

# THE HARVEY GRAMMAR SCHOOL



Founded 1674

## PARENT HANDBOOK 2021-22

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*Updates added throughout the year are highlighted in yellow*

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## CONTACTING THE SCHOOL

School Address:	<b>THE HARVEY GRAMMAR SCHOOL</b> Cheriton Road, Folkestone Kent CT19 5JY
Telephone No:	<b>01303 252131</b>
e-mail:	<b>enquiries@harveygs.kent.sch.uk</b>
Pupil absence e-mail:	<b>absences@harveygs.kent.sch.uk</b>
website:	<b>www.harveygs.kent.sch.uk</b>

## LEADERSHIP TEAM

	<b>Mr Scott NORMAN</b> <b>Headteacher</b> <i>snorman@harveygs.kent.sch.uk</i>
	<b>Mr Simon GOODFELLOW</b> <b>Deputy Headteacher (Academic)</b> <i>sjgoodfellow@harveygs.kent.sch.uk</i>
	<b>Mr Andy ALLON</b> <b>Deputy Headteacher (Pastoral)</b> <i>aallon@harveygs.kent.sch.uk</i>
	<b>Miss Sarah BAILEY</b> <b>Assistant Headteacher (Head of Discovery House)</b> <i>sbailey@harveygs.kent.sch.uk</i>
	<b>Mr Paul CASTLE</b> <b>Assistant Headteacher (Head of Endeavour House)</b> <i>pmcastle@harveygs.kent.sch.uk</i>
	<b>Mr Neil BRISTOW</b> <b>Assistant Headteacher (Head of Resolution House)</b> <i>nbristow@harveygs.kent.sch.uk</i>
	<b>Mr Marc STEVENSON</b> <b>Assistant Headteacher (Head of Victory House)</b> <i>mstevenson@harveygs.kent.sch.uk</i>
	<b>Mr James CHAMBERLAIN</b> <b>Acting Assistant Headteacher</b> <i>jchamberlain@harveygs.kent.sch.uk</i>
	<b>Mrs Kirsty BRISTOW</b> <b>Director of School Support</b> <i>kbristow@harveygs.kent.sch.uk</i>

## GOVERNING BODY

<b>Chair of Governors</b>	<b>Mr John DENNIS</b> <i>Member of The Harvey Academy Trust</i>
<b>Vice-Chair of Governors</b>	<b>Mr Martin BRIDGES</b> <i>Member of The Harvey Academy Trust</i>
<b>Headteacher</b>	<b>Mr Scott NORMAN</b>
<b>Academy Governors</b>	<b>Mrs Michelle MITCHELL</b> <i>Member of The Harvey Academy Trust</i> <b>Mrs Karen CALLANDER</b> <b>Mr Bill CAUDWELL</b> <b>Mr Dominic VAN DER WAL</b>
<b>Parent Governors</b>	<b>Mrs Alison CARNEY</b> <b>Mr Charles LANCEFIELD</b>
<b>Staff Governors</b>	<b>Mr James CHAMBERLAIN</b> <b>Mrs Polly DAVIS</b>
<b>Clerk</b>	<b>Mr Martin HYDES</b>

Governors can be contacted via the Clerk at: [clerktogovernors@harveygs.kent.sch.uk](mailto:clerktogovernors@harveygs.kent.sch.uk)

## TEACHING STAFF – by subject

Art & Design					
	SB	<b>Mr S BOLTON</b> <i>Head of Department</i>		JC	<b>Mr J COLLINS</b>
	SST	<b>Miss S TRAYNOR</b>			
Business Studies/Economics					
	LMF	<b>Miss L FISH*</b> <i>Head of Department</i>		NB	<b>Mr N BRISTOW</b>
	MTD	<b>Mr M DICKENSON*</b>		ACH	<b>Ms A HALSEY</b>
Computer Science/Computing					
	GJM	<b>Mr G MEERS</b> <i>Head of Department</i>		AA	<b>Mr A ALLON</b>
	ACH	<b>Ms A HALSEY</b>			
Design & Technology					
	MB	<b>Mr M BYLES</b> <i>Head of Department</i>		SFB	<b>Mr S BRADBEER</b>
English/Film Studies					
	SEW	<b>Mr S WISE</b> <i>Head of English</i>		CB	<b>Ms C BRANNELLY</b>
	JC	<b>Mr J COLLINS</b>		MCD	<b>Mr M DICKENS*</b>
	EAH	<b>Miss E HARVEY</b>		CHJ	<b>Mrs C JAMIN</b>
	KAM	<b>Miss K MIDDLETON</b> <i>Head of Film Studies</i>		NM	<b>Miss N MORTIMER</b>








## TEACHING STAFF – by subject

English/Film Studies Continued					
	WRS	<b>Mr W SANDERS</b>			
Geography					
	ALC	<b>Ms A CHAPMAN</b> <i>Head of Department</i>		SJG	<b>Mr S GOODFELLOW</b>
	JSR	<b>Mr J RUSSELL*</b>		CS	<b>Mr C SIMPSON</b>
History & Politics					
	PWB	<b>Mr P BUCKLAND</b> <i>Head of Department</i>		CJA	<b>Ms C ANCKORN*</b>
	SAB	<b>Miss S BAILEY</b>		JAC	<b>Mr J CHAMBERLAIN</b>
	MYC	<b>Mrs M COLLINGWOOD</b>		SN	<b>Mr S NORMAN</b>
Mathematics					
	KGH	<b>Mr K HOLLIER</b> <i>Head of Department</i>		STB	<b>Mrs S BOWIE*</b>
	KS	<b>Mrs K STEVENSON*</b>		LEH	<b>Mr L HARK</b>
	TK	<b>Mr T KEELING</b>		GK	<b>Mr G KINRADE</b>
	TMP	<b>Mr T PURKISS</b>		SWR	<b>Mr S ROWE</b>
	HPS	<b>Mrs H SUTTON*</b>			

## TEACHING STAFF – by subject

Modern Foreign Languages					
	HMW	<b>Mrs H WYLLIE</b> <i>Head of Department</i>		AD	<b>Mrs A DIAZ</b>
	MAH	<b>Miss M HINCKER</b>		GPM	<b>Ms G PEREZ MORENO</b>
Music/Drama					
	SJB	<b>Mr S BARKER</b> <i>Head of Department</i>		EAH	<b>Miss E HARVEY</b>
	AAM	<b>Mr A MCNEICE*</b>			
PE & Sport					
	SCC	<b>Mr S COWLING</b> <i>Head of Department</i>		NB	<b>Mr N BRISTOW</b>
	PMC	<b>Mr P CASTLE</b>		PSC	<b>Mr P CAREY</b>
	WD	<b>Mr W DAWSON</b>		MS	<b>Mr M STEVENSON</b>
	RJT	<b>Mr R TAGGART</b>		MCT	<b>Mr M TOWSE</b>
	JW	<b>Mr J WALTON</b>			
Psychology/Sociology					
	RXS	<b>Mrs R SHEARER</b> <i>Head of Department</i>		MS	<b>Mr M STEVENSON</b>
Religious Education/Philosophy & Ethics					
	MPP	<b>Mr M PLATT</b> <i>Head of Department</i>		MCT	<b>Mr M TOWSE</b>
Science					
	NCL	<b>Mr N LYNG</b> <i>Head of Science</i>		ROG	<b>Mr R GUCK</b> <i>Head of Chemistry</i>

## TEACHING STAFF – by subject

Science					
	RBN	<b>Mrs R BARMA-NEWMAN</b> <i>Head of Biology</i>		LRB	<b>Mrs L BENETT</b>
	EJC	<b>Mr E COLLINS</b>		SLS	<b>Mrs S SUNDERLAND*</b>
	AS	<b>Mr A SIMPSON</b>		PM	<b>Mr P MAULL*</b>
	HS	<b>Miss H SIGGINS</b>			








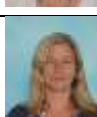


















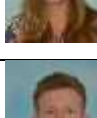

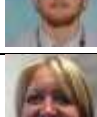
\* denotes part-time staff



## TEACHING STAFF – by responsibility

Mr	<b>Allon</b>	<b>AA</b>	Deputy Head (Pastoral); Computing
Miss	<b>Anckorn</b>	<b>CJA</b>	History & Politics
Miss	<b>Bailey</b>	<b>SAB</b>	Head of Discovery House
Mr	<b>Barker</b>	<b>SJB</b>	Head of Performing Arts
Mrs	<b>Bennett</b>	<b>LRP</b>	Science
Mr	<b>Bolton*</b>	<b>SB</b>	Head of Art & Design
Mrs	<b>Bowie*</b>	<b>STB</b>	Mathematics
Mr	<b>Bradbeer</b>	<b>SFB</b>	Design & Technology
Ms	<b>Brannelly</b>	<b>CB</b>	English
Mr	<b>Bristow</b>	<b>NB</b>	Head of Resolution House; PE & Sport; Economics
Mr	<b>Buckland</b>	<b>PWB</b>	Head of History
Mr	<b>Byles</b>	<b>MB</b>	Head of Design & Technology
Mr	<b>Castle</b>	<b>PMC</b>	Head of Endeavour House; PE & Sport
Mr	<b>Chamberlain</b>	<b>JAC</b>	Assistant Head; History; Teacher Governor
Ms	<b>Chapman</b>	<b>ALC</b>	Head of Geography
Mrs	<b>Collingwood</b>	<b>MYC</b>	History
Mr	<b>Collins</b>	<b>EJC</b>	Science
Mr	<b>Collins</b>	<b>JC</b>	Art & Design; English
Mr	<b>Cowling</b>	<b>SCC</b>	Head of PE & Sport
Mr	<b>Dawson</b>	<b>WD</b>	PE & Sport
Mrs	<b>Diaz</b>	<b>AD</b>	Modern Foreign Languages
Mr	<b>Dickens</b>	<b>MCD</b>	English
Mr	<b>Dickenson*</b>	<b>MTD</b>	Economics
Miss	<b>Fish</b>	<b>LMF</b>	Head of BTEC Business and Economics
Mr	<b>Goodfellow</b>	<b>SJG</b>	Deputy Head (Academic); Geography
Mr	<b>Guck</b>	<b>ROG</b>	Head of Chemistry
Ms	<b>Halsey</b>	<b>ACH</b>	Computing
Mr	<b>Hark</b>	<b>LEH</b>	Mathematics; Assistant Head of Victory House
Miss	<b>Harvey</b>	<b>EAH</b>	English; Drama
Miss	<b>Hincker</b>	<b>MAH</b>	Modern Foreign Languages
Mr	<b>Hollier</b>	<b>KGH</b>	Head of Mathematics
Miss	<b>Jamin</b>	<b>CHJ</b>	English, Film Studies
Mr	<b>Keeling</b>	<b>TK</b>	Mathematics
Mr	<b>Kinrade</b>	<b>GK</b>	Mathematics
Mr	<b>Lyng</b>	<b>NCL</b>	Head of Science
Mr	<b>Maul*</b>	<b>PM</b>	Science
Mr	<b>McNeice*</b>	<b>AAM</b>	Drama; Music
Mr	<b>Meers</b>	<b>GJM</b>	Head of Computing; Assistant Head of Endeavour House
Miss	<b>Middleton</b>	<b>KAM</b>	English; Head of Film Studies
Miss	<b>Mortimer</b>	<b>NM</b>	English
Mr	<b>Norman</b>	<b>SN</b>	Headteacher; History
Miss	<b>Perez Moreno</b>	<b>GPM</b>	Modern Foreign Languages
Mr	<b>Platt</b>	<b>MPP</b>	Head of Religious Education
Mr	<b>Purkiss</b>	<b>TMP</b>	Mathematics
Mr	<b>Rowe</b>	<b>SWR</b>	Mathematics; Assistant Head of Discovery House
Mr	<b>Russell*</b>	<b>JSR</b>	Geography
Mr	<b>Sanders</b>	<b>WRS</b>	English
Mrs	<b>Shearer</b>	<b>RXS</b>	Head of Psychology & Sociology
Miss	<b>Siggins</b>	<b>HS</b>	Science
Mr	<b>Simpson</b>	<b>AS</b>	Science
Mr	<b>Simpson</b>	<b>CS</b>	Geography; Assistant Head of Endeavour House
Mrs	<b>Stevenson*</b>	<b>KS</b>	Mathematics
Mr	<b>Stevenson</b>	<b>MS</b>	Head of Victory House; PE & Sport; Psychology
Mrs	<b>Sunderland</b>	<b>SLS</b>	Science
Mrs	<b>Sutton*</b>	<b>HPS</b>	Mathematics
Mr	<b>Taggart</b>	<b>RJT</b>	PE & Sport
Mr	<b>Towse</b>	<b>MCT</b>	Religious Education; PE & Sport
Miss	<b>Traynor</b>	<b>SST</b>	Art & Design; Assistant Head of Resolution House
Mr	<b>Walton</b>	<b>JW</b>	PE & Sport; Assistant Head of Resolution House
Mr	<b>Wise</b>	<b>SEW</b>	Head of English
Mrs	<b>Wyllie</b>	<b>HMW</b>	Head of Modern Foreign Languages

## SUPPORT STAFF

	<b>Director of School Support</b> Mrs K Bristow KAB		<b>Early Intervention Officer</b> Mrs L Muckett LJM
	<b>Assistant Director of School Support</b> Miss L Tappenden* LET		<b>Teaching Assistant</b> Miss L Just LKJ
	<b>Finance Manager</b> Mrs A Silk AJS		<b>Librarian</b> Mrs V Maull* VJM
	<b>Finance Officer</b> Mrs A Coyne* ALM		<b>Librarian</b> Mrs E Shipley* ELS
	<b>Office Manager</b> Miss S Taylor SJT		<b>Science Technician</b> Mrs M Deniz* MXD
	<b>Administration Assistant</b> Mrs M Kennett* MRK		<b>Science Technician</b> <i>Vacancy</i>
	<b>Administration Assistant</b> Mrs R Lambourne* RL		<b>Science Technician</b> Mrs H Knight HLK
	<b>Receptionist</b> Miss K Shields KMS		<b>D&amp;T Workshop Technician</b> Mr B Norton* BN
	<b>Examinations Manager</b> Mrs J Sheppard* JCS		<b>Midday Supervisor</b> Mrs J Cutting* JMC
	<b>Learning Support Manager (D)</b> Ms A Hutchens AFH		<b>Site Manager</b> Mr T Walton TAW
	<b>Learning Support Manager (E)</b> Mrs C Gooding CGG		<b>Caretaker</b> Mr D Gaha DAG
	<b>Learning Support Manager (R)</b> Mrs S Ewins SE		<b>Caretaker</b> Mr R Kaucha RK
	<b>Learning Support Manager (V)</b> Mr R Hancox RPH		<b>Cover Supervisor</b> Mrs A Bene AJB
	<b>Sixth Form Manager</b> Mrs P Davis PKD		<b>Cover Supervisor</b> Mr P Carey PSC
	<b>IT Support Manager</b> Mr N Wright NW		<b>Catering Manager</b> Mrs P Whelan PW

## THE SCHOOL DAY

### Junior School Pattern:

Time	
08:50 – 09:50	Period 1
09:50 – 10:10	Break
10:10 – 11:10	Period 2
11:10 – 12:10	Period 3
12:10 – 12:45	Lunch/Tutor Period
12:45 – 13:20	Lunch/Tutor Period
13:25 – 14:25	Period 4
14:25 – 15:25	Period 5
15:25	School ends

### Senior School Pattern:

Time	
08:50 – 10:20	Period 1
10:20 – 10:40	Break
10:40 – 12:10	Period 2
12:10 – 12:45	Lunch/Tutor Period
12:45 – 13:20	Lunch/Tutor Period
13:25 – 14:25	Period 3
14:25 – 15:25	Period 4
15:25 – 16:25	Period 5
16:25	School ends (Sixth Form only)

For the most part, Key Stage 3 classes will follow the Junior School pattern while Key Stage 4/5 groups will follow the Senior School Pattern.

## TERM DATES 2021-22

Term 1	Staggered start (see below) – Thursday 21 <sup>st</sup> October 2021
Term 2	Monday 1 <sup>st</sup> November 2021 – Friday 17 <sup>th</sup> December 2021
Term 3	Tuesday 4 <sup>th</sup> January 2022 – Friday 11 <sup>th</sup> February 2022
Term 4	Monday 21 <sup>st</sup> February 2022 – Friday 1 <sup>st</sup> April 2022
Term 5	Tuesday 19 <sup>th</sup> April 2022 – Friday 27 <sup>th</sup> May 2022
Term 6	Monday 6 <sup>th</sup> June 2022 – Tuesday 19 <sup>th</sup> July 2022

### Staff Training Days

Wednesday 1 <sup>st</sup> September 2021	-	INSET
Friday 22 <sup>nd</sup> October 2021	-	INSET
Wednesday 20 <sup>th</sup> July 2022	-	Twilighted
Thursday 21 <sup>st</sup> July 2022	-	Twilighted
Friday 22 <sup>nd</sup> July 2022	-	Twilighted

## KEY DATES 2021-22

### SEPTEMBER

Wednesday 1 <sup>st</sup> September 2021	Sixth Form COVID-19 Testing
Thursday 2 <sup>nd</sup> September 2021	Sixth Form begin lessons
	Year 7 Start & COVID-19 Testing from 9am
	Year 11 Start & COVID-19 Testing from 12.30pm
Friday 3 <sup>rd</sup> September 2021	Year 8 Start & COVID-19 Testing from 9am
	Year 10 Start & COVID-19 Testing from 11.10pm
	Year 9 Start & COVID-19 Testing from 13.30pm
Saturday 11 <sup>th</sup> September 2021	Shepway Test

### OCTOBER

## **NOVEMBER**

Tuesday 2<sup>nd</sup> November 2021

Thursday 11<sup>th</sup> November 2021

Tuesday 16<sup>th</sup> November 2021

Meet the House Team (Y7 Parents)

Year 13 Parents' Evening

Autumn Showcase Concert

## **DECEMBER**

Thursday 2<sup>nd</sup> December 2021

Wednesday 1<sup>st</sup> December 2021

Saturday 4<sup>th</sup> December 2021

Wednesday 8<sup>th</sup> December 2021

Year 8 Parents' Evening

Year 11 Mock Examinations (ending 10<sup>th</sup> December)

OHA Football

School Panto (ending 10<sup>th</sup> December)

## **JANUARY**

Friday 14<sup>th</sup> January 2022

Tuesday 18<sup>th</sup> January 2022

Wednesday 26<sup>th</sup> January 2022

Y11 Reports Issued

Sixth Form Information Evening

Y11 Parents' Evening

## **FEBRUARY**

Monday 31<sup>st</sup> January 2022

Friday 4<sup>th</sup> February 2022

Tuesday 8<sup>th</sup> February 2022

Wednesday 23<sup>rd</sup> February 2022

Year 13 Mock Examinations (ending February 4<sup>th</sup>)

Y9 Reports Issued

GCSE Options Evening

Year 9 Parents' Evening

## **MARCH**

Tuesday 8<sup>th</sup> March 2022

Wednesday 23<sup>rd</sup> March 2022

Friday 25<sup>th</sup> March 2022

Monday 28<sup>th</sup> March 2022

Year 12 Parents' Evening

School Musical (ending 26<sup>th</sup> March)

OHA Hockey

Y13 Reports Issued

## **APRIL**

Friday 1<sup>st</sup> April 2022

Thursday 21<sup>st</sup> April 2022

Tuesday 26<sup>th</sup> April 2022

Prizegiving at the Leas Cliff Hall

Year 10 Parents' Evening

Year 7 Parents' Evening

## **MAY**

Tuesday 3<sup>rd</sup> May 2022

Monday 9<sup>th</sup> May 2022

Spring Showcase Concert

GCSE / A-Level Examinations (ending 24<sup>th</sup> June)

## **JUNE**

Monday 13<sup>th</sup> June 2022

Monday 27<sup>th</sup> June 2022

Tuesday 28<sup>th</sup> June 2022

Internal Examinations start for Years 7-10 (ending 24<sup>th</sup> June)

Year 12 Work Experience (ending 1<sup>st</sup> July)

School Drama Performance

## **JULY**

Monday 4<sup>th</sup> July 2022

Thursday 7<sup>th</sup> July 2022

Monday 11<sup>th</sup> July 2022

Wednesday 13<sup>th</sup> July 2022

Tuesday 12<sup>th</sup> July 2022

Year 10 Work Experience (until 8<sup>th</sup> June)

Sports Day

OHA Cricket

Open Evening

Y7, 8, 10 and 12 Reports Issued

## **AUGUST**

Thursday 18<sup>th</sup> August 2022

Thursday 25<sup>th</sup> August 2022

A-Level Results Day (TBC)

GCSE Results Day (TBC)

## APPEARANCE

**We believe that smart appearance is very important as it sets the tone for everything that pupils do. Harvey pupils are ambassadors for the school and boys who take pride in their appearance are likely to transfer that personal pride into all their school activities.**

School uniform is compulsory for all boys in Years 7 to 11. A separate dress code exists for students in Years 12 and 13, but the example set by sixth form students as positive role models for younger members of the school is crucial.

It is especially important that uniform is correctly worn by pupils on the way to and from school, including when they are taking part in school sports fixtures, even those held on Saturdays. We ask for the full support and co-operation of parents in this respect. The school uniform is the corporate identity of the school that links pupils to the Harvey and all that it stands for, and members of the public will judge the school by the quality of what they see. Pupils who arrive at school incorrectly dressed may be sent home to rectify the matter.

Throughout the school day and beyond we expect to see that

- ties are done up to the collar and are of the appropriate length
- top buttons are fastened
- shirts are tucked into trousers
- the uniform code, including footwear, is correctly followed

Hair should be cut in a neat style with no layering, braiding, stepping or cutting-in of designs. It should be of a reasonable length, kept clean and not dyed. The school's decision on the acceptability of a hairstyle is final and any pupil not conforming to these requirements is likely to be sent home. No visible body piercings of any type are allowed.

All pupils in Years 7-11 should be clean-shaven. Sixth Form facial hair should be kept neat and tidy.

**Coats should be formal and fit for purpose:** hooded tops or fleeces with slogans or logos, denim or leather jackets are not appropriate. Hats and caps are not part of formal school uniform but woollen hats may be worn during spells of particularly cold weather.

**Trainers/sports footwear** may only be worn during timetabled PE lessons

The current uniform regulations are as follows (please note that **ALL clothing/equipment should be clearly named**):

Years 7-11	Sixth Form
Black blazer and Harvey badge	Suit or formal dark jacket/trousers
Black formal trousers	Tie*
School tie	Formal shirt
Plain white shirt (of sufficient length to enable it to be tucked in)	Formal shoes/socks
<b>Black</b> V-necked pullover	
<b>Black formal</b> shoes (not cloth or canvas material)	
<b>Dark</b> plain socks (not white)	

\*A Harvey Sixth Form tie is available to purchase. Wearing of this tie is optional to Sixth Form students who may should they wish to; wear an alternative tie of their own choice.

Other
White apron (Art/Technology)

PE & Sport	
Outdoor Kit	Indoor/Summer Kit
White football shirt with HGS crest Black/red rugby shirt with HGS crest <b>Plain</b> black shorts and <b>plain</b> black football socks Football boots HGS Skinny Pants/Shower Jacket** (optional - must have HGS logo) Shin guards for football and hockey Mouth guards for rugby and hockey Towel for showering	White polo shirt <b>Plain</b> black shorts White sports socks Non-marking training shoes

The white football shirt and black/red rugby shirt can be purchased from [www.ambitionsport.com](http://www.ambitionsport.com), along with several other optional items.

### ASSEMBLIES, TUTOR PERIODS & LUNCHTIME ARRANGEMENTS

House assemblies take place on a weekly rota, normally led by the Head of House or one of the House pastoral team on the following pattern:

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12.10 – 12.45	Assembly	<b>Victory</b>	<b>Endeavour</b>	<b>Sixth Form</b>	<b>Resolution</b>	<b>Discovery</b>
12.10 – 12.45	Tutor Period*	Endeavour	Discovery	Endeavour Resolution	Victory	Victory
12.10 – 12.45	Lunch	Resolution Discovery	Resolution Victory	Victory Discovery	Discovery Endeavour	Resolution Endeavour
12.45 – 13.20	Tutor Period*	Resolution Discovery	Resolution Victory	Victory Discovery	Discovery Endeavour	Resolution Endeavour
12.45 – 13.20	Lunch	Victory Endeavour	Discovery Endeavour	Endeavour Resolution	Resolution Victory	Victory Discovery

Pupils are actively involved, with all tutor groups taking their own assembly periodically. Assemblies may also take place on a specific theme for a year group (eg an external examination briefing) and may on occasions be taken by the Headteacher or one of his Leadership Team.

### ATTENDANCE & PUNCTUALITY

Pupils in Years 7 to 11 are required to be in school every day from 08.50 until 15.25. The school gates will open at 08:00 and pupils in Y7-11 should not, if possible, arrive before then. Sixth Formers are only expected to be on site for timetabled lessons, SPS or tutor times. These arrangements will be explained to them at the beginning of the school year.

We would appreciate the full support of parents/carers in ensuring that their son's attendance and punctuality records are as good as possible – this is crucial to his academic success in school. Routine

medical treatment (eg an appointment at the orthodontist) should, whenever possible, be arranged outside school time.

We aim to raise the overall attendance rate of the school to at least 97%. The vast majority of our pupils have very good attendance records but there are a few who need to improve in this respect. There is a clear correlation between examination success and attendance at school and it is essential that pupils make every effort to attend unless there is a genuine reason for them not to do so.

In addition, of course, parents/carers have a legal responsibility to ensure that their children attend school regularly. Unauthorised absence can now lead to fines being imposed on parents/carers. The law makes it absolutely clear that a pupil's absence from school can only be "authorised" by the school, not by a parent/carer. It is for this reason that we require parents/carers to contact the school to explain their son's absence.

This contact can be made by:

- Phoning the school on 01303 252131 on each day of absence, preferably before 08.50. An answerphone facility is available on this number prior to 08.00.
- E-mailing the school on [absences@harveygs.kent.sch.uk](mailto:absences@harveygs.kent.sch.uk) on each day of absence – again, preferably before 08.50.
- 6th form absence should be communicated by telephone to the school on 01303 252131 or by email [pdavis@harveygs.kent.sch.uk](mailto:pdavis@harveygs.kent.sch.uk) on each day of absence, preferably before 08:50.

Contact made in one of these two ways enables us to code an absence as authorised. In cases where we have not received any contact, we will phone or write to parents/carers asking for a reason to be given, in writing, why their son has been absent.

Where the school is not provided with information explaining a student absence, or where the reason given is not considered satisfactory, the school's Early Intervention Officer will investigate and will, if necessary, contact the KCC School Liaison Officer.

Absence from school during term-time can be agreed only on three grounds: ill-health (in which case the school should be informed by telephone or email on each day of illness); educational benefit; or on compassionate grounds. All pupils are expected to begin and end each term on the stated dates. The school publishes term dates well in advance, and **family holidays should be arranged to coincide with the school holidays.**

Exceptional leave of absence for holidays or other non-medical reasons is also authorised, or not, by the school. **Holidays should not be taken in school time. The law has recently changed and Headteachers are now NOT allowed to grant any leave of absence during term time unless there are genuinely exceptional circumstances.**

Holidays taken without the school's permission, or holidays that extend beyond the date authorised by the school, will mean absence is unauthorised (truancy). The deliberate taking of a holiday in term time without/against school permission (where it can be clearly demonstrated that the parent/carer understood that permission had not/would not be given) and which has resulted in a period of unauthorised absence in the current term of at least 10 sessions, may lead to a fixed penalty notice being issued by the Local Authority against the parents/carers.

If a student fails to return within ten school days of the agreed return date, and there is no good reason for this absence, the school, in discussion with the Attendance and Behaviour Service, may remove the student's name from the school roll.

**We hope that parents/carers will appreciate that it is in their son's very best interests to maximise attendance (and indeed punctuality). Even a 90% attendance means that a student has lost 19 days of teaching in any one academic year, this is nearly a month of school!**

Lateness to school can also have a detrimental effect on a child's education and the school takes this extremely seriously. As a result, the school's policy towards lateness is as follows:

- If a pupil is late to school **three times** without good reason, the Head of House (Assistant Headteacher) will write to parents of the pupil. On each occasion he is late after this he will serve a **detention making-up the missed time**.
- If a pupil reaches **six late** arrivals without good reason the Head of House will write a **second letter** to parents of the pupil; **with a further detention making-up the missed time**.
- If a pupil reaches **ten late arrivals**, the Head of House will issue a **final warning letter**.
- If there is limited improvement with lateness to school this should be **referred to the school's Early Intervention Officer**.
- Should the situation not be remedied the school will be forced to inform the **Attendance Service / Education Welfare Officer** and a **referral notice** may then be issued. If there is no further improvement a **penalty notice** of **£60** may then be issued.

Members of the administrative support staff monitor student attendance and follow up any unexplained absences. They work closely with Heads of House, Learning Support Managers, the Early Intervention Officer and the School Liaison Officer.

## BEHAVIOUR

We believe that good behaviour is essential if effective teaching and learning is to take place:

1. Teachers have a right to teach and pupils the right to learn
2. Pupils have a **responsibility** to respond, a **choice** in the way they behave, and they must understand the **consequences** of the choices they make

We promote good behaviour, discipline and respect for self and others, in and out of school. We strive for fairness, consistency of response and a safe environment free from disruption, violence, bullying and harassment. Clear Behaviour and Anti-Bullying Policies underpin this and are available on the school's Intranet.

We aim to achieve this by early identification and intervention and a positive partnership between school and home. Our School Values, evident in the day-to-day running of the school, are reinforced through our RSHE programme, our leadership opportunities, and school assemblies.

## BICYCLES

Boys are encouraged to cycle to/from school. If they do so, we strongly recommend that they wear a suitable safety helmet. Cycles must be roadworthy and, during the winter, have working front and rear lights. The school is unable to accept any responsibility for the safekeeping of cycles on site, but covered racks are available for the storage of cycles during the school day, where cycles should be secured with a chain.



### Key Stages 3 & 4

The school is committed to ensuring that each pupil is effectively prepared both for the next stage of his school career and long-term future. Although we place due emphasis on academic achievement, we also try to ensure that each pupil makes the best of his individual talents and skills. We aim to provide pupils with appropriate Information, Advice & Guidance (IAG) including Careers Education at all stages of their development. This will allow them to develop the necessary qualities to cope with the rapidly changing world of work. Each pupil has access to UNIFROG which is a single impartial, user-friendly platform that helps pupils to make the best choices, and submit the strongest applications. This is dovetailed with a Personal Adviser from CXK, the Careers Service, who, with support from Harvey staff, will help him to decide on the best way to achieve his individual aspirations, career-related and otherwise.

Pupils are also instructed in the use of the various computer programs that help them investigate possible career paths. Detailed information on entry qualifications, the type of work involved and the skills required in a wide range of careers is available, enabling pupils to consider their own strengths and preferences. Year 9 pupils are prepared for the transition from Key Stage 3 to Key Stage 4, receiving support from our Careers Coordinator and CXK Advisers to help make well-informed choices about the GCSE or related Key Stage 4 course options available.

All pupils in Year 10 participate in a one-week Work Experience programme with follow up work based learning opportunities. Placements are carefully chosen in order to give participants a useful insight into the world of work.

In Year 11, each pupil has either a personal or group interview, as appropriate, with his Tutor to assist him in making the decision as to the most appropriate course of action to follow at 16+. This is complemented by an internal interview programme conducted by senior members of staff, in which those pupils aiming at A Level courses are guided in their choice of subjects on the basis of ability, interests and career aspirations. Each pupil receives a copy of the school's own Sixth Form Brochure which is issued prior to the Sixth Form Information Evening held early in Term 3. Further information on the courses available at The Harvey and can be found via the Sixth form link on the school website at [www.harveygs.kent.sch.uk](http://www.harveygs.kent.sch.uk).

The member of staff with responsibility for Careers Education and Guidance maintains a section on the Intranet for Careers with constantly updated information on the full range of careers possibilities, including details of all courses offered by both Higher and Further Education establishments.

### Sixth Form

All Sixth Formers are encouraged to prepare carefully for the next stage of their careers, with the benefit of advice from their personal tutors, Heads of House and the member of staff with responsibility for Careers Education and Guidance.

Further interviews with a CXK Adviser and/or local employers are also arranged for those pupils committed to entering employment directly on leaving school. Regular visits careers talks are given to students from a variety of industries.

Sixth Formers can also benefit from further work experience opportunities and through community service or voluntary initiatives to help develop their skills and broaden their life experiences.

Every Higher Education applicant is fully briefed about application procedures and provided with up-to-date information on available courses and Open Days. The Higher Education application process begins immediately after the completion of AS courses in Term 6 of Year 12. Sixth Formers have access to

university and college web pages, in addition to a range of careers programs and the UCAS site, which offer guidance on appropriate Higher Education courses. Individual interviews for all Year 12 students with our Sixth Form Support Manager provide additional support and guidance in making a university application. Similar support is provided to those students who decide not to pursue a route into Higher Education, e.g. gap year, employment, apprenticeship, etc.

Assistance and advice to students does not end when their time at the school comes to an end. Once A Level results become available, we provide assistance to Higher Education candidates who are experiencing difficulties with Clearing, whilst former pupils are always welcome to seek advice about employment or continuing education from members of staff.

## CHILD PROTECTION

The school has a formal Child Protection Policy which is consistent with the guidelines issued by the DfE and the Kent Child Protection Committee. The policy can be accessed by staff through the information tile in Talisman.

The Designated Child Protection Co-ordinator is **Mr R Hancox**  
The Designated Safeguarding Lead is **Mr A Allon (Deputy Headteacher)**

## CLUBS AND ACTIVITIES

The school offers a wide range of extra-curricular activities which take place either during lunch-times or at the end of the formal school day. Pupils are encouraged to take the lead in starting and running clubs, with staff support, to meet demand. The following list includes just some examples of the clubs that have been routinely available to pupils in recent years:

Big Band	Cricket
Choir	Dodgeball
Harvey Singers	Fitness
Orchestra	Football
Art Club	Futsal
Chess	Hockey
Debating	Skiing
Design & Technology club	Sports Leadership Award
Drama	Softball
Science Club	Table Tennis
Basketball	Tennis
Circuit Training	Volleyball

There are many opportunities for pupils to develop their musical skills whilst at the Harvey beyond the weekly curriculum lessons. Instrumental tuition is available on a wide range of instruments, provided by expert staff who have a wealth of experience in both teaching and performance; our tuition is currently administered in-house and applications should be made to Steve Barker. Within the department there are a wide range of ensembles that students are encouraged to participate in, including the Harvey Singers, Barbershop, Orchestra, Big Band and Samba Band; these groups all meet and rehearse during lunchtimes. For those students who want to develop their Music Technology further, there is an after-school club available. The Music Department facilities are available at other times (with staff permission)

for students who wish to develop their curriculum projects further, or who would like to use the music workstations for their own individual composition work.

There may be occasional times when a student has an instrumental lesson (usually 20 minutes) during a subject lesson, but this is organised on a rota so should not affect the same lesson too often. If a member of staff is concerned about a pupil's progress being affected by such absences then s/he should discuss the matter with Steve Barker, Director of Music, so that alternative arrangements can be investigated. Tutors should encourage pupils in their tutor group to participate in musical activities. There may be occasions when these take place during a tutor period (which is unavoidable with split lunchtimes) but the pupils will be registered and taking part in a worthwhile, structured activity. Again, if a member of staff is unhappy with the arrangement or simply wishes to check whether a particular pupil really is doing a musical activity, s/he should speak to Steve Barker.

Members of staff are also welcome to join any of the ensembles, and are encouraged to support the students by attending the showcase concerts held in November and May each year.

In addition to regular clubs and activities, many departments offer subject specific 'booster' sessions as an extra-curricular option both during lunchtimes and after school.

## COMMUNICATION

Wherever possible, communication with parents/carers is done electronically, either via e-mail or via the **Letters Home** section of the School Intranet. Parents/carers who do not have internet access should contact the School Office to arrange for hard copies to be issued.

It is, of course, crucial that parents/carers keep the school informed of any changes that might affect school-home communication, whether related to their contact details (mobile phone number, e-mail address, home address etc) or to their personal circumstances (eg separation).

The school also uses a text service to communicate important messages to parents/carers (e.g. school closure).

## COMPLAINTS

The school has formal procedures for the consideration of complaints which are available via the Complaints Policy on the school's Intranet. Parents/carers wishing to receive a printed copy should contact the Office Manager at the school address. The procedure clearly outlines the steps that parents/carers who feel that they have grounds for complaint should follow, and that turning up at the school unannounced demanding to see a particular member of staff or the Headteacher is not appropriate.

## CORONAVIRUS

In line with the government's roadmap out of lockdown, many control measures have now been removed within school.

The staggering of start and end times for different year groups will no longer be in place from the Autumn term. All pupils will be able to arrive and depart from the front of the school at the same time each day, without restrictions.

'Bubbles' will no longer be implemented within the school.

Your son will no longer need to adhere to social distancing rules in communal areas and classrooms. Pupils will be able to sit in groups in the classroom and at lunchtime and the need to sit facing forwards will also no longer be in place.

The school is no longer responsible for Test and Trace close contact tracing from September 2021. This will be taken over by the NHS Test and Trace service, who will inform your son if they have been in close contact with a positive case and advise them to take a confirmatory polymerase chain reaction (PCR) test.

The school will continue to work with local health protection teams (HPTs) in the case of a local outbreak. If there is an outbreak in the school, we could be advised to temporarily reintroduce control measures. We will write to you with details if this is advised at any point.

If your son receives a positive lateral flow device (LFD) test result, they should self-isolate in line with the stay-at-home guidance and take a PCR test. If the PCR test is taken within two days of the positive LFD test, and is negative, it overrides the LFD test result and your son can return to school, as long as they have not experienced coronavirus symptoms for 48 hours prior to their return.

We will ensure remote education plans are in place in the event your child has to self-isolate.

## COUNSELLOR

A counsellor visits the school each week, and pupils who are experiencing any form of difficulty may book a confidential session via **Mr R Hancox**.

## CURRICULUM

Pupils in Years 7, 8 and 9 follow the National Curriculum studying the following subjects: English, Mathematics, Science, Computer Science, Design & Technology, Spanish, French, Geography, History, Art, Music, Religious Education and Physical Education. The statutory Citizenship programme of study is delivered through curriculum subjects who incorporate elements, which help to prepare our pupils to take an active role in society. In Year 9, pupils choose their preferred foreign language specialism (French or Spanish) and the Music curriculum is enhanced to include an introduction to Drama for our students in preparation for making KS4 option choices. All our KS3 programmes of study are based on the National Curriculum, where appropriate, but are geared to the more academic abilities and needs of our pupils.

With the exception of Mathematics, subjects are generally taught in mixed ability classes in Year 7 based upon House or Tutor groupings. From Year 8 onwards subjects are increasingly taught in sets based on pupil ability and attainment, with a view to delivering an increasingly personalised curriculum experience for our learners.

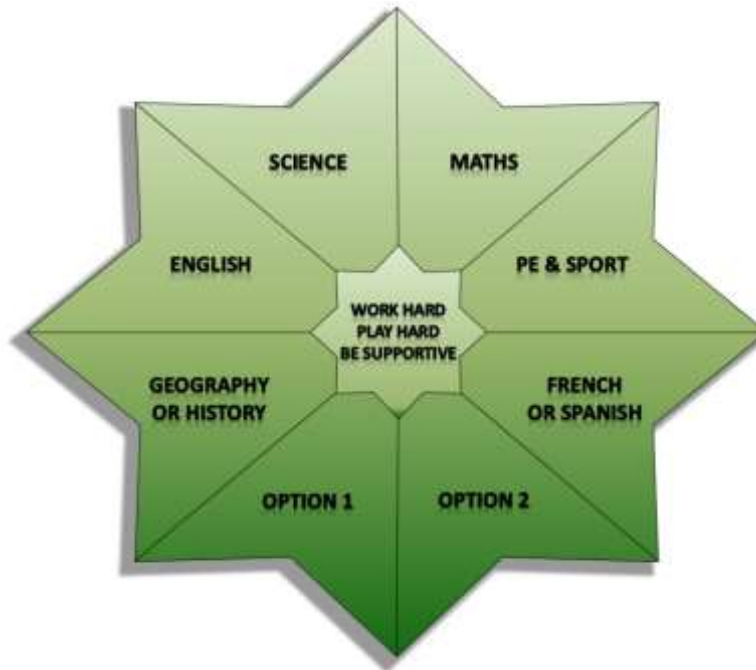
In the Spring Term of Year 9, the Key Stage 4 GCSE Options Evening provides comprehensive information about compulsory and optional subjects available at The Harvey.

## Key Stage 4

With a balance of choice and prescription, core and optional subjects, our aim is to provide each student with a strong academic core and the most challenging, engaging and appropriate learning experience.

### KEY STAGE 4 CURRICULUM AT THE HARVEY

The vast majority of our pupils follow this Key Stage 4 Programme of Study. It provides a strong academic curriculum which is an excellent foundation for Higher Education, including courses at the premier universities. Universities and employers expect pupils to have this portfolio of qualifications.



Boys are expected to choose **two** options from the subject list below:

**Art & Design\***  
**Business (BTEC)**  
**Design Technology\***  
**Drama**  
**Economics**  
**French**  
**Geography**

**History**  
**Film Studies**  
**Information Technology**  
**Music**  
**Philosophy & Ethics**  
**Psychology**

All boys are able to access a vocational sports qualification with units focused on developing healthy lifestyles. Undertaking this does not in any way restrict the curriculum offer for boys as it forms part of our normal sports curriculum delivery as shown above, and in addition, boys are given the option to not complete the qualification in Y11 if they wish once we have completed the units we feel are an important part of our overall KS4 curriculum provision for them.

\*Art & Design and Design Technology courses are double-time subjects in the Key Stage 4 timetable, given their heavy emphasis on practical work. Consequently, they will count as **two** Option choices so only one

of these double-time courses may be chosen. In addition to the core and optional courses outlined above, pupils also follow courses in Religious Education, Personal, Social & Health Education and Careers Education. With the introduction of the options, subjects are generally taught in mixed groups except for Mathematics and Science.

Early in Term 3 of Year 11, we hold a Sixth Form Information Evening which provides pupils and their parents/carers with a comprehensive guide to all the courses available at 16+. Each year, the vast majority of our pupils choose to stay at the Harvey for their post-16 education where they follow a 3-A Level (or equivalent) programme of study

Most of our Sixth Formers go on to Higher Education and we aim to offer those subjects which provide an appropriate basis for further study. The syllabuses currently available are:

- Art & Design: Fine Art
- Art & Design: Graphics
- Biology
- Business (BTEC)
- Chemistry
- Design Technology
- Drama & Theatre Studies
- Economics
- English Language & Literature
- Film Studies
- French
- Further Maths
- Geography
- History
- Information Technology
- Mathematics
- Music
- Music Technology (BTEC)
- Politics
- Philosophy & Ethics
- Physics
- Psychology
- Sociology
- Spanish
- Sport (BTEC)

### **DAMAGE**

If a boy is responsible for damage to any school building or property, or to the property of others whilst it is on school premises, his parents/carers will be required to cover all or part of the costs.

### **DATA PROTECTION**

On 25th May 2018 the General Data Protection Regulation (GDPR) came into force. We recognise the importance of protecting personal and confidential information in all that we do and take care to meet our legal duties.

One of the rights under GDPR is a right to be informed. This means that we are required to give you a Privacy Notice explaining the way in which we use, share and store your personal information along with information about the rights you have in relation to the information we hold on you and the legal basis on which we are using it. This document is available within the School Policies section of the Intranet, for access at any time. You will be informed when any changes are made to this document.

For more information please see the Data Protection Policy which can be accessed through the information tile in Talisman.

### **DRUGS**

The school has a zero-tolerance approach to drugs, as reflected in the Drugs Policy, available on request. The policy is designed to support and protect every individual in the school community. The school retains close links with external support services and our local Police Community Safety Unit to educate the school community on the dangers of illegal drugs use and misuse.

## E-MAIL/E-SAFETY

All pupils have access to e-mail facilities. The use of e-mail falls under the Use of Computers Agreement, which all parents/carers and pupils sign on a boy's entry to the school, and the e-Safety Policy, which outlines what pupils should do to keep themselves safe on-line and is available on the school's Intranet.

## ELECTRIC SCOOTERS

It is currently **illegal** in the **UK** to use an **electric scooter** on public roads, pavements or cycle lanes. **Electric scooters** can only be legally used in the **UK** on private land with the permission of the landowner. E-Scooters should not be used by pupils to travel to and from school and are not permitted inside the school grounds.

## EMPLOYMENT

The law limits the hours that can be worked by pupils still in full-time education. Details of the current regulations can be found on the Kent County Council website: [www.kent.gov.uk](http://www.kent.gov.uk)

Pupils are not permitted to undertake training for employment during school time.

The school expects its Sixth Form students to establish a sensible balance between academic work and part-time employment; we recommend that **a maximum of ten hours a week is spent on a part-time job outside school hours**. Hours worked in excess of this, whilst providing the student with short-term financial gain, will inevitably have an adverse impact on academic achievement, with longer-term consequences. **Sixth formers are not permitted to undertake paid employment during school hours.**

## EXAMINATIONS

Pupils sit external examinations in Key Stages 4 and 5. The GCSE and GCE examination period takes place during May and June. Controlled assessment tasks take place on an on-going basis, so pupils in Years 10 to 13 can be seriously disadvantaged by absence from school. Pupils may also be required for a GCSE/A Level Exam Contingency Day. This will be used if a significant, unexpected event arises nationally or locally during the exam period such that no students (or a large number of them) are able to take an exam when planned. Dates will be published on our calendar and pupils notified in advance.

GCSE pupils will be selected for entry to some examinations by their overall performance up to December of their final year, which includes the mock examinations. Final GCSE entries are then made in January of Year 11. Fees for all entries will be paid by the school. Should a student fail to attend an examination or complete the controlled assessment without a valid reason, parents/carers will be asked to reimburse the entry fees.

Pupils in Years 7, 8, 9 and 10 undertake internal, end-of-year examinations after the end of the external examination period in June.

## 'HARVEIAN'

A newsletter is produced for Parents/Carers and Friends of the school that celebrates individual and group achievements, reports on key dates and events from the current term and includes examples of student's outstanding contributions. The 'Harveian' is published at the end of each term and the latest and archived editions posted on the school's intranet and external internet site, which can be accessed through the following external link: <http://www.harveygs.kent.sch.uk>

## HOMEWORK

The school recommends that boys in Year 7-9 spend an average of an hour a night on homework, those on GCSE courses an hour and a half each night, and Sixth Formers fifteen hours a week, although in the case of Sixth Form students, this might well include work completed outside of classes during the formal school day utilising the Sixth Form study centre.

From their entry into the school, Key Stage 3 boys are issued with a homework timetable. We ask all parents/carers to show an interest in homework and, if possible, to get involved in the research associated with it. We also would ask parents/carers to provide opportunities for their sons to work in peace and quiet and to help in ensuring that adequate time is devoted to the completion of homework tasks.

Homework set is logged by staff on the school's Homework Database – pupils and parents/carers can access this from home via TALISMAN.

## HOUSE SYSTEM

The school is divided into four Houses – Discovery, Endeavour, Resolution and Victory.

Tutor groups meet each day for a 35-minute tutor session at the beginning or end of lunchtime, allowing administrative tasks to be carried out, academic progress to be monitored and group activities to take place covering elements of RSHE/SMSC and Citizenship.

The primary point of contact for parents/carers is the tutor and parents/carers should always address immediate concerns to them. The Head of House and Assistant Head of House coordinate the work of the tutors and the Learning Support Manager.

## INTRANET

Access to the Intranet from home is via the school website – [www.harveygs.kent.sch.uk](http://www.harveygs.kent.sch.uk) – where a Login link asks for a User ID and password. For pupils, this is their usual username and password, whereas for parents/carers a two-stage login is required. At the first login page, parents need to enter **parent** as the User ID and **parent99** (case-sensitive) as the password which will open the Intranet Home page displaying "Welcome, Parent" just under the header.

The "tiles" are links to different pages (some of which open in a new browser window) such as News, Calendars, Book Reviews, Learning Resources and Information, which includes further links to Letters to Parents, School Policies, Information Booklet and so on. There is also a second login panel, which allows parents/carers to view specific information on their son's progress via TALISMAN (see page 31). Parents



need to enter their son's Admission Number into the User ID box and the confidential password (again case-sensitive) which they have been issued and click on the yellow Login button. If parents/carers forget either of these, they should contact Miss Taylor, Office Manager (01303 252131 or [SJTaylor@harveygs.kent.sch.uk](mailto:SJTaylor@harveygs.kent.sch.uk)) for a reminder. Parents/carers also have the facility to change their password if they wish.

## JEWELLERY

Boys in Years 7 to 11 are not permitted to wear rings or personal jewellery of any kind, though a wristwatch is acceptable. Students in Years 12 and 13 may wear a signet ring if they wish. Earrings, studs, sleepers and any other form of visible body piercings are not allowed. **It is not acceptable for a pupil to claim that a recent piercing necessitates leaving a ring or stud in place during the school day.**

## LIBRARY

The Library is situated in the centre of the upper floor of the main building. It is open, and staffed from 8.30am until 4.30pm during term time. All students may use the library before and after school, as well as during breaks and lunch times. As well as a wide range of fiction and non-fiction books, the library is equipped with a limited number of computers, which may be used for schoolwork and associated research. We encourage students to obtain a KCC library card, independently from the school, which offers them electronic access to a much wider range of e.books and e.magazines than we are able to hold, conveniently available on their phone, tablet or PC at home.

## LITTER

With plenty of litter bins around the school site there is no excuse for anyone dropping litter. Parents/carers are asked to encourage their sons to respect the school environment and do their best to maintain its cleanliness, particularly at breaks and lunchtimes when they purchase items from the Diner. Parents/carers should also remind their sons that chewing gum is banned and should not be brought to school. Chewing gum can quickly ruin carpets and other floor coverings.

## LOCKERS

A limited number of lockers are available in which pupils can keep books, games, equipment, etc for a deposit of £5, refundable at the end of the year if the locker has been kept in good condition. Lockers are allocated on a "first come" basis, with Year 7 & 8 pupils given priority. Unfortunately, our lockers are not suitable for storing valuable items such as mobile phones, iPods, MP3 players, or money, and the school cannot accept responsibility for any item left in lockers.

## MEALS

The Harvey is committed to initiatives intended to improve the diet, health, fitness and wellbeing of young people and is compliant with DfE standards and regulations concerning the categories and nutritional content of food and drink that are available at school. We ask for the support of staff and parents/carers in this regard, particularly in discouraging pupils from purchasing from shops en-route to school items

such as junk food and additive-laden drinks. Please note that Morrisons in Cheriton Road will not admit pupils before school. **Boys arriving with bulk food purchases for onward sale to other pupils will have the items confiscated. Neither is it acceptable for pupils to bring hot food purchased elsewhere into the Diner.**

Our catering is provided by **Innovate Services Ltd** in a modern, purpose built Diner that is open to pupils and staff throughout the school day from 8am to 3.40pm. A tariff showing current Diner prices is available in Appendix 1. Any price amendments are applied in September each year; September 2021 price amendments have not yet been released.

The school operates a biometric cashless system in the Diner and parents/carers and staff are able to pay for meals via a link on the school website. Cheques should be made payable to **Innovate Services Ltd** and money and cheques should be paid in to the School Office in a sealed envelope **before 8.50am**. Cash/cheques will not be taken outside of this time. Innovate's refund policy indicates that the minimum refund available when a pupil leaves the school is **£5**.

Pupils should go to the School Office if there are any problems with their account.

Boys may, if they wish, bring in a packed lunch. If this is the case, it is helpful if parents/carers oversee their contents and avoid providing carbonated drinks with e-numbers and/or a high sugar content. Packed lunches may be eaten in the Diner or in the outside picnic areas; **no food or drink (except plain water) may be consumed in classrooms.**

With written parental permission, boys in any Year Group may go home for lunch. With the exception of students in Years 12 and 13, however, there is no provision for going off site during the school day.

Parents/carers or staff wishing to discuss specific dietary matters should contact the Catering Manager, **Ms Pippa Whelan**, who will be pleased to assist.

## MEDICALS

There are no routine medicals carried out by the school nurses in secondary schools, only those where referrals have been made by the school or other organisations.

Immunisations are offered in line with the National Immunisation Schedule. The Kent School Health Team will contact parents via the school with information when an immunisation is required.

Parents/carers are asked to supply the school with information that will allow contact with them to be made if a boy is taken ill at school or needs emergency treatment. They must also supply at least two other emergency contacts. Similarly, the school must be made aware of any medication a boy needs to take while at school and a special form is to be completed. It is most important that the school is kept informed of any changes to these circumstances.

The school has a Medical Room and several qualified First Aid staff.

Please read the school's Supporting Pupils with Medical Conditions policy for further guidance.

## MOBILE DEVICES

We recognise that mobile phones do give parents/carers peace of mind by assisting contact with their sons, many of whom have long journeys to/from school. However, as with all modern technologies, there is as much scope for abuse as there is for legitimate use and so we need to ensure that pupils follow our simple guidelines.

Research shows that excessive use of smart phones is harmful to our pupils' mental health. The school no longer offers Wi-Fi for pupils, and parents are encouraged to avoid buying mobile phone deals with substantial amounts of mobile data that can be used by pupils during the school day.

Any pupil who chooses to bring a smart phone to school, does so at their own risk and must not use it during lessons unless the teacher has given his/her permission for them to be used as part of the lesson. Any pupil who is found to use a smart phone inappropriately or irresponsibly will be banned from bringing one onto the school grounds for a set period of time.

**It is totally inappropriate for any pupil to use a mobile device to take or share still or moving images of his peers or members of staff in school, or on the way to and from school. The school will take a very serious view of any school-based or school-related material that is up-loaded to a website and which reflects badly on the school.**

## MOTORCYCLES/CARS

Parents/carers who wish their sons to ride/drive to school via motorcycle/moped/car must apply in writing to the Deputy Headteacher (Pastoral).

## PARENTS' EVENINGS

There is a Parents' Evening for each year group, where parents/carers are invited to meet the members of staff who teach their son. The school has introduced a new intuitive and easy to use online appointment booking system through the school's iCloud account. This allows parents/carers to choose their own appointment times with the teachers they wish to see. These evenings are always very well-attended, and the school considers that parental involvement is a welcome and important part of school-home liaison and co-operation. Invitations are issued well in advance and parents/carers are asked to log in to the school's iCloud and book their appointments. In order to enable parents/carers to see as many subject staff as possible, five-minute interviews are scheduled. Parents/carers may wish to visit the link that will be provided in the Parents' Evening letter for a guide on how to attend appointments over video call.

The Parents' Evenings for 2021-22 will be held on the following dates:

- Tuesday 2<sup>nd</sup> November 2021 Meet the House Team (Y7 Parents)
- Thursday 11<sup>th</sup> November 2021 Year 13 Parents' Evening
- Thursday 2<sup>nd</sup> December 2021 Year 8 Parents' Evening:
- Wednesday 26<sup>th</sup> January 2022 Y11 Parents' Evening
- Wednesday 23<sup>rd</sup> February 2022 Year 9 Parents' Evening
- Tuesday 8<sup>th</sup> March 2022 Year 12 Parents' Evening
- Thursday 21<sup>st</sup> April 2022 Year 10 Parents' Evening

- Tuesday 26<sup>th</sup> April 2022 Year 7 Parents' Evening

Teachers attend all Parents' Evenings for year groups which they teach, along with House staff (Heads of House and Assistant Heads of House). A timetable of interviews is provided.

## **PASTORAL CARE**

Academic achievement and good discipline can only flourish in an atmosphere in which the individual feels important and secure. The needs of Harvey pupils as individuals and their intellectual, moral, physical, social and emotional development form the basis of the school's pastoral structure. On entry into the school, each pupil is placed in a Tutor Group, each of which is in the care of a Tutor. The Tutor meets the group every day and has responsibility for the welfare of the pupils within the group. If a boy is having any problems, he can always report or discuss them with his Tutor or alternatively his House Learning Support Manager. All Tutors and Learning Support Managers work under the direction of their Head of House, supported by the Deputy Headteacher (Pastoral).

If any boy is having problems of which parents/carers should be made aware, a member of the House pastoral team will contact them. Likewise, parents/carers who feel there is a problem relating to their son's education can arrange an appointment with an appropriate member of the House team by contacting the School Office or making contact directly with their House Learning Support Manager.

Parents/carers wishing to contact House pastoral staff can do so by phone to the School Office (01303 252131) or by e-mail (e-mail addresses are given on page 34 of this document and are also available in TALISMAN).

## **PERSONAL POSSESSIONS**

Pupils may bring mobile phones, smart phones, MP3 players, hand-held computer games or other electronic equipment to school but may not use them in lessons or in the corridors unless a member of staff has granted permission. Items, which are used inappropriately, may be confiscated and parents/carers notified when the items are available for them to collect from the School Office.

Every pupil should have his name clearly marked on all clothing and possessions. Boys must not leave money or valuables anywhere in the school, and the school accepts no responsibility for any article brought into school by a pupil.

## **PREFECTS**

Each year, in March/April, approximately thirty Sixth Form students from Year 12 are appointed as School Prefects via a selection process, which involves recommendations from members of their peer group and from staff. Following interviews with the Headteacher and a senior member of the Leadership Team, the most successful candidates are chosen to represent the school in the post of Head Boy and Deputy Head Boy. The Head Boy and his Deputy are responsible for the organisation of the Prefect body.

Prefects reflect the best in personality, ability and leadership qualities within our Sixth Formers and they work closely with staff, playing a key role in ensuring the smooth day-to-day running of the school and in "manning" school functions such as Open Evenings and Prizegiving. They also assist with supervision of

the Diner, the playground and other areas of the school at lunchtimes and all pupils should respect their authority.

The Head Boy for 2021-22 is Arthur Yeomans and the Deputy Head Boy is Samuel Casey.

## **PUPIL PREMIUM**

The Pupil Premium was introduced in April 2011 and paid by means of a specific grant based on school census figures for pupils registered as eligible for Free School Meals (FSM) in year 7 to 11 and for Looked after Children (LAC) or Children in Care (CiC). A premium was also introduced for children whose parents are currently serving in the armed forces, for Children Adopted from Care under the adoption and children act 2002 and children who have left care under a Special Guardianship or Residence Order. The premium is designed to address the emotional and social well-being of these pupils. The Pupil Premium is additional to main school funding, and it will be used to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils that need it most.

Relationship, health, and sex education carefully follows the revised statutory guidance. It is taught as part of the school's wider personal, social and health education (PSHE) programme, and is included in the syllabuses for Science and RE. The programme draws the attention of pupils to social and moral responsibilities, as well as practical aspects of sexual development and behaviour. The school's policy on Relationship and Sex Education is available on our website and parents are invited to share their views on this. Parents/carers may withdraw their sons, should they wish, by writing to the Headteacher.

## **RELIGIOUS EDUCATION**

Religious Education is taught to all boys in Years 7 to 11 and is available as a GCSE subject following the AQA Religious Studies syllabus. The AQA specification includes the study of philosophy and ethics in the modern world and the in-depth study of the beliefs and practices of Christianity and Islam (Buddhism is studied by boys taking the full course GCSE). Key Stage 3 is taught with guidance from the Kent Agreed Syllabus for RE and gives an insight into Christianity (which forms more than 50% of the subject matter covered) and other major world religions. In year 9 boys will also study a range of philosophical and ethical issues. The aim of Religious Education is to develop boys spiritually, morally, socially and culturally in a safe environment. We also aim to nurture their thinking skills and evaluate opinions with acceptance and understanding whilst nurturing a keen interest in contemporary issues, which includes other cultures and faiths. We encourage boys to become well-informed individuals taking part in discussions and debates to form their own opinions. Parents/carers have the right to withdraw their son from Religious Education lessons and from collective worship; this should be done by writing to the Headteacher.

In Years 12 and 13, boys can opt to study A-Level Philosophy and Ethics, but Religious Education is also provided in the form of conferences, attendance at which is compulsory.

## **REPORTS**

A full written formal report is issued to parents/carers once a year, in accordance with DfE regulations. However, we also track the progress of all pupils with a progress report, updated and available online to parents/carers who log in to the Intranet. These reports map progress against agreed target grades/levels

based on prior attainment and also application in each subject area. A full schedule for 2020-21 is available in Appendix 2.

## **SCHOOL FUND**

The school provides many activities that enhance its extra-curricular life and which could not take place without additional income. The School Fund exists as a means of parents being able to charitably assist us to help finance these activities. Parents/carers can pay into this fund by Standing Order, cheque or cash. We greatly appreciate any contribution parents feel able to make and currently many parents choose to donate around £40. In addition, we thank parents/carers who also complete our Gift Aid form, thereby helping us to maximise their donation. We do not, of course, expect contributions from families where this would cause hardship.

## **SCHOOL POLICIES**

All School Policies are available through the school's intranet and external website. Printed copies can also be produced on request. They are reviewed on a rolling basis in response to new legislation and members of the school community are involved in the review process.

## **SECURITY**

Ensuring that the school is a safe learning environment is a necessity and there are a number of basic security measures which should be implemented at all times.

### **Gates**

Although the main school gates at the front of the site remain open throughout the day, the side gates are locked at 8.50am and remain locked until 3.25pm. The rear gate will always be locked after use (eg PE groups going across to the Main Field). Duty staff have a key to allow pupils to retrieve balls which go over the fence at breaks and lunchtimes.

### **Badges**

All members of staff are issued with identity badges which they wear at all times when on site. Visitors must report to Reception where they are issued with a temporary badge indicating their name.

### **Access to Main Building**

Sixth Formers and members of staff are issued with a special personalised "fob" which allows them to use either of the two front doors to enter or leave the Main Building during the day. This facility is switched off at the end of the school day for obvious security reasons. All fob-holders must take the greatest of care and instantly report any loss so that the fob can be disabled.

### **Intruders**

If a pupil sees anyone on-site who is neither a member of staff nor a visitor (as identified by their badges as above) he should inform a member of staff immediately.

### **CCTV**

The school has a number of CCTV cameras around the site which record activities in certain vicinities – entrances, corridors etc.

## 16-19 BURSARY FUND

The school now receives specific funding to support Sixth Formers with the costs of continuing in full-time education called the 16-19 Bursary Fund. This has two elements:

- A bursary of £1,200 a year for young people in the following defined vulnerable groups: in care, care leavers, young people in receipt of income support and disabled young people in receipt of Employment Support Allowance who are also in receipt of Disability Living Allowance.
- Discretionary awards made by schools in ways that best fit the needs and circumstances of their students. Bursary awards are targeted towards those Sixth Formers who face the greatest financial barriers to participation; such as the costs of transport, meals, books and equipment.

Details of how to apply for support from the 16-19 Bursary Fund are available from the School Office.

## SIXTH FORM CENTRE

The Sixth Form Centre provides study and social facilities for Sixth Formers between 8am and 4.00pm each day. The Centre is supervised by the Sixth Form Manager, who also works closely with House teams to monitor Sixth Form attendance and to supervise students when they are completing their Supplementary Study Lessons. As a part of the support programme provided through tutor time sessions, students in Year 12 are offered guidance to help them develop their independent study skill, and the Sixth Form Manager provides valuable daily support and advice in this respect.

Additionally, Year 13 students can access additional advice and guidance, further to that provided through the tutor time schedule, to support them as they make decisions about their chosen progression route as they prepare for life beyond the Harvey.

## SPECIAL EDUCATIONAL NEEDS

Mr A Allon (Deputy Headteacher (Pastoral)) and Mr M Towse (Assistant SENCo) coordinate the provision for those pupils who have Special Educational Needs. The school employs a network of support staff who are responsible for the care guidance and support of students with special educational needs to maximise their learning opportunities. Early Intervention, small group work, internal and external individual support, both in and out of the classroom, form the basis of this provision. Virtually all rooms in the school are accessible to pupils who require the use of a wheelchair. Special provision is also made for our More Able pupils and those that are entitled to Pupil Premium funding.

### **School Processes for Provision**

The following processes take place whether or not the pupils have Education, Health and Care Plans (EHCPs), including

#### **a) How the school evaluates the effectiveness of its provision for SEN pupils**

Each review of the SEN provision plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / EHC Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

**b) The school's arrangements for assessing and reviewing the progress of pupils**

Every pupil in the school has their progress tracked regularly. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. If these assessments do not show adequate progress is being made the SEN provision plan will be reviewed and adjusted.

**c) The school's approach to teaching pupils**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, if necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

**d) How the school adapts the curriculum and learning environment for pupils**

We adapt the curriculum and the learning environment for pupils with special educational needs where necessary. We also regularly undertake reviews to ensure the appropriateness of our curriculum and learning environment.

**e) Additional support for learning that is available to pupils**

We ensure high standards of teaching in the school and ensure there are sufficient resources to deploy additional and different teaching for any pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In rare cases an extremely high level of resource may be required. In such circumstances, the school will apply to the Local Authority for high needs top up funding.

**f) How the school enables pupils to engage in activities of the school (including physical activities)**

All clubs, trips and activities offered to pupils are available to pupils with special educational needs either with or without a statement of special educational needs / EHC Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

**g) Support that is available for improving the emotional and social development of pupils**

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching in PSHE and tutor time and indirectly with all conversations adults have with pupils throughout the day. For those pupils with the most need for help in this area, we also can provide strategies such as working with our school counsellor, Early Intervention Officer, and access to external agency support, such as that from Salus and CYPMHS.



## **SPORT**

The Harvey enjoys considerable success in local, county and national sport and regularly reaches county cup finals in cricket and football.

Organised sport forms an integral part of the curriculum at the Harvey. The school actively promotes as wide a range of sporting activities as possible, and gives many boys the opportunity to represent the school in inter-school fixtures, and their house in the inter-house programme. The school's three main team sports are football (Autumn Term), hockey (Spring Term) and cricket (Summer Term) and there are regular fixtures at all levels in midweek and on Saturdays (football and cricket). In addition, the school participates in athletics, basketball, cross-country, golf, rugby, skiing, swimming, handball, volleyball and tennis competitions, and offers pupils the opportunity to be involved in badminton, fitness training, gymnastics and outdoor adventure activities.

The school is well equipped with both internal and external sporting facilities. The sports hall, separate gymnasium, fitness room and cricket pavilion provide impressive indoor accommodation whilst the school's adjacent playing fields are complemented by the local authority's sporting facilities, close by at The Folkestone Sports Centre and local Trust facilities at The Three Hills Sports Park, which include 3 all-weather playing surfaces. These facilities are regularly used by the PE department to support learning of pupils during school time and for extra-curricular activities.

## **STUDY SUPPORT**

Compulsory study after normal school hours is used as a sanction when this is appropriate – for example, when a pupil fails to produce work without a valid excuse. The school is not required to seek parents'/carers' permission for this but we will, on most occasions, provide parents/carers with 24 hours' notice or alternatively agree a strategy with parents/carers for individuals that may result in the sanction being applied immediately when this is appropriate. Parents/carers will always be informed of the date and time of the session and the reason for it. On many other occasions there will be study support available for pupils after school that it not compulsory but highly recommended e.g. GCSE revision sessions.

## **TALISMAN**

TALISMAN (Teaching and Learning Information Systems Manager) is the school's bespoke system designed to provide staff, pupils and parents/carers with a wide range of data to support pupils' progress. The pupil/parent version is available on the school Intranet and displays "real-time" information on pupils' timetables, assessment data, progress against targets, attendance, homework, reports, contact details and external exam timetables (when appropriate).

Pupils and parents/carers are also able to see the pastoral log entries made by staff – these may be positive referrals for an exceptionally good piece of work, for example, or negative referrals when a pupil's work, attitude or behaviour has been below expectations.

## **TEACHING & LEARNING**

All teaching staff utilise the School's Teaching & Learning Policy and Handbook, which is updated annually. A copy of this, and the Teaching & Learning Policy document, may be found on the School Intranet.

Enquiries about teaching and learning should be addressed to Mr Goodfellow, Deputy Headteacher (Academic) – [sjgoodfellow@harveygs.kent.sch.uk](mailto:sjgoodfellow@harveygs.kent.sch.uk).

## TOILETS

The pupil toilets are located downstairs in the Main Building, downstairs in the Wright building and downstairs in Harvey Sports.

## TRANSPORT

Boys for whom the Harvey has been designated as their nearest appropriate school and who live more than three miles from the school will be provided with free bus passes by the Local Education Authority. Pupils in Key Stages 3 and 4 can also purchase a Young Person's Travel Pass which facilitates free transport on a wide range of bus services throughout the county from 6am until 7pm, Monday to Friday, until 31<sup>st</sup> July. This can be extended by purchasing a Stagecoach PLUS ticket which is valid after 7pm on weekdays, all weekend and during August. Sixth Form students can apply for the Kent 16+ Travel Card which offers a similar deal but for a higher fee. Detailed information in regard to transport to school can be found online in the Kent County Council 'Home to School Transport Guide' 2021 – 22'.

Stagecoach have provided the school with the following information:

***Stagecoach will not accept passes that will not scan because they are damaged. Parents/Carers must contact Kent County Council on 03000 418484 to arrange for a replacement. This is part of a local authority scheme to block passes that have been lost or stolen. Students boarding without a valid pass will be expected to pay the usual bus fare.***

Good behaviour by pupils on public transport is essential in the interests of their own and others' safety and of the school's reputation. The school, in conjunction with the bus operators, reserves the right to deal with misbehaviour on public transport by requiring boys to find an alternative means of getting to/from school. Parents/carers are expected to play a full part in ensuring their sons' good behaviour on the way to and from school.

## TRIPS AND VISITS

The Harvey has a long tradition of organising an extensive range of both day and residential visits for the benefit of its pupils. Whenever possible, the opportunity is taken to provide the "fieldwork" or Learning outside of the classroom experience so important as a supplement to classroom activity and this takes place not only locally but also across the Channel, the school's proximity to Europe making it possible to visit such important historical sites as the First World War Somme battlefield without the need for residential arrangements.

In addition to a wide variety of day visits of a curricular and recreational nature, the school has organised an annual ski trip for over thirty years to Europe or North America, biennial football tours to the eastern seaboard of the United States, cricket tours to the Caribbean, hockey tours in Europe, and language and cultural visits to France, Germany, Italy, Russia and Eastern Europe. In recent years students have participated in World Challenge expeditions to Chile, Mongolia, Namibia, Peru, Tanzania and Vietnam.

The school firmly believes in the educational value of these visits in providing its pupils with experiences of learning outside the classroom and in a "real" environment. Whether or not they are directly related to the curriculum, educational visits give young people the opportunity to develop confidence and responsibility in a setting often far removed from their own experience.

All school trips and visits are organised within clearly defined criteria, to ensure maximum safety and benefit for all involved. These criteria form part of the school's Educational Visits Policy, a copy of which is available on request. If a member of staff wishes to discuss a proposed trips s/he should consult with the Educational Visits Co-ordinator, Neil Bristow. The school reserves the right not to take a pupil on a trip where, in the judgement of the school, the pupil's record of behaviour is such that the safety of himself and others may be compromised.

Consent and medical information is required for all trips from parents/carers. However, the school has adopted a general consent and medical form for all trips in Folkestone & Hythe District and sports fixtures which will be updated annually. Other trips, including residential and adventurous activities, will require the completion of a separate consent and medical form for each trip.








## TUTOR SYSTEM

The school is divided into four Houses – **Discovery, Endeavour, Resolution and Victory**

Each House is led by a Head of House, who is a member of the school's Leadership Team, and who is supported by an Assistant Head of House, House Tutors and a Learning Support Manager. Sixth Form students also benefit from the support provided by the Sixth Form Support Manager. Mr Allon, the school's designated SENCO, will provide overarching support for pupils with additional or special needs and those deemed as vulnerable for one reason or another.

Many opportunities for pupils to develop their personal and social skills, such as teamwork and leadership, are on offer through the House system.

The House teams for 2021-22 are as follows:

DISCOVERY HOUSE			
		Head of House <b>Miss S BAILEY (SAB)</b> <a href="mailto:sbailey@harveyqs.kent.sch.uk">sbailey@harveyqs.kent.sch.uk</a>	
	Assistant Head of House <b>Mr S ROWE (SWR)</b> <a href="mailto:srowe@harveyqs.kent.sch.uk">srowe@harveyqs.kent.sch.uk</a>		Learning Support Manager <b>Ms A HUTCHENS (AFH)</b> <a href="mailto:ahutchens@harveyqs.kent.sch.uk">ahutchens@harveyqs.kent.sch.uk</a>
ENDEAVOUR HOUSE			
		Head of House <b>Mr P CASTLE (PMC)</b> <a href="mailto:pmcastle@harveyqs.kent.sch.uk">pmcastle@harveyqs.kent.sch.uk</a>	
	Assistant Head of House <b>Mr G MEERS (GJM)</b> <a href="mailto:gmeers@harveyqs.kent.sch.uk">gmeers@harveyqs.kent.sch.uk</a>		Assistant Head of House <b>Mr C SIMPSON (CS)</b> <a href="mailto:csimpson@harveyqs.kent.sch.uk">csimpson@harveyqs.kent.sch.uk</a>
		Learning Support Manager <b>Mrs C GOODING (CGG)</b> <a href="mailto:cgooding@harveyqs.kent.sch.uk">cgooding@harveyqs.kent.sch.uk</a>	

## RESOLUTION HOUSE

		Head of House <b>Mr N BRISTOW (NB)</b> <a href="mailto:nbristow@harveyqs.kent.sch.uk">nbristow@harveyqs.kent.sch.uk</a>	
	Assistant Head of House <b>Miss S Traynor (SST)</b> <a href="mailto:straynor@harveyqs.kent.sch.uk">straynor@harveyqs.kent.sch.uk</a>		Assistant Head of House <b>Mr J Walton</b> <a href="mailto:jwalton@harveyqs.kent.sch.uk">jwalton@harveyqs.kent.sch.uk</a>
		Learning Support Manager <b>Mrs S EWINS (SE)</b> <a href="mailto:sewins@harveyqs.kent.sch.uk">sewins@harveyqs.kent.sch.uk</a>	

## VICTORY HOUSE

		Head of House <b>Mr M STEVENSON (MS)</b> <a href="mailto:mstevenson@harveyqs.kent.sch.uk">mstevenson@harveyqs.kent.sch.uk</a>	
	Assistant Head of House <b>Mr L HARK (LEH)</b> <a href="mailto:lhark@harveyqs.kent.sch.uk">lhark@harveyqs.kent.sch.uk</a>		Learning Support Manager <b>Mr R HANCOX (RH)</b> <a href="mailto:rhancox@harveyqs.kent.sch.uk">rhancox@harveyqs.kent.sch.uk</a>

## WATER

Pupils are permitted to drink bottled still water during lessons (with the exception of practical lessons and those in certain rooms, e.g. computer rooms). Fresh drinking water is free to all pupils in the Diner. The school also has bottled water vending machines and three outside drinking water taps at which pupils may fill water bottles. Pupils should ensure that they obtain water **during breaks** – “I was filling up my water bottle” is no excuse for lateness to lessons and neither should pupils ask to leave lessons to get water.

## WORK EXPERIENCE

All pupils in Year 10 and 12 take part in one weeks' Work Experience; June for Y12 and July for Year 10. The aim of the programme is to give pupils a general taste of the world of work rather than having a vocational emphasis and placements are provided by a wide range of local firms. Pupils are invited to apply for the post of their choice after a schedule of preparation within the tutorial programme, involving the formulation of a CV and a letter of application. Pupils in Y12 are encouraged to seek their own placement using the private placement form from the school office.

During the placement, the pupil follows a specially-prepared programme of activities designed to demonstrate the range of tasks associated with the particular firm or career. He completes an online Work Experience Record; a type of "diary" which he writes up each day and in which he and the employer write a summative evaluation at the end of the placement.

Staff visit each pupil in Year 10 at some point during their placement to check that there are no problems and to discuss with both the pupil and the employer how the placement is going.

## APPENDIX 1: DINER TARIFF, SEPTEMBER 2021

### Pending September 2021 Price Amendments

DRINKS		GRAB AND GO	
Coffee (small)	£0.90	Noodle Pots	£1.40
Coffee (regular)	£1.00	Cobs	from £1.60
Tea - including fruit tea (small)	£0.60	Baguettes	from £1.95
Tea - including fruit tea (regular)	£0.85	Mini Baguettes	£1.00
Hot Chocolate (small)	£0.70	Hot Baguettes	£2.00
Hot Chocolate (regular)	£0.90	Hot Paninis	from £2.00
Fruit Juice (330ml)	£1.40	Cold Wrap	from £2.10
Still Water (500ml)	£0.80	Hot Wrap	from £1.95
Fruit Juice (carton)	£0.75	Bloomers	from £1.85
Flavoured Milk Cartons	£0.85	Pizza Slice	£1.35
Suso Cans	£1.40	Pitta Pizza	£1.00
Fruit Cuplets	£0.45	Bare Burrito Bowl	£2.75
Radnor Fruit Fizz	£1.00	Wedges	£1.60
BREAKFAST		CAKES & PASTRIES	
Yoghurt Pots	£0.95	Chocolate Brownie	£1.00
Bacon Roll	£1.60	Flapjack	£0.80
Bacon Baguette	£2.00	Cookies	£0.75
Breakfast Wraps	from £1.90	Shortbread	£0.80
All butter Croissants	£0.90	Tray bakes	£1.00
3 item Breakfast	£1.50	Muffins	£1.00
5 item Breakfast	£2.00	Mini Shortbread	£0.30
LUNCH MENU		HEALTHY OPTIONS	
Main Meal and Dessert	£2.20	Ready Made Salads & Protein Pots	from £1.10
Dessert of the Day	£1.00	Self-Serve Salads	from £1.45
Mini Baguette Meal Deal	£2.20	Dips and sauces	from £0.25
Hot Wrap Meal Deal	£3.00	Pasta Pots	£2.25
Salad Shaker Meal Deal	£3.00	Fresh Fruit	£0.40
Jacket Potato (plain)	from £1.20	Vegetable Bags	from £0.50
Jacket Potato with topping	from £1.70	Fruit Bags	from £0.50
Homemade Soup	£1.70		
DESSERTS			
Jelly Pot	£0.50		
Fruit Salad	£0.90		
Ice Cream Pots	£0.60		

ALL ITEMS ARE SUBJECT TO AVAILABILITY  
**ALL ADULT PURCHASES ARE SUBJECT TO VAT**

## APPENDIX 2: REPORTING MAP, 2021-22

Year Group	Term 1	Term 2	Term3	Term 4	Term 5	Term 6
<b>7</b>	PROGRESS REPORT	PARENTS' EVENING (Meet the House Team)	PROGRESS REPORT		PARENTS' EVENING	FULL REPORT
						INTERNAL END OF YEAR EXAM SESSION
<b>8</b>	PROGRESS REPORT	PARENTS' EVENING		PROGRESS REPORT		FULL REPORT
						INTERNAL END OF YEAR EXAM SESSION
<b>9</b>	PROGRESS REPORT	PROGRESS REPORT	FULL REPORT	PARENTS' EVENING		PROGRESS SUMMARY
						INTERNAL END OF YEAR EXAM SESSION
<b>10</b>	PROGRESS REPORT			PROGRESS REPORT	PARENTS' EVENING	FULL REPORT
						INTERNAL END OF YEAR EXAM SESSION
<b>11</b>	PROGRESS REPORT	PROGRESS REPORT	FULL REPORT		EXAM SESSION (GCSE)	EXAM SESSION (GCSE)
		MOCK EXAM SESSION	PARENTS' EVENING			
<b>12</b>	PROGRESS REPORT		PROGRESS REPORT	PARENTS' EVENING		FULL REPORT
						PROGRESSION EXAMS
<b>13</b>	PROGRESS REPORT	PARENTS' EVENING	PROGRESS REPORT	FULL REPORT	EXAM SESSION	EXAM SESSION
		PROGRESS REPORT	MOCK EXAM SESSION			