



ST MARY'S
CE HIGH SCHOOL



St Mary's CE High School

New Parent/Carer Information

'EVERYONE IS EQUAL; EVERYONE DESERVES THE BEST'

'Students behave well and treat one another with kindness' Ofsted 2023
'An exceptionally inclusive and caring community' SIAMS Inspection 2020

Contents

A Message of Welcome: Richard Vaughan - Headteacher	2
1. The Transition Process for Year 6 students coming to St Mary's	4
2. Student Transition Day - July	4
3. Parents / Carer Information Evening - July	4
4. The First Day of Secondary School for transition students in September	5
5. Transition Contacts	5
6. Organisation of the School	6
7. The Leadership Structure	7
8. Key Roles	8
The Role of the Year Lead	8
The Role of the Form Tutor	8
The Role of the Student Manager	9
The Role of the Attendance Officer	9
The Role of the Senior Leadership Team	9
9. Attendance and Punctuality	9
Attendance for Learning	9
Punctuality	10
10. Inclusion at St Mary's	10
Students with Special Educational Need	10
11. Higher Prior Attaining Students at St Mary's	11
12. Learning at Home and Outside School	11
Extended Learning at St Mary's	12
Google Classroom	12
What Can I do to Support My Child's Learning?	12
13. Expectations of Students	13
The Principles of Excellent Behaviour for Learning	13
Excellent behaviour for learning is evident through:	14
The School Code of Conduct	14
Roles and Responsibilities of Students	14
Rewards	14
Sanctions	15
Resolutions	15
Detentions	15

Internal Exclusions	16
Suspension and Permanent Exclusions	16
14. The School Day	16
15. St Mary's School Uniform.....	17
Expectations	17
Uniform and Personal Presentation Requirements	18
St Mary's High School Uniform Checklist	19
16. School Meals.....	20
Payment.....	20
17. Enrichment	21
Extra-Curricular and Enrichment Activities.....	21
Sport	21
Performing Arts.....	21
Instrumental and Singing Lessons.....	22
Educational Visits	23
18. Charging and Remission Policy	23
19. Communication with Parents and Carers.....	24
Parent / Carer Complaints	24
How to Raise and Respond to a Concern.....	25
20. School Travel Advice.....	25
Transport options to the school	26
21. School Dates for Academic Year 2024/2025.....	27
22. Frequently Asked Questions	28
23. Useful Contacts	29
Appendix 1: Uniform and Personal Presentation Guidance.....	30

A Message of Welcome: Richard Vaughan – Headteacher



Dear Parents / Carers

I am delighted to welcome you and your family as members of the St Mary's CE High School learning community, with Christian values at the heart of what we do.

This handbook has been prepared to introduce ourselves, and to let you know all the necessary information about life at St Mary's. The handbook explains to you all the expectations we have at St Mary's and the values we hold as important within our learning community. The clearer our shared understanding of these expectations is at the start of our work together, the more able we are to work together to ensure that the young person you are placing in our care will be happy and successful.

Our vision, as a school with a Christian ethos, is **Through God's love, we are the rich soil where seeds flourish and roots grow**; this is based on the Parable of the Sower, Mark 4: 3-9. This underpins our motto, **Everyone is equal; everyone deserves the best** and is key to what we do. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support.

Our hope is that all the young people who come to St Mary's will work hard, achieve their full potential and enjoy their time with us. We want our students to develop a strong sense of kindness and justice, to have pride in themselves and respect for others, to be emotionally resilient and emotionally intelligent, to have realistic aspirations of themselves, to acquire the qualifications and skills necessary to achieve their aspiration and to be an ethical citizen of the world.

As a school we are committed to supporting your child so that they have every opportunity to achieve their true potential, so they can contribute fully to a society that cares for and values everybody.

We look forward to working in partnership with you.



Richard Vaughan
Headteacher

"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where

"Through God's love, we are the rich soil where seeds flourish and roots grow"

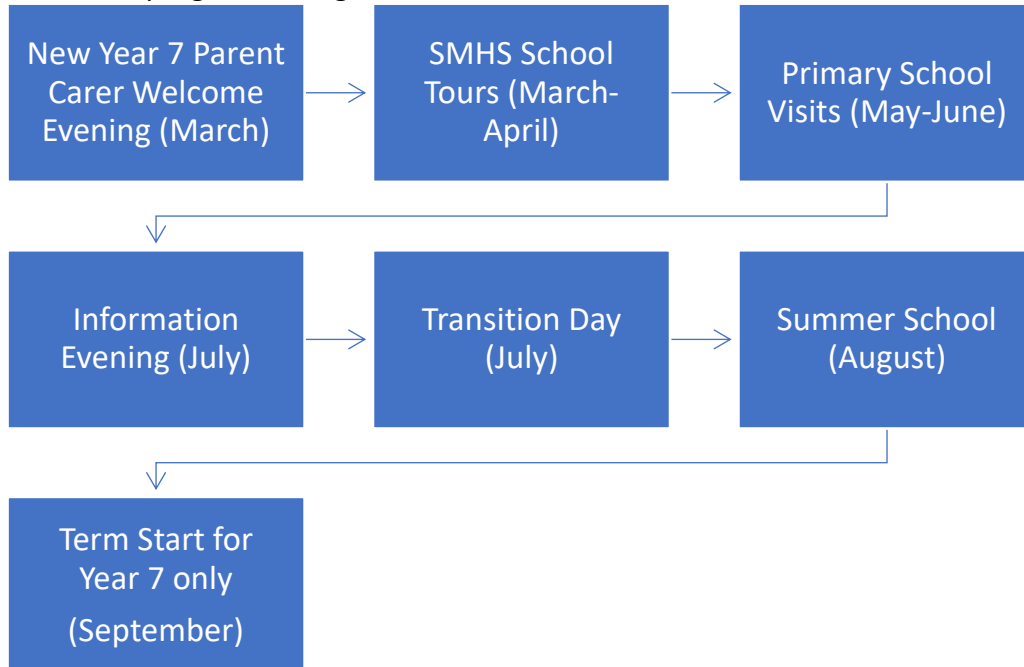
based on Mark 4: 3-9



1. The Transition Process for Year 6 students coming to St Mary's

Our Transition Programme is designed to support students to meet our high expectations. To achieve this we have designed a comprehensive programme through consultation with primary headteachers, primary school students, current students at St Mary's and parent / carers.

An overview of this programme is given below.



Please do not hesitate to contact our Transition Team on email transition@st-maryshigh.herts.sch.uk if you have any questions regarding this process. We would also welcome any comments and feedback on the success of the programme for you and your child.

2. Student Transition Day – July

Transition Day is designed to provide a positive start for students, as well as providing important information and reassurance concerning their transition to our community here at St Mary's. During this day students will be spending some time as a year group working on team building, having tours of the school and taster lessons. We are confident that your son / daughter will enjoy the day and we look forward to welcoming them into St Mary's.

3. Parents / Carer Information Evening – July

The school arranges a new parent/ carer information evening the day before the transition day. This meeting enables us to give you information and you to ask questions about your child's preparations for September. You will also have the opportunity to meet some of the staff who will be responsible for your son / daughter whilst at St Mary's.

The Year Lead responsible for the pastoral care of Year 7 will be present, as will Mr Vaughan, the Headteacher, and a member of the Inclusion Team. Our SENCO, members of the Year 7 Tutor Team and school governors will also be available.

4. The First Day of Secondary School for transition students in September

The first day of the new academic year is allocated for Year 7 students only. Students need to report to school for 8.25am and go to the hall where they will be met by their tutors. The school day will start with a year group assembly and students will meet their form tutors and new form groups. Students will be issued with their timetables and have a more comprehensive tour around the school and will meet some of their teachers for the year ahead. Students will need to be in full school uniform and will be required to bring only essential equipment such as pens, pencils, ruler, and an eraser in a pencil case.

5. Transition Contacts

Please do not hesitate to contact the school should you have any questions, concerns or other matters over your son / daughter's transition into our school community. This can be done via the transition@st-maryshigh.herts.sch.uk email address or by calling the school on 01992 629124. We will endeavour to respond to any questions within 24 hours.

The School website, www.st-maryshigh.herts.sch.uk is a major source of information for parents/carers and students and regular updates are placed on the home page. You may wish to consider marking this site as one of your 'favourites'. In addition, we have Twitter, Facebook and Instagram accounts which are used for regular updates to parents/carers about what is going on in school and is a good source of reminders, messages and student activities.

Twitter – @StMarysCEHigh - <https://twitter.com/StMarysCEHigh>

Instagram – @stmaryshighschoolcheshunt - <https://www.instagram.com/stmaryshighschoolcheshunt/>

Facebook – St Mary's Church of England High School & Sixth Form - <https://www.facebook.com/stmaryscephighschool/>

Key transition staff to contact for academic year 2024/2025:

Questions / Concerns	Contact Name and Position
<i>Pastoral matters; student needs; parent/ carer meetings</i>	Mr Alex Donghi –Year 7 Lead Ms Jamie-Lee Spencer – Year 7 Student Manager
<i>General transition issues; primary liaison; school procedures; school policies</i>	Mr Daniel Worker – Deputy Head Teacher
<i>Admissions</i>	Mrs Gill Wright – Admissions Officer
<i>Inclusion</i>	Mr Robert Smith - SENCO
<i>Governance; school tours; Headteacher appointments</i>	Mrs Judith Bundock – Headteacher's PA

6. Organisation of the School

St Mary's comprises five Teaching and Learning Areas, each of which is line managed by a member of the senior leadership team. These members of staff are responsible for the academic provision and the support of students within the Teaching and Learning Area.

The five Teaching and Learning Areas are:

Performing Arts	<i>(Art; Drama; PE; Music)</i>
Science & Technology	<i>(Science; Design Technology; Health & Social Care; Hospitality & Catering; Textiles)</i>
Humanities	<i>(Geography; History; RE; PSHE; Sociology; Law)</i>
English & Modern Foreign Languages	<i>(English; French; Spanish)</i>
Mathematics & ICT	<i>(Maths; ICT; Computer Science; Business Studies; Economics)</i>

On entry to the school, Year 7 students are arranged into mixed tutor groups. These groups may be subject to change after the first few weeks of term when we will know more about how your child is settling into secondary school. Tutor groups are organised to ensure that students have the best opportunity to achieve when in school. Tutor groups are also supported by the Year 7 Student Manager. Students admitted to the school either in other year groups, or after the start of the academic year, will be allocated their tutor group on an individual basis.

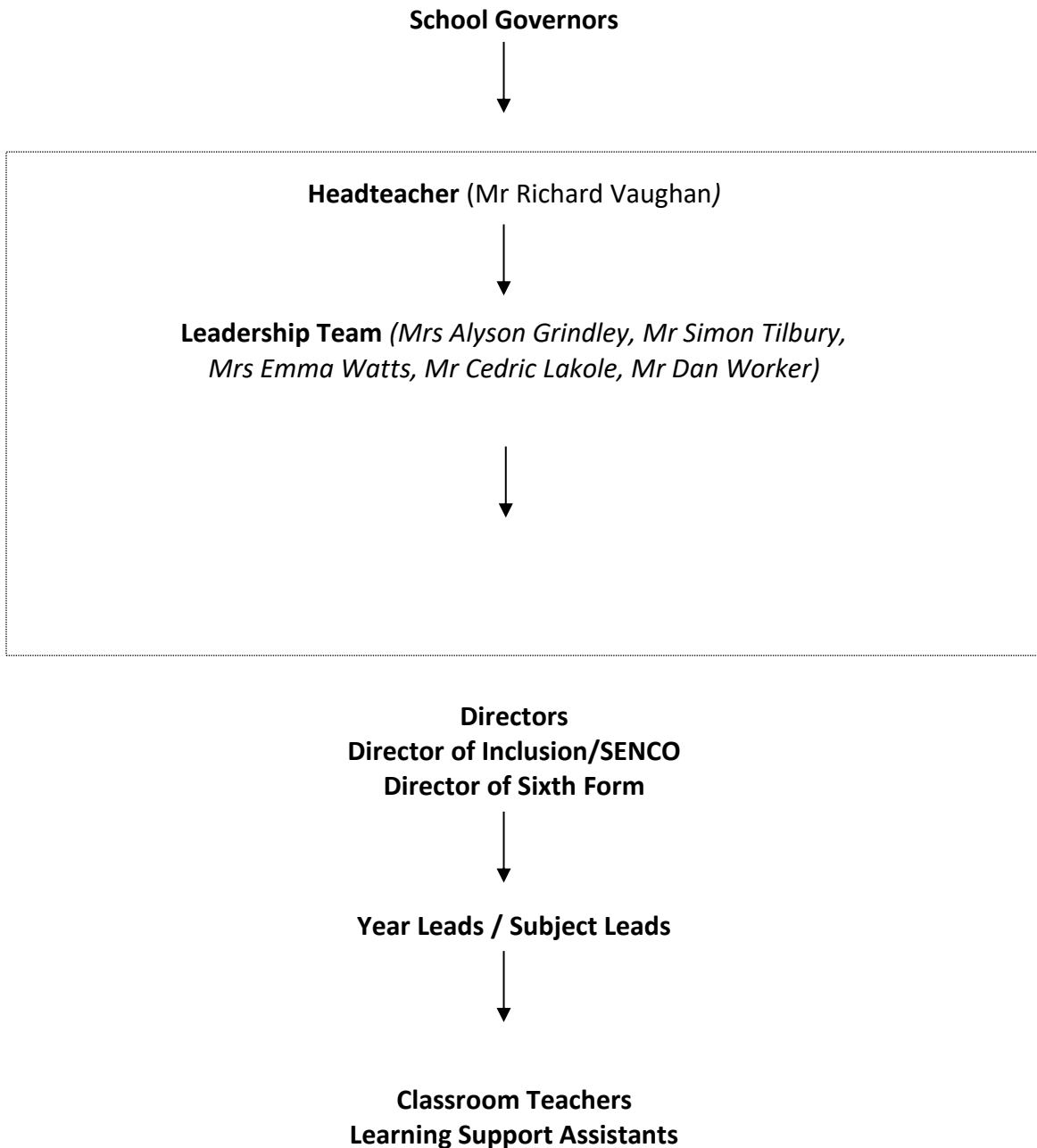
Usually you will have most contact with your child's form tutor and subject teachers. The Student Manager may also contact you over general pastoral issues including attendance, punctuality or behaviour. On other occasions, you may be contacted by a member of subject staff, the Year Lead, or in extremely serious instances a member of the Senior Leadership Team.

Staff at St Mary's are keen to speak to parents/carers to discuss student progress or issues of concern. Staff may either write, telephone or meet parents/carers (by appointment). If you wish to make an appointment to see a member of staff, please do so through the school office.

7. The Leadership Structure

The daily running of the school is the responsibility of the Headteacher, Mr Richard Vaughan. He is supported by the Senior Leadership Team (SLT) and Directors of Teaching and Learning.

The leadership structure of St Mary's is shown below.



A Student Manager also works with staff managing each year group to oversee student wellbeing and progress.

8. Key Roles

The Role of the Year Lead

Each year group is overseen by a Year Lead. Mr Donghi will be the Year Lead for Year 7. He oversees the work of the tutor team and the tutorial programme. He may also contact parents / carers to celebrate good work/achievement or about concerns that may arise. The Year Lead is also responsible for the monitoring of the achievements and progress of the Year group.

The Role of the Form Tutor

At St Mary's we believe that the form tutor's role is central to the welfare and success of students. Form tutors aim to:

1. Establish rapport:

It is the role of a form tutor to get to know students and encourage them to talk about their ideas and experiences. The form tutor will be one of the first points of contact with home, to pass on information about your child's successes or if there is cause for concern. A form tutor will also encourage tutees to take part in the wide range of extra curricular and enrichment activities available.

2. Monitor progress and encourage achievement:

The form tutor will also monitor your child's progress by liaising with subject teachers. They will report back to you at parent / carers consultation evenings, target review days and also prepare written reports at the appropriate time.

3. Expect and demand high standards of attendance, punctuality and behaviour for learning:

The form tutor will register your child at the start of every day, and will have an overview of your child's attendance and punctuality. The form tutor will ensure that uniform is worn correctly. Any behavioural issues will usually also be dealt with, in the first instance, by the tutor, in consultation with the subject teacher, where appropriate.

4. Make effective use of the tutorial time:

Tutorial time gives an opportunity for the form to undertake a programme of Personal Social and Health Education (PSHE) that re-enforces the ethos and expectations of the school. The form tutor will accompany the form in collective acts of worship and assemblies.

5. Encourage students to take part in the decision making process of the school

At St Mary's we actively encourage our students to contribute to the life and work of the school. The **Student Councils** are the forum provided for students for this. Each form will have a representative on the **Year Council** which reports to the **School Council**. Form Representatives are responsible for liaising with the Year Council and also updating the form on any important decisions that are made.

The Role of the Student Manager

The Student Manager supports the Year Team with the daily pastoral care of students. The Student Manager works to ensure that students are able to engage fully in their learning. This includes the monitoring of student wellbeing and liaising with the Attendance Officer. The Student Manager will alert the Year Lead to any issues or concerns. They may also contact parents / carers over student's day to day welfare.

The Role of the Attendance Officer

Our Attendance Officer's role is to monitor student attendance and punctuality. She will alert the Year Team and parents / carers to any concerns over attendance and punctuality and is the first point of contact with the Hertfordshire Attendance Improvement Officer (AIO).

The Role of the Senior Leadership Team

The Senior Leadership Team support the Headteacher in the running of the school. They work very closely with staff to oversee all aspects of your child's pastoral care, wellbeing and academic progress. Excellent work and contribution to school as well as serious incidents or concerns may be referred to the Deputy Head Teachers by senior staff.

9. Attendance and Punctuality

Attendance for Learning

Students are expected to attend school **every** day. Only genuine illness should prevent a student from being at school. Notes should be brought to explain clearly the absence on the day the student returns to school. It is essential that a parent / carer call or email the school when a student is not going to be attending school that day, explaining the reason for non-attendance.

In the event of an absence, please notify the Attendance Officer, at your earliest convenience, and at the latest by 9.00am on the morning of the absence.

Absence Hotline: 01992 642918 (24 hour answer phone)

Absence email: attendance@st-maryshigh.herts.sch.uk

St Mary's expects a minimum standard of at least 96% attendance. Levels of poor attendance and/or punctuality will affect progress and learning and will result in your child having to be referred to the Attendance Improvement Officer. Please note the school does support use of legal processes to support excellent attendance where this is necessary.

Please note that the taking of holidays during school terms will **not be authorised**, and that appointments with dentist and doctor should always be made outside school time.

Truancy (ie anytime when a student is not in school or the correct lesson without authorisation) is taken extremely seriously at St Mary's. This is monitored on an hourly basis through our electronic registration system. 'Truancy call' is part of this system whereby parents / carers are automatically alerted if, following morning registration, a student is absent from any lesson. Any student who does truant from school can expect to receive a sanction.

Punctuality

Students are expected to be on time for school and to arrive punctually for lessons. We expect all of our students to be on the school site by 8.15am each morning.

Please be aware that poor attendance or punctuality can result in cases being referred to the Attendance Improvement Officer. This in turn can lead to fines of up to £2,000 or a term of imprisonment.

10. Inclusion at St Mary's

Inclusion is a high priority at St Mary's. We are committed to supporting and encouraging students of all abilities – including those who need extending and challenging and those for whom learning might be more difficult. Our school Inclusion Policy embodies Hertfordshire's Inclusive Education Strategy and the Code of Practice (Education Act 1993). Fundamental to our policy is a good and strong partnership with parents / carers.

Students with Special Educational Need

Many students at some time during their school life will have an educational need that requires support. Our SENCO leads the Learning Support Team. Students will be supported by additional school resources such as support from a Learning Support Assistant. If the needs become more complex an assessment by an outside agency such as the Educational Psychology Service might be required so that the school can access resources from outside of school to enhance support. If a student has an Education Health Care Plan (EHCP), the student will receive additional support as indicated by the EHCP.

Support in the school includes helping students by:

- Some classes will have a Learning Support Assistant (LSA) to support class work/activities;
- Alternative Curriculum provides intensive literacy and numeracy support for students who may be struggling to access all areas of the curriculum;
- Differentiating (adapting) work so that all students can learn and achieve by understanding and progressing;
- Interventions are planned and delivered to booster literacy and numeracy skills where individuals or small groups of students may be withdrawn from some lessons;

- Creation of a flexible curriculum in all key stages to ensure students are challenged and can make good progress.

The Government’s guidelines include broad recommendations on homework/extended learning for students with special needs. Staff at St Mary’s will consider the needs of individual students in their planning of lessons and will work with parents and carers to support learning and personal and social development.

11. Higher Prior Attaining Students at St Mary’s

We are dedicated to ensuring that pupils who arrive at St Mary’s with high prior attainment continue to build on this success.

We recognise that the most powerful tool we have to do this is high quality teaching and learning. Therefore, we identify ‘Higher Prior Attaining’ students upon entry, so that teachers are aware of students’ needs. We provide students with a challenging curriculum which is sequenced to ensure that students are exposed to increasing challenge as they progress through the curriculum. Furthermore, we carefully monitor progress, and provide teaching or targeted support if students do not make expected progress.

In addition, we offer students the opportunity to extend their learning beyond the classroom. We do this by offering a range of extra-curricular opportunities. This includes an intensive careers programme for Higher Prior Attaining students, so that they fully understand the route to achieving their ambitions. Moreover, we offer a range of ‘Scholars’ programmes and leadership opportunities, which allow students to apply their classroom learning, to ‘real world’ situations.

12. Learning at Home and Outside School

Government guidelines on homework (extended learning) give a broad indication of the types of activities and how much time students of different ages might reasonably be expected to spend on homework.

Years 7 & 8	20 - 30 minutes per subject per week
Year 9	30 - 45 minutes per subject per week
Years 10 & 11	45 - 60 minutes per subject per week

However, the guidelines emphasise that it is more important that homework helps your child to learn than whether it takes a certain amount of time. Therefore, as a school we have adopted a homework/extended learning timetable that will incorporate both project based work and follow-up activities from class work. Homework/extended learning is under constant review to ensure that it is manageable, varied and challenging for students.

It is very important to contact your child's tutor if your child:

- **Does NOT appear to have homework/extended learning on a regular basis;**
- **Is spending very little time completing homework/extended learning;**
- **Is spending a great deal of time completing homework/extended learning.**

Extended Learning at St Mary's

At St Mary's, we believe that homework/extended learning plays an important part in our students' learning. Homework/extended learning offers students opportunities to work independently of their teachers. It encourages students to explore sources of information which may not be accessible to them in the classroom such as interviewing an adult other than a teacher, or it may require them to visit the library in their own time. The majority of homework/extended learning tasks will require students to practise and develop the skills learnt in lessons and can also be used to encourage them to carry out some research prior to starting a new project or unit of work.

Google Classroom

This is an online platform that is used by teachers to set homework. Students can access the program from any PC/electronic device with internet access to get their homework and any resources they need.

All year groups have their own homework/extended learning timetable, which is given out to students at the start of each year. On average, one or two pieces of homework/extended learning should be undertaken each day. The homework/extended learning timetable will indicate which homework/extended learning should be completed on each evening. The homework/extended learning that has been set each day can also be found on Google Classroom.

If students finish homework/extended learning early or do claim they have no homework, parents/carers are asked to encourage students to read or revise their class notes. Please advise the school if this situation occurs regularly.

What Can I do to Support My Child's Learning?

1. Use Google Classroom to check the homework that has been set for your child and that it has been submitted by your child.
2. Give your child confidence through lots of praise and encouragement
3. Encourage your child to always have a reading book - possibly reading for a short time before going to sleep each night
4. Read to, and with, your child as much as possible
5. Encourage your child to observe and talk about their surroundings
6. Make use of your local library
7. Visit museums and places you think your child might find interesting and talk about what they see

8. If your child is watching TV, encourage them to watch factual programmes and watch it too. Sometimes talking about what they have seen will help children to understand and remember more about the programmes and to question what they have seen
9. Try and set time aside to do 'homework'/extended learning activities each day
10. Try to provide a reasonably quiet place for your child to do homework/extended learning
11. Encourage your child to talk about the homework/extended learning with you
12. Encourage them to use home computers to word process work and the Internet for research and revision activities. The school website can also be accessed for additional curriculum information.

13. Expectations of Students

At St Mary's, the whole community including students, parents/carers, staff and governors are committed to high standards of presentation, conduct and behaviour for learning.

Our Behaviour for Learning Policy [LINK](#) supports all members of the school community in achieving the highest possible standards of behaviour for learning within a Christian ethos. It also encourages high quality, strong relationships so that teaching and learning can be effective and achievement and progress optimised in a safe, calm and positive teaching and learning environment.

Excellent standards of behaviour for learning are crucial to a student maximising their attainment and progress. The school works to provide opportunities to allow student behaviour to be positively managed through the provision of clear boundaries and the consistent application of expectations and supporting action. A strong partnership must be built between the parents/carers and staff, students and other appropriate support agencies to establish common expectations and shared practice regarding student behaviour for learning.

At St Mary's Behaviour for Learning is about the creation of an environment where every member of the learning community demonstrates a positive and proactive attitude to learning. It applies as much to staff and their relationship with students as much as it applies to the students themselves.

The Principles of Excellent Behaviour for Learning

Excellent behaviour for learning is:

- first of all in accordance with the law
- based on the school Code of Conduct and founded on Christian principles and values
- essential if students are to get the best out of their teaching and learning
- that which makes effective teaching and learning possible for all students and staff
- essential for raising achievement and maintaining high levels of performance
- that which complies with the school's policies and in particular with the Behaviour, Anti-Bullying and Inclusion policies

- habit forming, and these habits are developed through a commitment by all members of the school community together
- that which demonstrates respect for self, other students and those who teach and support students

Excellent behaviour for learning is evident through:

For Students:

- Attending school regularly and arriving to lessons on time
- Demonstrating a positive attitude to learning
- Wearing full uniform correctly
- Being ready to learn with the correct books and equipment
- An active engagement in the lesson
- Using positive and appropriate language at all times
- Building positive relationships with both teachers and peers
- Completing work/tasks set including extended learning/homework
- Working to the best of ability at all times, trying hard and never giving up
- Treating adults and peers with respect
- Respecting resources and the learning environment
- Proactively supporting the learning and wellbeing of others
- Cooperating with staff and following instructions promptly

The School Code of Conduct

Our Christian vision states that **Through God's love, we are the rich soil where seeds flourish and roots grow** and this is the foundation of our motto **EVERYONE IS EQUAL: EVERYONE DESERVES THE BEST** and the Code of Conduct is underpinned by this.

Roles and Responsibilities of Students

All students have a duty to ensure that they attend school regularly and act at all times and in all places with care for the safety and wellbeing of all members of the school community. This means showing respect for the rights of others, developing self-awareness, accepting responsibility for personal behaviour and supporting the establishment of an effective environment for learning throughout the school by following the school Code of Conduct.

All students have a responsibility to help in shaping and promoting a positive ethos and supporting staff and other students. This could be by being involved in the Student Voice as well as reporting incidents of bullying or other misbehaviour.

All students have a duty to value their own ability and seek to take full advantage of the opportunities afforded by the school to develop as a responsible member of the community.

Rewards

Our reward system is based upon our Christian ethos, allowing staff to reward students for their academic and pastoral achievements, whilst motivating students to value the role of exemplary behaviour in fulfilling their potential.

The school rewards are given by staff via a system of achievement points rewarded in subject lessons and by the pastoral team in the wider school. Teachers award students for the following behaviours in every lesson: best work, best effort, best contribution and 'star of the class'. Students may also receive tokens for demonstrating our Christian Values. All achievement points awarded to students also contribute towards their assigned House Points total.

In addition to achievement points, other examples of rewards include:

- Private words of praise/public praise
- Display of good work or achievement
- Certificates
- Praise postcards
- Phone calls home
- Year Lead Tea / Headteacher Tea
- Selection to represent the school/participate in special events/ represent Student Voice
- Recognition at termly Achievement Acts of Worship or Annual Prize Giving

Termly Reward focused Acts of Worship include the following:

- Certificates for reaching certain milestone points (100/250/500/1000), badges for 250+, vouchers for 250+.
- Certificates for 100% attendance
- Nominations from Tutors, Year Leads/Student Managers and SLT
- Praising and highlighting any students contributing in the local community
- Headteacher award for one student

Sanctions

Sanctions are recorded as Consequence logs. More serious offences (C3 – C8), or offences that occur outside of the classroom, are also recorded using the school Yellow Slip system.

Students are encouraged to accept responsibility in managing their own behaviours. This empowers them to manage the consequences of their actions.

Resolutions

Resolutions are expected to occur between students and class teachers as an opportunity to discuss any incidents of repeated low level disruption to behaviour for learning. These meetings take place on the day of any incident, after school. In keeping with our Christian ethos, resolutions meetings provide an opportunity for students to reflect on actions and work out how they may respond more positively in future. Apologies and accepting responsibility are part of resolution.

Detentions

Daily after school detentions will be issued for the same day an incident occurs.

Parents / carers are informed of after school detention via text message notification. Students, in most instances, will recognise the consequences of their actions and the resultant sanction. In addition, they are informed through use of the school plasmas, SIMS systems and notification at Student Reception.

Students will be expected to attend the detention on time, equipped with a pen / pencil. Students are expected to complete the set tasks in silence and will be dismissed following completion of the set detention. Failure to attend a detention will result in an escalation of sanctions.

For more serious incidents, students may be issued a SLT (Senior Leadership Team) detention following an incident. These detentions are managed by SLT and are advised in writing.

Internal Exclusions

Internal Exclusion is when students are withdrawn from their timetabled lessons and social times within school. They are supervised through the day in a designated room/area.

Internal exclusions are issued by SLT and can be issued for:

- Failure to attend a SLT detention
- As a possible sanction following an incident recorded on a Yellow Slip
- As a 'time out' following an incident within school or whilst an incident is being investigated
- Failure to comply with the School Uniform Policy
- As part of a reintegration following a Suspension
- Any other incident at the discretion of SLT

Suspension and Permanent Exclusions

The school operates a zero tolerance approach to bullying, racism, use of violence and weapons, drugs and any activity that is deemed to compromise the health and safety of students, staff or other members of the community.

The full range of sanctions will be used as appropriate. This will include consideration of permanent exclusion for the most serious or repeated offences.

Check ensure you read and note the Behaviour for Learning Policy which can be found on the school website.

14. The School Day

St Mary's is a learning community where enrichment and learning opportunities are available to all students from the start of the extended school day at 7.45am and continuing after timetabled lessons until 4.30pm. All students are encouraged to participate in the extended curriculum that the school offers. The formal school day, when all students are expected to remain on the school site, runs from 8.15am until 2.55pm.

Students have five lessons during the day. Each lesson is 1 hour long and break time is 30 minutes and lunch time 35 minutes. We operate a split break and lunch, with Years 7, 9 and 11 having early break and lunch, and Years 8, 10 and 6th Form taking late break and lunch.

All students are expected to be in school by **8.15am** every morning to arrive to lessons on time.

Enrichment Activities / Breakfast	7.45 – 8.15am
Tutor Time/PSHE/Assembly	8.25 – 8.50am
Lesson 1	8.50 - 9.50am
Lesson 2	9.50 – 10.50am
Breaks (split by year groups)	9.50 - 10.20am 10.50 – 11.20am
Lesson 3	11.20 – 12.20pm
Lesson 4	12.20 – 1.20pm
Lunch (split by year groups)	12.20 - 12.55pm 1.20 – 1.55pm
Lesson 5	1.55 – 2.55pm
Lesson 6 (upper school and Sixth Form only)	2.55 – 3.55pm
Extra curricular and Enrichment Activities	2.55pm
Prep	3.00 – 5.00pm (Mon-Thurs) 3.00-4.30pm (Fri)

15. St Mary's School Uniform

At St Mary's we believe that students achieve best in an inclusive, purposeful and educationally challenging school. Teaching and learning are of prime importance. However, students' attitudes to education and the promotion of a structured learning environment are vital. School uniform supports the development of a positive approach to learning. Time spent addressing issues related to standards of personal presentation distracts from teaching and learning time. In keeping with our Christian ethos, school policies allow for students to learn about the importance of personal presentation. However, persistently not wearing uniform correctly or not upholding high standards of personal presentation will be considered a serious matter and be dealt with using the full range of sanctions.

Expectations

There is a clear expectation that all students will have the highest standards of personal presentation and they will wear their uniform with pride. It must be worn correctly and in full for the journey to and from school and throughout the school day. From time to time there will be special school events and activities when it will be a requirement for students to wear uniform eg. evening events.

When in uniform students are seen as ambassadors of the school and are expected to follow the school Code of Conduct at all times.

Uniform and Personal Presentation Requirements

The table overleaf outlines the minimum requirements for students' uniform and personal presentation. Additional guidance on this is outlined in Appendix 1.

All clothing should be clearly labelled with the owner's name to facilitate its return in the event of it being mislaid or lost.

The school uniform is available from our outfitters, J Smiths & Sons. Uniform can be bought in store or online and can also be delivered to the school (by arrangement). This can be found at:

J Smiths & Sons

www.smithsschoolwear.co.uk

email: schoolwear@jsmith-sons.co.uk

Retail stores are located at:

155-157 Lancaster Road, Enfield, EN2 0JN

Tel: 0208 363 2424

25 Station Parade, Cockfosters Road, EN4 0DW

Tel: 0203 818 3622

Please avoid using any other provider as the quality of supply cannot be guaranteed and designs have not been approved by the school.

St Mary's High School Uniform Checklist

Years 7 – 11 Uniform List

<p>Boys: (Yrs 7 – 11):</p> <ul style="list-style-type: none"> ▪ SMHS crested black blazer ▪ SMHS crested black sweatshirt, jumper or crested cardigan ▪ SMHS crested red tie (Yr 7-9) ▪ SMHS crested striped tie (Yr 10-11) ▪ White collared shirt (short or long sleeved) ▪ Black tailored trousers ▪ Black shoes (no boots or trainers) with black laces ▪ Indoor shoes for Drama (e.g. plimsolls, dance shoes) ▪ Plain black socks ▪ School lanyard (issued by SMHS) <p><i>Outdoor Wear</i></p> <ul style="list-style-type: none"> ▪ Plain black/dark blue coat or jacket (no suede, denim, leather or logos) ▪ Plain black scarf/hat (optional) ▪ SMHS crested sweatshirt (optional) can be worn <u>under</u> the SMHS blazer ** ▪ SMHS crested waterproof jacket (optional)* <p>Boys PE Kit</p> <ul style="list-style-type: none"> ▪ SMHS crested polo shirt * ▪ SMHS crested shorts * ▪ SMHS crested jogging bottoms ▪ SMHS crested tracksuit top* ▪ SMHS PE socks ▪ Protective Equipment eg. gum shield & shin pads (essential for safety reasons) ▪ Trainers or plimsolls (non marking) ▪ Football boots (essential for safety reasons) ▪ Sports bag ▪ Hair tie (if shoulder length or longer) 	<p>Girls: (Yrs 7 – 11):</p> <ul style="list-style-type: none"> ▪ SMHS crested black blazer ▪ SMHS crested black sweatshirt, jumper or crested cardigan ▪ SMHS crested red tie (Yr 7-9) ▪ SMHS crested striped tie (Yr 10-11) ▪ White collared blouse (short or long sleeved) / shirt and tie OR rever collared shirt and no tie ▪ School kilt (knee length) or black SMHS tailored trousers (no lycra, no leggings) ▪ Black (plain) shoes (under 2" heels, no boots or trainers). Any laces should be black ▪ Indoor shoes for Drama (eg. plimsolls, dance shoes) ▪ Plain black socks (with trousers only) or plain black tights (with kilt only) ▪ School lanyard (issued by SMHS) <p><i>Outdoor Wear</i></p> <ul style="list-style-type: none"> ▪ Plain black/dark blue coat (no suede, denim, leather or logos) ▪ Plain black scarf/hat (optional) ▪ SMHS crested sweatshirt (optional) can be worn <u>under</u> the SMHS blazer ** ▪ SMHS crested waterproof jacket (optional) <p>Girls PE Kit</p> <ul style="list-style-type: none"> ▪ SMHS crested polo shirt * ▪ SMHS crested short, OR skort, OR leggings * ▪ SMHS crested jogging bottoms ▪ SMHS crested tracksuit top* ▪ SMHS PE socks ▪ Protective Equipment eg. gum shield & shin pads (essential for safety reasons) ▪ Trainers or plimsolls (non marking) ▪ Football boots (essential for safety reasons) ▪ Sports bag ▪ Hair tie (if shoulder length or longer)
<p><i>*Item can be embroidered with child's initials</i></p> <p><i>**Sweatshirts can be used in PE and as item of uniform under the blazer for journey to/from school</i></p>	

16. School Meals

The school dining room, under the supervision of the Catering Manager, offers a wide, healthy and nutritious menu.

A variety of 'healthy option' snacks are served such as cereal bars, sandwiches, wraps, pitta breads and paninis. Main meals include a number of rice, pasta or jacket potato options, fresh vegetables, fresh meat and a vegetarian choice. Fried foods are available once a week. The menu is complemented with a daily selection of flavoured waters or 'smoothies'.

Cereal or a continental style breakfast is also available between 7.45am and 8.15am.

A limited selection of confectionary and crisps are sold at break time. The school does not sell fizzy drinks and drinks with added sugar and colourings.

We very much encourage all our students to take a school lunch as this forms not only part of a healthy lifestyle, but also contributes to increased levels of awareness and concentration throughout the day.

Students with packed lunches will eat these in the dining hall.

Payment

The school operates a non cash system. Students can top up their student card* with cash using the machines in school and then pay for food from the dining room using their student cards. Parents/carers can also pay for school meals online using a credit/debit card via the Parentpay website.

Free school meals are available for families who have applied for them and who are eligible. It is important to register for free school meals if eligible, as this allows the School to access additional funding that we can use to support your child.

Please contact the Hertfordshire Local Authority or the St Mary's Finance office for further information.

All students are expected to remain on the school site during lunch times.

*More details about Student Cards will be provided when students join the school.

17. Enrichment

Extra-Curricular and Enrichment Activities

St Mary's offers a wide range of opportunities for students to develop their interests and talents. These activities take place after school and during lunchtime.

Many subject areas organise workshops, either during the lunchtime or after school, particularly for older students to help with coursework for examinations. Details of clubs can be found on the school website and letters/information will be made available regarding trips and field work.

Examples of activities from our extra-curricular and enrichment programme include:

- A range of sports including football and netball
- Performing Arts Academy Activities – including choirs, ensembles, theory, individual practice and recording sessions
- LAMDA qualifications in Acting and Speaking in Public
- Maths Club
- Christian Union
- Homework Club (Key Stage 3)
- Study Café (Key Stage 4)
- Theatre trips
- Guest speakers
- International trips e.g. Somme Battlefields, Skiing
-and many more!!

Sport

The School is proud of its success in many areas of sport including, football, netball, athletics, rounders and dance. In recent years the sports teams and individual sportsmen and women of St Mary's have been very successful and participated in many competitions. We are looking forward to new talent joining our teams and ask parents / carers to encourage students to join clubs and sports activities.

Performing Arts

Music, Art, Dance and Drama are very important to us at St Mary's. We offer our students as many opportunities as possible to perform in a variety of productions, concerts and workshops and recordings. Subject areas work closely together to produce annual productions that involve students from all year groups. Trips are also made to theatres in the West End in addition to theatrical companies giving performances at the School. There are additional opportunities to study for the professionally recognised LAMDA qualifications in Acting and Speaking in Public. Visits also take place to art galleries and other major landmark buildings and exhibitions.

Instrumental and Singing Lessons

Students are encouraged to learn to play a musical instrument. Singing lessons with a specialist teacher are also available.

Instrumental lessons can be provided on the following: *Piano/keyboard, Drums, Guitar and Singing.*

Singing lessons can be in either Pop/Musical Theatre or Classical style. These are particularly popular so there may be a waiting list.

*Tuition takes place in school during lesson time, breaks, lunchtimes and after school. Weekly times are varied so students do not regularly miss other subject lessons. The lessons are organised by our music subject area, using the staff of the Hertfordshire Music Service.

These music Lessons can be either:

- **Individual half hour lessons at a cost of £24.96 each (not available on remission scheme)**
- **Individual 20 minute lessons at a cost of £16.64 each**

Booked in blocks of 11 weeks (1 term)

<https://www.hertsmusicservice.org.uk/hertfordshire-music-service.aspx>

***Prices correct at time of printing*

Please also be aware that students receiving lessons will need an instrument on which to practise! The school has a small number of instruments, which may be borrowed free of charge for a limited period. Various music shops also offer attractive hire schemes for instruments. We can provide details if required.

If you would like any further information, please contact the school who will direct enquiries to Deborah King (Performing Arts Academy Lead).

Educational Visits

Educational visits are a regular part of school life at St Mary's. All students are encouraged to participate and some trips are essential for the completion of fieldwork or coursework.

Trips may be local, such as St Albans for History and RE or Epping Forest for Geography, or slightly further afield to the theatres and museums in London. A number of overseas visits are also offered to students. Recent visits include skiing in Austria; Geography trips to Disneyland Paris and History visits to the Somme and Poland.

We believe that enrichment of the curriculum is of great importance and provide enduring, memorable learning experiences for our students that have a real impact on their classroom learning.

All trips are planned carefully with due regard to risk assessment and a concern for the students' safety. We have extensive expertise in planning and use reputable companies for peace of mind.

Participation on these trips is, however, seen as a reward for students, not a right. Any student who is unable to display appropriate levels of commitment and behaviour within school will not be allowed to attend any offsite visit.

18. Charging and Remission Policy

Off-site activities, wherever possible, will be offered to all students in an age group or subject area. Education law with respect to "Charging for School Activities" does mean that:

- Voluntary contributions towards the cost of trips will be requested for activities that are essential for delivery of the curriculum
- No student will be denied access to a curriculum related visit on the basis of being unable or unwilling to make a monetary contribution

Where a cost is involved or a trip takes place outside the school day, letters are used to inform parents / carers about school visits, the educational aims of the visit, how it relates to the school's curriculum and the work that will be undertaken by the students.

We have to ascertain numbers who will participate and the level of financial contributions, which will be forthcoming, before we can confirm that a visit will take place.

If a parent / carer would like to discuss issues relating to costs or any aspect of finance, this can be done in confidence with the School Finance Officer. The School may use Pupil Premium Grant to assist students where families meet certain criteria and are unable to meet the full cost of educational visits.

19. Communication with Parents and Carers

As a school, we aim to establish a partnership with parents / carers and other family members, so that we are able to work together to ensure that all our students enjoy school and achieve success.

Our principle method of communication is via email. We will also use text to communicate with parents / carers. Please ensure that the school office have an up to date email address, mobile phone number and home/work contact information for the person(s) with parental responsibility to support our home school communication and safeguarding protocols.

In order to achieve this, we will aim to:

- Keep parents/carers fully informed about the school, via a detailed prospectus, curriculum booklets, newsletters, and the school website. In addition, we will hold events such as subject surgeries, consultation evenings, curriculum evenings, drama, music and sports events which increase your knowledge of the school;
- Continually review our system of reporting to parent / carers to ensure that the format, organisation and information conveyed, is accessible and useful;
- Hold regular subject surgeries where parents / carers are made to feel welcome and where they can discuss their child's progress with their form tutor;
- Involve parents / carers in awards evenings and other school activities;
- Carry out regular reviews of school policies about which parent/carer comment is welcome;
- Seek the views of parents / carers about the strengths and areas for development of the school throughout the year;
- Ensure that teachers and support staff, especially tutors, maintain regular ongoing contact with families about the positive aspects of their child's work and behaviour, as well as communicating areas of concern, at an early stage. This contact will take place by telephone, letter, email or text.

Parent / Carer Complaints

Parent / carers and the school wish to do their best for each and every child in their care. The responsibilities and rights of parent / carers, teachers and governing bodies relate to each other to fulfil this purpose.

There may be occasions when a parent / carer may be unsatisfied with an aspect of our work and we would appreciate knowing about these concerns as early as possible. The school has a complaints and conciliation procedure but has an excellent record of resolving issues on the rare occasion they occur before the procedures have to be used. The purpose of the complaints and conciliation procedure is to reinforce the partnership between the school and parent / carers by

setting out a common framework for dealing with concerns and complaints that parent / carers may have with regard to their child's education at school.

The School's Complaints and Conciliation procedure [LINK](#) is available upon request from the Headteacher's PA and can be found on the school website.

The overall responsibility for the school rests with the governing body. The specific responsibility for the organisation and strategic leadership and management of the school rests with the Headteacher. The Governors and the Headteacher recognise that the partnership between the school and parent / carers, which is based on mutual trust and respect, plays an essential part in building an effective school.

The school hopes it can resolve any concerns that parent / carers might have. Please help us to help you and your child by contacting us as early as possible if you have a concern.

How to Raise and Respond to a Concern

If you, as a parent / carer, are unhappy about something in the school, you should in the first place, talk with the subject teacher concerned or your son / daughter's form tutor and say briefly what it is about. If time is required to ascertain the issue, an appointment will be arranged as soon as possible. This will give staff an opportunity to explore the matter before the meeting or to involve other staff concerned with the issue, if appropriate. Parents / carers must not approach students and are asked not to involve other parents/carers in issues that you may wish to raise with the school.

If you have been unable to resolve your concern by speaking to the class teacher / form tutor, or consider the matter urgent/serious, please contact the appropriate Year Lead. You may like to bring a relative with you when attending meetings or interviews in school if this is helpful.

20. School Travel Advice

St Mary's encourage those travelling to and from the school site to use environmentally friendly modes of transport and to be aware of the needs of those living in the immediate vicinity of the school. We believe that this contributes to the health, safety and development independence of our students and good relationships with our neighbours.

All parents / carers are advised and encouraged to ensure that their child travels safely by their chosen mode to and from school. A full range of measures to encourage safe travel to and from the school can be found in our School Travel Plan.

When advising parents / carers and students on travel to and from school, the following points are taken into consideration:

- Safety remains the highest priority;
- Students walking/cycling to school should use designated paths and never use the dual carriageway to access the school;

- Any student who chooses to cycle to school should wear a cycle helmet at all times on their journey to and from school, and ensure their cycle is locked securely in the appropriate bike racks on the school site;
- All members of the local community working in the school need to be made aware of the need to use safe travel routes to the new site, and where possible to use sustainable methods of travel;
- Members of the local community are provided with information about safe travel to the site
- Car drivers are advised and regularly reminded of the school location and arrangements for the safe drop off/pick up;
- Coach/taxi drivers are advised of the school location and arrangements for the safe drop off/pick up of passengers.

Transport options to the school

Local public bus routes

Currently public bus routes allow students to alight at Churchgate (outside Bishop's College) and in Goffs Lane. The local bus company has a bus stop on the route of the 242 so that students can leave/join the bus from outside Bonneygrove Primary School in Dark Lane. There is a short walk into St Mary's via the pedestrian path from this stop. It takes approximately 5-10 minutes to walk along the public footpath from existing public bus stops to the School.

School organised transport service

St Mary's organise a not for profit coach service for students, arranged if the costs are covered by payments by parents/carers and the service is therefore viable. Places on the coach can be applied for and are subject to the School's usual high expectations of behaviour and personal conduct from students. There is currently one School organised bus route, but the School will consider organising transport covering other areas if there is sufficient demand.

A coach currently runs to and from school covering Ponders End, eastern Enfield. Waltham Abbey and Waltham Cross. Routes and times of operation are fixed for each term. Students are not able to be dropped at different points to that indicated on the timetable and would need to make alternative arrangements if not leaving school at the usual time eg, if playing for a sports team. For more information please contact the Finance office.

The current cost (correct as at March 2024) of a place on the coach route covering Enfield/Waltham Abbey/Waltham Cross is £3.20 per single journey. The price charged each term may vary depending on numbers who wish to book for the journey to and from school.

21. School Dates for Academic Year 2024/2025

Please see below term dates for the Academic Year 2024/25. These can also be found on the School website at [LINK](#)

Autumn Term 2024

Mon 2 Sept – Staff Training Day

Tues 3 Sept – Year 7 and Year 12 only in school

Wed 4 Sept – Whole school autumn term starts

Fri 25 Oct – Staff Training Day

HALF TERM – Mon 28 Oct – Fri 1 Nov

Fri 29 Nov – Staff Occasional Day

Fri 20 Dec – End of autumn term. Students depart 12.30pm

CHRISTMAS – Mon 23 Dec – Fri 3 Jan 2025

Spring Term 2025

Mon 6 Jan – Staff Training Day

Tues 7 Jan – Whole school spring term starts

HALF TERM – Mon 17 Feb – Fri 21 Feb

Fri 4 April – end of Spring term. Students depart 12.30pm

EASTER – Mon 7 April – Mon 21 April

Summer Term 2025

Tues 22 April – Staff Training Day

Wed 23 April – Whole school summer term starts

Mon 5 May – BANK HOL

HALF TERM – Mon 26 May – Fri 30 May

Wed 16 July – End of summer term and school year. Students depart 12.30pm

22. Frequently Asked Questions

What if my child has special educational needs?

A great deal of specialist help and support is available through the SENCO and the Learning Support Team. Please make an appointment if your child has specific needs.

Where can I find help if my child has health or social problems at school?

St Mary's is about much more than learning: it's about your child growing up and becoming confident. We have many support mechanisms in school, including your child's form tutor and the Student Centre can offer counselling and advice and information on other drop-in advice services. In the first instance contact your child's Form Tutor and Year Lead.

I see there are tips in this handbook for helping my child, but I don't have time to do them all – will my child be behind?

No. The tips in this handbook are there for you to help your child as they plan their homework/extended learning or coursework. We also strongly encourage our students to take responsibility for their own learning. The best way is to show an interest in what your child is learning in school and attend meetings and events at the school.

My child seems to have difficulty keeping up at school and finds the work difficult to do?

Talk regularly to your child's teachers. You don't have to wait for a consultation evening. Contact the school to speak to your child's teacher at any time. Find out more about what they are doing at school and ask the teacher what your child could do at home to help them with their learning. The Curriculum Booklet you will receive in the Autumn term is a good source of advice.

My child just wants to watch television instead of doing homework. Help!

Television can encourage learning if chosen carefully. For example, some wildlife programmes are excellent for explaining important modules in Science and Humanities. However, homework/extended learning is important and sometimes it may be demanding. Try to establish TV as a reward for completing work/learning. On many occasions, it may be best simply to turn the TV off and give your child both encouragement and support when they are not motivated. Please contact the school if you have ongoing concerns about homework/extended learning so that we can support you and your son/daughter. Getting into good study habits early is really helpful.

What about Relationships & Sex Education?

RSE is taught through PSHE as well as through the curriculum in Science. You have the right to withdraw your child from lessons dealing with aspects of sex education that are not in the National Curriculum. Please contact the Headteacher in writing should you wish to discuss this matter further.

Can my child bring a mobile phone to school?

Students may bring a basic mobile phone/s (calls and texts only) to school for use to and from school as required. However, this phone must not be a smart phone which we define as a mobile phone that performs many of the functions of a computer, typically having a touchscreen interface, internet access, a camera and an operating system capable of running downloaded apps. Please note that once inside the main school building, the School operates a "no mobile" policy. Refer to the school policy [LINK](#)

23. Useful Contacts

Main School Office (8am – 4pm)

01992 629124/5

Absence Hotline

01992 642918 (24hour answer phone)

Absence email

attendance@st-maryshigh.herts.sch.uk

Main school contact E-mail

admin@st-maryshigh.herts.sch.uk

Website

www.st-maryshigh.herts.sch.uk

Chair of Governors

Mrs Sarah Willis

Headteacher

Mr Richard Vaughan

Deputy Headteachers

Mrs Alyson Grindley

Mrs Emma Watts

Mr Simon Tilbury

Mr Cedric Lakole

Mr Daniel Worker

Director of Performing Arts

Mr Tony Crosby

Lead Science

Mr Mike McDougall

Lead English and MFL

Mr Hayley Ford

Director of Maths and ICT

Mrs Angela Johnston

Year Lead, Year 7

Mr Alex Donghi

Student Manager Year 7

Ms Jamie-Lee Spencer

Inclusion / SENCO

Mr Robert Smith

Headteacher's PA/Clerk to the Governors

Mrs Judith Bundock

Finance Officer

Mrs Yanina Solis

School Attendance Officer

Mrs June Auld

Admissions Officer

Mrs Gill Wright

Appendix 1: Uniform and Personal Presentation Guidance

The guidance below is intended to give all parents / carers and students a clear understanding of the standards of uniform and personal presentation expected at St Mary's.

Uniform Guidance

Blazer

- The SMHS crested school blazer must be worn at all times when travelling to and from school, to Acts of Worship and in lessons.

Shirts

- White collared shirts must be tucked in at all times and the top button fastened.
- A rever collared shirt (girls only) should not be worn with a tie and must be tucked in at all times.

Ties

- Ties will be in clip format for all students.
- Ties must be worn at all times with a collared shirt when travelling to and from school and whilst in and around school.
- Any student that defaces their tie or unpicks the stitching of the tie or crest will be asked to purchase a new clip tie.

Kilts

- Kilts must be knee length. The School reserves the right to decide what skirt length is deemed reasonable. Students are not permitted to roll the top of their kilt or cut their kilt to reduce its length.
- Any student who shortens their kilt to above the knee will not be permitted to wear the item and will need to purchase a new one of the correct length, or wear school trousers.
- The school shirt must be worn tucked into the kilt.
- Only plain black tights may be worn with a kilt.

Trousers

- May be worn by boys and girls.
- Only full length black tailored school trousers are permitted. Girls tailored trousers will have the SMHS crest sewn just below the blazer hem and must be purchased from the school outfitters. These are the only trousers that may be worn by girls.
- Trousers that are considered as fashion items and are not permitted include:
 - Linen trousers
 - Jeans or other denim trousers
 - 'Legging' style trousers or jeggings
 - 'Skinny' or excessively fitted trousers
 - 'Baggy' style trousers
 - Low rise style trousers
- The School reserves the right to make the final decision on what constitutes a fashion item.
- Trousers must be worn appropriately with the waistline above the hips.

Sweatshirts / Jumpers / Cardigans

- Only SMHS crested black sweatshirt, jumper or crested cardigan may be worn.
- Hooded tops/'hoodies' are not considered as jumpers and may not be worn at any time, including travelling to and from school.

Coats

- Only black or navy blue coats are permitted. Coats must be plain and long enough to cover the School blazer. They must be worn over the School blazer. Coats that are considered as fashion items and are not permitted include:
 - Short waisted style jackets
 - Coats with excessive logos or writing
 - Leather jackets / coats
 - Leopard print coats
 - Shiny or sparkling jackets
 - Denim jackets
 - Hoodies or sweatshirt style or tracksuit jackets
- SMHS crested black/red trim rain jacket (optional) may be worn to and from school. The SMHS crested black/red trim collared sweatshirt (optional) can be worn under the SMHS blazer.
- The School reserves the right to make the final decision on what constitutes a fashion item or suitable school coat.

Footwear

- Shoes should be plain black without large buckles or bows and must be 'polishable' ie., made of a material that can be polished. Laces must be black.
- School footwear needs to be practical and is not seen as a fashion item. Particular items of footwear that are considered as fashion items and are not permitted include:
 - Canvas plimsolls / shoes
 - Patterned or coloured shoes
 - Black trainers or black plimsolls
 - Heavy duty 'Doc Martin' boots and steel capped boots
 - 'Ugg' style boots or similar
 - Boots
 - Kicker style shoes/boots that come over the ankle bone
 - Sandals or open toed shoes
 - Sling backed shoes
 - No coloured laces

The School reserves the right to make the final decision on what constitutes a fashion item.

Heels over 2" are not permitted for health and safety reasons.

Students are not permitted to wear trainers to school as this is not in keeping with the smart appearance of our school uniform.

Shoes should be clean and polished as appropriate.

Tights / Socks

- Only plain black socks are permitted for boys (and girls wearing SMHS crested tailored trousers)
- Only plain black tights may be worn with a kilt. Students must not wear socks and tights together.
- Tights must be plain black. They must not have any patterns, be coloured or have glittered embellishment.
- Leg warmers, ankle socks, pop socks, are not permitted.

Belts

- Belts may be worn with school trousers only but should be plain black with a small buckle.
- Belts must not be removed from trousers at any time.
- Belts may not be worn with kilts or over sweatshirts/jumpers.

Headwear

- A plain black hat may be worn to and from school as part of outdoor wear.
- 'Baseball' style hats may not be worn as part of the school uniform.
- Hats must not be worn inside the school buildings.
- Head wear worn for religious reasons is permitted and should be in the school colours of white, black or grey.

PE Kit

- The School has a uniform code for PE lessons that can be found in Table 1 Section 5.
- Students are asked to wear their PE kit with pride in the same way that they wear their school uniform.
- There are sanctions for students that do not have the correct PE Kit as this is regarded as a failure to demonstrate appropriate Behaviour for Learning. A persistent failure to bring the correct kit will result in sanctions in line with the school Behaviour for Learning Policy.

Personal Presentation Guidance

Hair

- Hair must be natural colour and of a style that avoids extreme hairstyles.
- Extreme hairstyles will not be tolerated. As a guide the following are not permitted:
 - Shaved heads
 - Hair shaved/cut to uneven lengths on the same head
 - Shapes or patterns cut or shaved into hair (or eyebrows)
 - Unnatural colours or unnatural combinations

The School reserves the right to make the final decision on what constitutes an extreme hairstyle.

- Hair must be tied back for practical subjects or when requested by a member of staff in line with Health and Safety regulations.
- Hair bands, ties and clips should be discrete and in school colours. Large or excessive hair accessories, flowers and fascinators are not permitted.
- If hair is worn in an unsuitable style the student may be excluded from normal lessons until re-grown / re-styled.

Jewellery

- Fashion jewellery is not appropriate for school.
- Earrings are permitted for both boys and girls but must be limited to one small stud in the lobe of each ear. No hoops or costume jewellery are allowed.
- Nose piercings or other facial piercings are not allowed.
- An inexpensive watch, preferably clearly named, may be worn.
- One discreet chain is allowed but needs to be worn under clothing and not visible.
- Rings, bracelets and anklets are not permitted in school.
- All items of jewellery must be removed for health & safety reasons for PE lessons and some other practical lessons may also require jewellery to be removed. It is expected that students will take personal responsibility to remove jewellery as required and when asked by staff in preparation for learning.
- All items of jewellery worn (in accordance and as allowed by the School Policy) are brought to school at the owners risk. The school will take no responsibility for lost or damaged items. Neither will the school staff be able to involve themselves in resolving issues around lost/misplaced jewellery.
- Any student wearing inappropriate jewellery will have it confiscated for one week. Second time offenders will have jewellery confiscated for two weeks. Confiscated jewellery will be securely stored within the Finance Office, and parents/carers will be advised when it may be collected.
- Confiscated items that have not been collected after two weeks of the collection date will be disposed of by the school.

Tattoos and Piercings

- A small pair of stud earrings are the only piercings that may be worn in school.
- Nose piercings, lip piercings, tongue piercings or any other facial or ear piercings, belly button piercings or any other form of piercings are not allowed in school.
- Tattoos are not allowed.

Make-Up

- Students should not wear heavy make-up to school.
- Permitted light make-up is regarded as that which is natural and not obvious.
- Excessive or streaky use of 'fake tan' will be regarded as heavy make-up and as such is not permitted.
- False eye lashes or false nails are not permitted as they are a fashion accessory and have health and safety implications especially in technology or other practical lessons. A student may be sent home to have false nails or false eye lashes removed.
- Nail varnish is not permitted, students wearing nail varnish will be asked to remove it.