activities, but not spam
- Facebook and Instagram updates

In the case of emergency communication, parents/carers can expect the following:

- An urgent phone call if the incident involves their child in particular
- In case of an emergency school closure during the day, an email home and a note on the school website and Facebook page
- In case of an emergency school closure before the start of the school day, messages will go out to parents via email, on the school website (www.honywoodschool.com) and Facebook page
- An unexpected change of arrangements in clubs, fixtures or trips will be communicated to parents via email and the school's Facebook page

Honywood can reasonably expect parents/carers to:

- Read and respond to letters sent home
- Phone or email the school to arrange an appointment to meet a member of staff
- Contact their child's Learning Group Leader or class teacher in the first instance and avoid the temptation to escalate a matter to more senior colleagues until other channels have been explored (see below for further guidance)
- Keep us informed of changes in contact information and personal circumstances which affect their child - this is particularly important
- Send emails directly to staff members, but be sensitive to the fact that the first priority of every teacher is to teach their classes and that frequent emailing can be disruptive and counterproductive
- Respect the work/life balance of staff and restrict emails that require a response to a reasonable working day (8.30am – 5.00pm), and avoid contacting staff during evenings, weekends and holidays. Parents/Carers can always use the 'delay delivery' or 'schedule' function for emails
- Raise concerns with an appropriate member of staff, in a polite manner that is likely to achieve a better outcome for your child, rather than making comments about the school on social media

We can reasonably expect staff to:

- Reply to emails, phone messages within two working days. There is no expectation that a member of staff should reply to any message received during a weekend or holiday until the next working week begins
- Reply using a holding message if more than two days is required to investigate the matter raised
- Use an appropriately formal tone in emails and letters to parents
- Not reply to any email or letter that is rude or aggressive in tone or content, or sent out of reasonable working hours, but pass the email/letter to their Line Manager to reply on their behalf. Line Managers may need to seek advice from the Senior Leadership Team on how to proceed.

We expect **everyone** to:

- Be calm, friendly and polite in all communications (including in writing, in face to face meetings, during parents' evenings and phone conversations)
- Have respect for each other
- Set out to build and maintain a positive home/school relationship in the interests of the child

General guidance for who to contact:

	Who to contact:	Examples might include:
1	Learning Group Leader	Lost items, friendship issues within the learning group, changes in personal circumstances
2	Class/Subject Teacher	Questions or issues that relate to events that happen in the classroom or matters relating to a specific lesson or task, e.g. homework, behaviour consequences etc
3	Subject Leader	Matters relating to curriculum provision or longer term concerns about content of lessons, or behaviour in a particular subject
4	Cohort Leader	More serious concerns: e.g. the general progress of a child across a number of subjects, behaviour matters that are not specific to one subject area, to make the school aware of problems/situations arising out of school which may affect your child's learning etc.
5	Senior Leadership Team	If your query or concern has not been addressed by the staff member and you have contacted (see 1-4 above)

James Saunders
Headteacher

Protocol adopted; July 2023

Home to School Transport / School Buses

For families requiring transport to and from Honywood, Essex County Council will provide free home to school transport for secondary-aged children (Years 7-11) to the designated or nearest school to their home address, if they meet the qualifying distance criteria of three miles from home to school. The qualifying distance will be measured by the nearest available walking route. That is a route between the home address and the designated school that can be walked, accompanied as necessary by an adult, in reasonable safety. In some cases, the Local Authority may provide a concessionary or subsidised seat on an existing contract route if spare seats are available. The route and its availability will be determined by Essex County Council.

Children from low income families can get free home to school transport if:

- they attend one of their three nearest qualifying schools
- the school is between two and six miles from their home address

For the full transport policy and more information about what criteria apply please refer the Essex County Council website (link below)

<https://www.essex.gov.uk/school-transport/overview-school-transport-policy>

For further information on free transport provided by the Local Authority, please contact educationawards@essex.gov.uk or by calling 0345 603 2200

Hedingham and Chambers are our main free school transport providers – 01255 474849

Alternative School Transport

If your child does not qualify for free transport under the Local Authority policy there are other transport options available, including private bus services and our school minibuses.

Families living in the Halstead, Earls Colne, Colne Engaine, White Colne and Braintree areas, may like to know that a private bus service is in operation. Details of this can be obtained from Flagfinders Bus Service – 01376 320501 or by email contact@central-connect.co.uk

A public bus operated by First Group is also available for families from the Braintree and Colchester areas. Student discounts may apply to tickets. All enquiries should be directed to First Group – 01245 293402 (Student Passes).

Hedingham Buses also provide a fee-paying service for Wakes Colne, Chappel, Gt Tey, Feering, Kelvedon, Marks Tey and Witham. Please contact them directly for more details – 01255 474849.

Honywood School also provides school minibuses for learners from Stisted, Silver End and West Bergholt. For further information on our school minibus service, if you would like to add your details to the waiting list, or any other queries not covered above, please contact transport@honywoodschool.com

Expectations

Trust – behave in an appropriate manner within the school environment

Respect – themselves, others and the environment

Equity – one set of expectations for all but the support to meet these where needed

Excellence – be proud to be the best they can be

Expectations of Behaviour for Learners (extract from the school's Behaviour Management Policy).

The full policy can be found on the school website

www.honywoodschool.com/attachments/download.asp?file=480&type=pdf

Learners in all cohort groups have worked together to draw up this Code of Expectations of Behaviour:

Relationships

- Treat staff and learners in the same way as you wish to be treated
- Listen to each other and appreciate other people's opinions and points of view
- Be friendly and polite and set a good example
- Communicate respectfully and clearly and use language that is suitable for a community that has, adolescent and adult learners in it
- Ensure your attitudes and actions result in everyone feeling secure and safe from being bullied or harassed in any way

Self Respect

- Have high expectations of yourself and always do your best
- Be proud of your achievements and receive rewards with confidence
- Take pride in your appearance; follow the dress code in the correct manner
- Be punctual to school and to learning sessions

Learning to work and working to learn

- Be organised, know your timetable, meet deadlines for Independent Study and coursework
- Always bring the correct books and equipment to learning sessions
- In sessions, settle down to work quickly and listen whenever others are speaking
- Take pride in your work, contribute positively to learning activities and don't be afraid to ask for help
- Be aware of the effect your behaviour is having on the learning of others and help them to learn in as many positive ways as you can

Our School

- Take pride in the school environment, understanding that this is something for which we are all responsible
- Keep the school free of litter, graffiti and chewing gum
- Show respect for the learning environment and learning tools provided

- Act sensibly when moving around the school, show consideration for the safety of others at all times
- Respect the school's no smoking policy and the health of the school community

During learning sessions I am in breach of our school's respect code if I am; (these actions may result in warnings and/or consequences)

- Talking whilst the teacher is talking
- Ignoring a request to be quiet and listen
- Talking whilst other learners are speaking to the class
- Shouting out and not putting my hand up
- Being distracted or distracting others
- Wearing headphones if I have not been directed to do this by the teacher
- Using my iPad when I have not been directed to use it
- Failure to bring in the correct equipment for learning

Non negotiables which are unacceptable for me to exhibit during a learning session are; (These always come with a guaranteed consequence)

Breach of Respect Code	Consequence
Not arriving on time for school or the start of a learning session	As a minimum I will have to make up the time that I missed by arriving late
Not producing enough work or producing work which is not of a high enough standard in the time I have been allocated to complete it in	As a minimum I will have to complete more work or improve my work either in a break/lunchtime consequence or at home as part of my IS to hand in to my teacher
Having my mobile phone at any point during the school day	I will be asked to hand my phone to the member of staff who has seen it and requests it. Parents/Carers will then need to collect the phone. 1 day in isolation as a consequence will be set
Misuse of my iPad - see iPad agreement form for full details	As a minimum my teacher will discuss this with me, it may be passed on to my Cohort Leader for further consequences. E.g. restrictions put in place or removal of iPad
Being absent from a learning session for longer than the agreed time given by my class teacher	As a minimum I will have to make up the time at break or lunch if less than 30 minutes
Missing a whole learning session (truanting) or more than 30 minutes without permission	I will receive a minimum of an after school consequence to make up the time missed

Walking out of a learning session	I will receive a minimum of an after school consequence
Speaking rudely to an adult or showing a lack of respect	As a minimum I will receive a minimum of a lunchtime consequence which could be escalated depending on the severity
Not complying with a reasonable request from an adult	I will receive a minimum of a lunchtime consequence which could be escalated depending on the severity

If I am asked to leave the room by my teacher or an adult supervising the class, I need to do so without argument and go to where I have been told to go. I will have an opportunity to reflect on my actions and discuss with my teacher/supervising adult at an agreed point as soon as possible.

If I refuse to leave the room or go to where I have been requested to go to a member of the Leadership Team will come to collect me. This will then result in a minimum of an hour after school consequence and could be escalated to longer and/or a period of time in isolation and my parents will be contacted.

More severe breaches of our school Respect Code include; (but not limited to) these things will lead to more significant consequences which include time in the Internal Exclusion Room, Fixed Term Exclusions and Permanent exclusion

- Use of language which is abusive or offensive towards someone because of a protected characteristic (Equality Act 2010)
- Expressions of an extreme political or ideological nature
- Swearing at or verbally abusive towards a member of staff
- Walking away from a member of staff
- Assault, physical or verbal towards another learner or members of staff
- Theft
- Use of/possession of alcohol/solvents or smoking/vaping paraphernalia
- Use of/possession of illegal substances or offensive weapons
- Persistent breaches of discipline

Smoking/vaping or association with smokers/vapers will result in isolation. On the first occasion this will be 1 day in isolation, for each repeated offence the number of days will increase by 1. If there are more than 5 occasions the consequence may also include a suspension as well as isolation.

Conduct Cards

All learners will be issued with a Conduct Card at the start of each week during Monday morning registration. Where a learner is late, or not in on the day the cards are distributed, it is the learner's responsibility to collect their card in their own time.

The cards serve three purposes:

1. They ensure learners are meeting our expectations in terms of behaviour, dress code and conduct.
2. They record Achievement Points where excellent behaviour is demonstrated.
3. They serve as a toilet card to enable learners to use the toilets during learning session time.

If a learner loses or damages their card they will receive an automatic after school consequence. They will also be discouraged from using the toilets during learning session time (unless they have a medical exemption). If a learner receives four strikes or more in a week this will result in an after school consequence. Receiving more than eight strikes will result in multiple and/or extended after school consequences. Learners who receive 12 or more strikes in a week will be set 1 day in isolation. Learners who are repeatedly issued 4 or more strikes across multiple weeks will also be set escalated consequences

Reasons that a learner may receive a strike include, but are not limited to:

- incorrect uniform - skirts, shirts, top buttons etc
- PE/dance kit incorrect or not brought in
- lateness
- chewing gum
- insufficient charge on iPad or no iPad
- not bringing books/stationery for learning
- undirected/in conversation swearing between learners (outside of classroom) – however, should it be felt that the use of language is beyond a strike a greater consequence may be issued
- not completing IS (if this is a continued ongoing/repeated issue then the teacher may issue a consequence more severe than a strike)
- being inside the building at break/lunchtimes (apart from the allocated areas for each cohort)
- eating inside the building (apart from the allocated areas for each cohort)

Where a learner achieves 12 achievement points in a week they will receive a small prize in recognition of their excellent performance/conduct for that week. When the Conduct Cards are collected at the end of each week any learner that has received zero strikes will be entered into a prize draw for the end of that half term.

If a learner wishes to go to the toilet during lesson time they must have their Conduct Card/toilet card with them. If a learner has not got it (forgotten/lost/not collected from their Learning Group Leader they may be unable to leave the classroom**. It is their responsibility to ensure they always have their card with them. During the first 20 minutes and final 20 minutes of each learning session learners should not be allowed out of the

learning session unless collected by a member of staff. When out of a learning session, learners must have the teacher's purple corridor card/pass with them. If a learner is found to be using their toilet card excessively a meeting will be arranged with families to see if there is an unrecognised medical need. If there is no such need, measures may be put in place to reduce the number of occasions they are outside of their learning sessions. For learners that have medical cards (for a diagnosed issue where medical evidence has been provided) a bespoke set of arrangements will be implemented. When using the toilets, learners must all ensure they use the toilets that are allocated to their cohort.

**It is recognised that all children and in particular girls may need to access the toilet at less than convenient times. No children will be prevented from using the toilet in such circumstances.

Independent Study

Learners are expected to study at home regularly. For Cohort 7, the expectation 10 - 15 minutes and this will be set on the frequency as below: -

Minimum expectation for IS in C7 (10-15 mins approx per IS)

English 2 a week

Maths 2 a week

Science 1 a week

Modern Foreign Languages 1 a week

History 1 a fortnight

Geography 1 a fortnight

Religious Studies 1 a fortnight

Music 1 a fortnight

Drama 1 a fortnight

Art 1 a fortnight

Design Technology 1 a fortnight

Computer Science 1 a fortnight

PE as required, no set expectation

Independent Study has several important aspects which need to be addressed when completing study at home. Learners will be expected to either consolidate, apply and extend work covered in learning sessions or prepare for new learning activities.

In some subjects some independent study may be set to be completed over several lessons.

All Independent Study will be communicated to learners via Google Classroom and feedback will be provided there when appropriate. Not all Independent Study will require the use of Google Classroom however there is an expectation that this is consistently used to communicate it.

Independent Study will be labelled as 'Independent Study' in the post heading with a due date and time set. Parents/Carers can receive notifications of all Independent Study set.

Try to do your Independent Study in a place which is free from distraction, preferably at the same time each day. Plan ahead and organise your Independent Study and other family activities so that you manage your time effectively. Concentrate very carefully for a planned time then enjoy a well-earned break. If you have any worries with managing your Independent Study, ensure you talk to your Learning Group Leader or Cohort Leader who will be happy to help and support you with this.

Getting into good study habits in Cohort 7 will really help you as you progress through the school; it is a vital part of your learning which will really help you to become independent and successful with your learning.

Reporting to Families

The Department for Education requires schools to report on a learner's progress at least once in an academic year before the end of the summer term (where possible). This should include the following information as a minimum:

- General progress
- Brief particulars of achievements, highlighting strengths and developmental needs
- How to arrange a discussion about the report with a teacher at the school
- Attendance record

At Honywood we will report on the progress of learners twice in an academic year. This will be achieved through a mid-year progress review and an end of year learning summary.

Parents' Evening

All learners will each have a traditional style parents evening once during the academic year. This will be an opportunity to meet with the teacher of each subject to discuss course aims, progress and areas to focus upon. Cohort 9 Parents' Evening will take place in the Autumn term, Cohorts 7, 8 and 11 in Spring Term and Cohort 10 in the Summer Term.

Progress Reviews

Progress Reviews act as a mid-point reflection for what a learner has achieved and to focus on the next steps in their learning. Feedback codes will be administered by teachers relevant to each subject studied.

In addition, learners will be given a score to assess the following qualitative aspects of their learning; punctuality and equipment, independent study and engagement. Qualitative measures have been assessed using a 1 – 4 System (with 4 being excellent) as follows:

4. Your child has an excellent work ethic and demonstrates that they come to every learning session on time, prepared to learn and fully engages in learning both in school and at home. They take ownership of their own progress and actively act on feedback to ensure they are successful. Please see feedback comments for further detail.

3. Your child usually works hard and is usually on time and prepared to learn. They do engage in learning well but are not going above and beyond their peers in their engagement in their learning in school and at home. They do act on feedback but this could be improved. Please see feedback comments for further detail.

2. There are some concerns about your child's work ethic, punctuality, and engagement in their learning at school or at home. Please see feedback comments for further detail

1. There are serious concerns about your child's work ethic, punctuality, and engagement in their learning at school or at home. Please see feedback comments for further detail.

Teachers will also give learners feedback comments on how they are working and areas to focus on regularly within learning sessions.

Key Stage 3 Reporting (Cohort 7-8)

At KS3, we report on a learners' progress they are making in relation to their KS2 SATS score (where SAT's were undertaken). Learners' Key Stage 2 data and for some subjects, a baseline test is used to organise students into 'target attainment bands'. This information will be generated internally and is to be used by teachers to make a judgement about the progress each learner is making. We do not share this band with learners in class or in assessments. The information will identify a learner's starting point, but will not anchor them in any one group, or limit the progress they are able to make. From this, departments will be able to measure a learner's progress throughout the year from where they started.

In Cohorts 7 and Year 8 we will report on the progress your child is making in relation to their target attainment band. As a school, we need to reach a judgement about how well your child is performing in each of his/her subject areas so that we can keep you informed of their progress. The rates of progress individuals make will be determined mostly by their motivation and determination. Teachers use assessment in a variety of forms to measure how well an individual child is doing. We will report using the following language:

- Above Expected Progress
- Expected Progress
- Below Expected Progress

In addition and using the same format as for the Progress Reviews, learners will be given a score to assess the following qualitative aspects of their learning; punctuality and equipment, independent study and engagement. Qualitative measures have been assessed using a 1 – 4 System (with 4 being excellent).

Learning Group Leader Written Summative Report

In order to provide particular comments about learners' strengths and achievements from throughout the academic year, Learning Group Leaders will provide a written summary in the summer term for every child.

Key Stage 4 (Cohorts 9-11)

At the start of their GCSE studies KS4 learners will be informed of their minimum expected grade for the end of Cohort 11. Their minimum expected grade will be formed internally, based on their KS2 and KS3 assessment data and by considering the progress that every learner has made at KS3 in relation to their target attainment bands.

At KS4 in addition to the above, we will report a 'working at grade' (to indicate at what level a learner is working at within what has been studied so far.) In KS4 attainment will be reported against GCSE grades or equivalents. This will be on a 9-1 grading system. Working at grades will include the following sub grade indicators:

- Meeting the minimum of that grade (e.g. 7-)
- Secure in that grade (7)
- Working towards the next grade (7+)

In addition, learners will be given a score to assess the following qualitative aspects of their learning; punctuality and equipment, independent study and engagement. Qualitative Measures have been assessed using a 1 – 4 System (with 4 being excellent) as follows:

4. Your child has an excellent work ethic and demonstrates that they come to every learning session on time, prepared to learn and fully engages in learning both in school and at home. They take ownership of their own progress and actively act on feedback to ensure they are successful. Please see feedback comments for further detail.

3. Your child usually works hard and is usually on time and prepared to learn. They do engage in learning well but are not going above and beyond their peers in their engagement in their learning in school and at home. They do act on feedback but this could be improved. Please see feedback comments for further detail.

2. There are some concerns about your child's work ethic, punctuality, and engagement in their learning at school or at home. Please see feedback comments for further detail.

1. There are serious concerns about your child's work ethic, punctuality, and engagement in their learning at school or at home. Please see feedback comments for further detail.

Learning Group Leader Written Summative Report

In order to provide particular comments about learners' strengths and achievements from throughout the academic year, Learning Group leaders will provide a written summary in the summer term for every child.

House System

At Honywood we have in place a House system that fosters community collaboration and healthy competition among learners.

When your child starts in September, their Learning Group and Learning Group Leader will be assigned to one of our four Houses: **Attenborough, Hawking, Nightingale or Parks**. Your child will receive a badge to wear to identify their House.

Being part of a House system will help your child feel part of a larger community, working towards a common purpose. Learners can earn House points for a variety of different reasons, such as: excellent classwork, sporting achievements, excellent attendance, supporting fellow learners and achievements outside of school. Each House will also work on charity fundraising, having selected a charity they wish to support as a House.

We regularly publish the House points around the school to encourage a collective sense of friendly competition and pride.

Honywood Headlines

Every Friday we publish the Honywood Headlines. This will be your source for important information and updates for learners and families. You will receive this via the email address you provided on your child's admission form. The Honywood Headlines are also published on the Honywood Website and our Facebook page.

We are always keen to hear about all the wonderful activities our learners and staff are involved in. For this reason, we would like you to keep us informed about any competitions your child is taking part in, any sporting successes and those personal achievements which happen outside school which we don't often get to hear about.

Honywood Social Media

We are always looking for further ways to communicate with our families to keep them informed about activities and learning in school. To this end, we use Facebook, Instagram, and YouTube to share with our community the learning that takes place in school. If you would like to follow us on these platforms, please search @HonywoodSchool.

We also like to celebrate our learner's achievements in our Honywood Headlines and social media platforms. If you would like to share your child's achievements outside of school, please email Mrs Frogley - cfrogley@honywoodschool.com

Honywood Website

The Honywood School Website contains everything you need to know about Honywood. All letters home can be found on the website and the school clothing can be ordered through the link to Anglia Sports.

The website is also a way of keeping in touch with your child's learning. Videos, pictures and blogs that showcase the exciting learning experiences happening in school are regularly updated. Please take the time to familiarise yourself with the website. If you have any questions, please do not hesitate to contact the School Office.

Free School Meals (FSM) and Pupil Premium Grant (PPG)

It remains a fundamental priority at Honywood School that all learners can access opportunities and fulfil their potential. It is therefore vital that we, together with families, seek to utilise any funding offered by the government to help support this. Both schools and families currently face difficult financial times ahead and so we would encourage you to check whether your child is eligible for Free School Meals. Should they qualify for Free School Meals, your child will also then be able to benefit from the Holiday Activities and Food Programme which offers holiday provision for school aged children. The school will then also receive the Pupil Premium Grant which provides us with additional funds to help support us meet the needs of disadvantaged learners.

Free School Meals

We would urge any parent whose child is eligible for Free School Meals to apply for this, even if you choose not to utilise the service, as this then releases funding for the school that can be used to support your child. Please be assured that the free school meals system is managed at Honywood with complete discretion; we have a cashless till system and therefore students are unaware of who is receiving Free School Meals.

Your child may be eligible for Free School Meals if you are receiving any of the following:-

- Income Support
- Income-based Jobseeker's Allowance
- Child Tax Credit (not Working Tax Credit), with an annual income below £16,190
- Pension Guarantee Credit
- Employment and Support Allowance, income related
- Support under part 6 of the Immigration and Asylum Act, 1999
- Working Tax Credit run-on, paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit, with a household income of £7,400 or less (after tax and not including any benefits you get).

Families with no recourse to public funds are also eligible for Free School Meals and the school can provide further support should you fall into this category.

Applications are processed by Essex County Council using the weblink below. If you have previously applied and your child has been awarded free school meals, you do not need to reapply unless there has been a change in your circumstances, such as a change of address or school.

<https://www.essex.gov.uk/free-school-meals>

Pupil Premium Grant

Pupil Premium is a government funded resource paid to schools to support them with meeting the needs of disadvantaged pupils. The Pupil Premium aims to ensure that these pupils benefit from the same opportunities as other students.

The Pupil Premium provides additional funding for schools and is targeted at students who:-

- Are currently entitled to Free School Meals or have been entitled to Free School Meals at any time in the previous six years
- Are looked after by the Local Authority
- Have been adopted from care or have left care
- Are the children of service personnel

Further information about our Pupil Premium strategy can be found on our website, as linked below.

<https://www.honywoodschool.com/pupil-premium>

Supporting you in this process - ICT support available

Should you require any support in navigating your way through the various electronic platforms and forms to access these provisions, the school will be running support sessions for parents/carers. Should you like to find some time to come into school in order to access this support, you can book by phone (01376 561231) or by emailing Lynn Zanatta at ljanatta@honywoodschool.com

Useful Contacts

Leadership Team

Mr Saunders	Headteacher	jsaunders@honywoodschoo.com
Mr Munro	Deputy Headteacher	munro@honywoodschoo.com
Mr Caygill	Deputy Headteacher	scaygill@honywoodschoo.com
Mrs Hickford	Deputy Headteacher	jhickford@honywoodschoo.com
Mrs Bansropun	Assistant Headteacher	abansropun@honywoodschoo.com
Mr Smith	Assistant Headteacher & Designated Safeguarding Lead	dsmith@honywoodschoo.com
Mr Williams	Assistant Headteacher	jwilliams@honywoodschoo.com
Mr Gribben	Associate Assistant Headteacher	tgribben@honywoodschoo.com
Mr Scott	Associate Assistant Headteacher	dscott@honywoodschoo.com

Safeguarding, Welfare and Support Team

Mr Smith	DSL & Lead for LAC	dsmith@honywoodschoo.com
Mrs Nichols	DSL & Senior Mental Health Lead	knichols@honywoodschoo.com
Mrs Knights	Attendance Officer	attendance@honywoodschoo.com
Mrs Loydall	Medical Officer	medical@honywoodschoo.com

SEND Team

Mrs Vaughan	SENCO	cvaughan@honywoodschoo.com
Mr Wood	Deputy SENCO (Autism Hub)	mwood@honywoodschoo.com

Cohort Leaders

Cohort 7	Ms Ward	tward@honywoodschoo.com
Cohort 8	Ms Martin	amartin@honywoodschoo.com
Cohort 9	Mrs Borella	lborella@honywoodschoo.com
Cohort 10	Mrs Reece	ereece@honywoodschoo.com
Cohort 11	Mr Briggs	dbriggs@honywoodschoo.com

Cohort 7

7ABR	Mrs A Brooke	abrooke@honywoodschoo.com
7AWE	Miss A Webb	awebb@honywoodschoo.com
7BRS	Mr B Russell	brassell@honywoodschoo.com
7FGR	Ms F Green	fgreen@honywoodschoo.com
7GFE	Miss G Felstead	gfelstead@honywoodschoo.com
7KPA/LMO	Mrs K Paternoster	kpaternoster@honywoodschoo.com
	Mrs L Morrow	lmorrow@honywoodschoo.com
7NWH	Miss N Wheatcroft	nwheatcroft@honywoodschoo.com
7SPL	Mrs S Palmer	spalmer@honywoodschoo.com

Subject Leaders

Art	Miss Ginn	hginn@honywoodschoo.com
Business Studies	Mrs Palmer	spalmer@honywoodschoo.com
Computer Science	Mrs Palmer	spalmer@honywoodschoo.com
English	Mrs Sparrow	vsparrow@honywoodschoo.com
Expressive Arts	Mr Philpott	rphilpott@honywoodschoo.com
Head of	Mrs Putter	lputter@honywoodschoo.com
Health and Social Care		
History	Ms Sorapure	rsorapure@honywoodschoo.com
Geography	Mrs Morrow (KS4)	lmorrow@honywoodschoo.com
	Mrs Harris (KS3)	aharris@honywoodschoo.com
Maths	Mr Powell	npowell@honywoodschoo.com
Media Studies	Miss Golding	hgolding@honywoodschoo.com
MFL	Mr Bilby	pbilby@honywoodschoo.com
PE	Mrs Jones	fjones@honywoodschoo.com
Religious Studies	Mr Tolhurst	atolhurst@honywoodschoo.com
Science	Miss Gamble	cgamble@honywoodschoo.com
Technology	Miss Howard	choward@honywoodschoo.com
Travel and Tourism	Mrs Harris	aharris@honywoodschoo.com

Who to contact?

If you need to speak to someone regarding your child, it is generally best to start with their Learning Group Leader. They work most closely with your child and are usually best placed to provide support or direct you to the right person.

The table below gives examples of who to contact.

	Who to contact:	Examples might include:
1	Learning Group Leader	Lost items, friendship issues within the learning group or changes in personal circumstances that might affect your child
2	Class/Subject Teacher	Questions or issues related to specific lessons or tasks such as homework, events that happen in the classroom or behaviour consequences within that subject
3	Subject Leader	Matters relating to curriculum provision or longer term concerns about lesson content or behaviour in a particular subject
4	Cohort Leader	More serious concerns: such as your child's general progress across a number of subjects, behaviour issues that are not specific to one subject, or to make the school aware of problems or situations outside of school which may affect your child's learning
5	Senior Leadership Team	If your query or concern has not been addressed by the staff member and you have contacted (see 1-4 above)

Parents' Time

The Leadership Team offer all families the opportunity to meet with them about any concerns they have, without having an appointment. We offer daily 'drop-in' slots where you can meet with a member of the team.

The specific days and times for these sessions are published on the school website and in the Honywood Headlines.

Frequently Asked Questions!

Below are some questions that we have received from learners which you may find of use:

Where do I eat?

The school canteen is found at the end of the Main Hall. Learners are able to purchase hot food and sandwiches during break and lunchtimes using their cashless catering card. You will be able to eat your lunch in the Main Hall or outside the school building.

What do I do if I lose my belongings?

Please make sure that all the uniform, PE kit and personal belongings are clearly labelled with the learner's name. Any belongings found by the staff at the end of the day are placed in Lost Property. Unnamed items are held for one month, when if not claimed, will be disposed of.

If they have lost any belongings, please come down to Learner Reception at break or lunchtime where a member of staff will be able to help.

Will I get lost around the school?

Probably, but not for long! Learners will be shown around the school and show them where all the important places are that they need to know about. If they do find themselves lost, they can ask any of the learners or staff; they want to help! A Deputy Lead Learner and a Prefect will be assigned to the Learning Group to help direct the learners on the first few days – after a few weeks – they will know their way around.

What do I do if I get lost?

Ask! It is completely normal for new learners to get lost a few times in the first few weeks. Everyone will be happy to help. Please encourage them not to worry. Teachers will understand!

How will I manage the new subjects?

While some subjects and work at Honywood will feel familiar, building on what you have learned in primary school, many topics and subjects will be entirely new.

The important thing to remember is that these subjects are new for everyone. No one expects learners to be able to do them already, but it is exciting to explore and learn new subjects!

What do I call staff?

At Honywood, all male members of staff are referred to as either "Sir", or by their name, for example Mr Smith. Members of female staff are referred to as either "Ma'am" or their name.

How do I cope if I am being picked on?

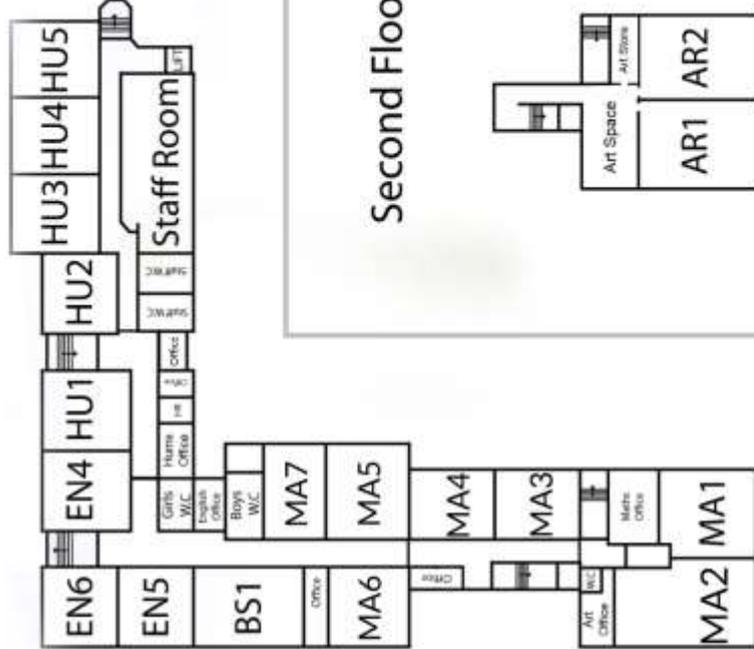
Bullying rarely happens. If a learner does feel that other learners are picking on them, please encourage them to speak to their Learning Group Leader, their Cohort Leader or any teacher or member of staff straight away. Please encourage them not to just bottle it up; tell an adult! We are all here to help them. They can always speak to them if they are experiencing any problems.

Additionally there is also an online reporting form which is emailed to all learners and their families every Monday, in which any incidents of bullying can be reported, which will then be followed up.

Honywood School Map



First Floor



Second Floor



Key: Stairs

CURRICULUM OVERVIEW

MISSION: A CAPITAL ENHANCING CURRICULUM

Our mission is to develop independence and resilience in all our learners and staff by creating a sense of community through deep and purposeful relationships and a culture of challenge, aspiration and innovation. Central to this aim is an entitlement to enrichment through a capital enhancing curriculum and the development of moral, social, cultural, knowledge and professional capital.



MC

Developing excellence of character is really important at Honywood. We believe that cultivating the right habits and virtues is central to leading a successful and happy life.

We call this building:

Moral Capital



At Honywood we develop **Moral Capital** through our curriculum and our core values of trust, respect, equity and excellence (TREE).

Employers value Honywood learners because they are polite, self-assured, motivated, independent and possess great communication skills.

SC

Relationships are really important at Honywood. We believe that to prepare our learners for the future they must be able to develop their interpersonal skills to establish effective social and professional networks.

We call this building:

Social Capital



At Honywood the curriculum promotes **Social Capital** through its literacy, oracy and PSHE curriculum as well as authentic professional and leadership development opportunities.

Further education and employment providers tell us Honywood learners thrive because they have developed resilience, confidence, self motivation, emotional intelligence and social skills.

CC

Authentic and enriching learning is really important at Honywood. We believe that physically engaging with the world around us is a core part of the curriculum and an entitlement for all.

We call this building:

Cultural Capital



At Honywood we develop **Cultural Capital** through a 5 year programme of curriculum enrichment & extra-curricular opportunities linked to the learning in and out of the classroom.

The places we visit and the guests that visit us tell us they value Honywood learners because they are curious about the world they live in and have a thirst to know more.

KC

Academic study is really important at Honywood. We believe that inter-connected learning of concepts & subject knowledge is key to creating successful, self-aware & independent learners.

We call this building:

Knowledge Capital



At Honywood we develop **Knowledge Capital** through high quality teaching & a broad, aspirational & academically challenging curriculum, accessible to ALL learners.

Parents tell us they value Honywood because we support children to flourish & become knowledgeable learners that are resilient, responsible, well-motivated and proud of their school and prepared for success in the wider world

PC

Leadership and development is central to our ethos at Honywood. The acquisition of the characteristics and attributes of leadership enables our learners to be successful and effective citizens.

We call this building:

Professional Capital



At Honywood the curriculum promotes **Professional Capital** through consistently high expectations and our core values.

Visitors to Honywood appreciate and endorse the purposeful climate and respectful conduct of our learners.

TRUST - RESPECT - EQUITY - EXCELLENCE

Glossary of Terminology

- **Bookcreator** – Bookcreator is an app on the iPad that allows a person to use text, images, audio and visual recordings of their learning
- **Google Classroom** - Independent Study will be set via Google Classroom and is a platform for sharing resources.
- **IS** – Independent Study is where learners carry on their learning beyond school. This may take the form of preparation, application or consolidation of what they have been doing in learning sessions.
- **Study Periods** – In Cohort 7 learners will study the following subjects for 75 minutes sessions over a fortnight. During these subject sessions learners will study different topics and themes through the study periods designed.
- Art - 2
- English - 7
- Computer Science - 1
- Expressive Arts - 3
- Humanities - 8
- Maths - 6
- MFL - 4
- PE - 3
- Science - 4
- Technology – 2

NOTES