



Hawarden High School
Ysgol Uwchradd Penarlâg

HAWARDEN HIGH SCHOOL PROSPECTUS

Prepared Autumn 2026 for
entry during academic year

2027/28

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WELCOME

I take great delight in introducing our school to you via this Prospectus. Please supplement the information contained here with that on our school website, our school newsletters which are published on a half termly basis.

Hawarden High School encourages all young people to make the most of their learning opportunities. The school operates upon a foundation of high standards which includes mutual respect, good manners and the creation of responsible members of the whole community. Our staff encourage students of all abilities to achieve great things and foster aspiration, a willingness to succeed and high levels of behaviour at all times.

We are proud of our school which has a long history of excellence and the promise of an outstanding future. Hawarden High School has served its community for over 400 years and will strive to offer the very best for our youngsters as they prepare themselves for an increasingly competitive working world.

Our pastoral care in the school is based upon four houses, with students being assigned to one upon entry. Each house is led by a Head of House, Deputy Head of House, a non-teaching Student Support Officer and a team of tutors. We take great care that the transition process from primary to secondary school is managed effectively, as is the progression from lower school to upper school. At the root of our success is the establishment and maintenance of a close partnership involving pupils, parents, staff and the wider community.

S Budgen
Headteacher



Hawarden High School
Ysgol Uwchradd Penarlâg

ADMISSION ARRANGEMENTS

The school works in close partnership to ensure that the transition process is managed effectively, not only with the schools listed below which form the Hawarden Consortium, but also with each of the other primary schools from which pupils transfer. A range of curricular and pastoral activities are arranged to support pupils as part of the transition process. In September 2026, 208 pupils entered the school from no less than 23 primary / junior schools, with the consortium schools being:

- Ewloe Green C.P. School
- Hawarden Village Church in Wales VA School
- Northop Hall C.P. School
- Penarlag C.P. School
- Sandycroft C.P. School
- Sealand C.P. School
- St. Ethelwolds V.A. School

Flintshire Local Education Authority is responsible for determining the admissions to all Community schools and the school's admission number is currently 195 pupils in each year group. The Governing Body is consulted annually about changes to this admission limit. The school is popular and is currently oversubscribed.

The parents of 378 pupils expressed a preference for admission to Year 7, including 245 first preferences. There were several appeals held for this year group.

Parents who are considering making an application for a place for their child are invited to contact the **Local Authority's Secondary Admissions Officer, at County Hall, Mold**, who can be contacted via admissions@flintshire.gov.uk

The parents of prospective pupils are also encouraged to contact the Headteacher's P.A., Mrs L K Donnelly, at the school to arrange an appointment to visit the school. Appointments may be arranged during the day and evenings by prior arrangement.

Arrangements are made for the parents of pupils who are due to be admitted in the following September to visit the school during July for an Intake Evening. During the visit, parents will have the opportunity to meet key personnel at the school, including their child's Head of House and Form Tutor. In addition, parents are welcome to visit the school by prior appointment.



HAWARDEN HIGH SCHOOL STAFF

LEADERSHIP GROUP

Headteacher | Mr S Budgen
Deputy Headteacher | Mr A Boyd
Assistant Headteacher | Mrs I Birch
Assistant Headteacher | Mr P Connolly
Assistant Headteacher | Miss D Gilsenan
Assistant Headteacher | Mr J MacDonald
School Business Manager | Mrs D Bowdler

HEADS OF HOUSE

Head of Tŷ Deiniol | Mrs L Sloan
Head of Tŷ Gladstone | Mr B Rodgers
Head of Tŷ Glynne | Miss H Robinson
Head of Tŷ Ledsham | Mrs S Coppack

LEAD PRACTITIONERS

Cymraeg | Mrs G Goodchild
Engagement | Mr J Artist
Inclusion | Mrs H Evans
Pedagogy | Mrs D McDonald

CURRICULUM LEADERS

Arts, Culture & Wellbeing | Mrs C Gilpin
Communications | Mr D Oakey
Cymru, Ewrop a'r Byd | Mr C Smith
Mathematics | Mr A Jeffrey
Sciences | Mr D Anderson
Technical & Vocational | Mr A McGuire

STUDENT SUPPORT TEAM

Mrs S O'Neill
Mrs N Walker
Miss L Williams

DESIGNATED SAFEGUARDING PERSON

Mr J MacDonald



THE SCHOOL DAY AND TERM DATES

SCHOOL YEAR 2026 / 2027

AUTUMN TERM 2026

Staff Training Day	Tuesday 1 September 2026
Staff Training Day	Wednesday, 2 September 2026
School opens for pupils	Thursday 3 September 2026
School closes	Thursday 22 October 2026
Staff Training Day	Friday 23 October 2026
School opens for pupils	Monday 2 November 2026
School closes	Friday 18 December 2026

SPRING TERM 2027

Staff Training Day	Monday 4 January 2027
School opens for pupils	Tuesday 5 January 2027
School closes	Friday 5 February 2027
School opens for pupils	Monday 15 February 2027
School closes	Friday 19 March 2027

SUMMER TERM 2027

School opens for pupils	Monday 5 April 2027
May Day Bank Holiday	Monday 3 May 2027
School closes	Friday 28 May 2027
School opens for pupils	Monday 7 June 2027
School closes for pupils	Friday 16 July 2027
Staff Training Day	Monday 19 July 2027
	Tuesday 20 July 2027

STRUCTURE OF THE SCHOOL DAY

8:40

WARNING BELL

8:45 to 9:05

Registration then proceed to tutorial activities, class-based collective worship or year assembly

9:05 to 10:05

Lesson 1

10:05 to 11:05

Lesson 2

11:05 to 11:20

BREAK

11:20

Proceed to Lesson 3

11:25 to 12:25

Lesson 3

12:25 to 1:05

LUNCH

1:05

Proceed to Lesson 4

1:10 to 2:10

Lesson 4

2:10 to 3:10

Lesson 5

3:10

END OF SCHOOL

Extra curricular enrichment activities

HOLIDAYS

All maintained schools in Flintshire have adopted a policy in relation to requests for pupils to be absent during term time for family holidays. The LEA's position is as follows:

"The resultant loss of lesson time undermines the progress of pupils. We are aware of the clear relationship between pupil absence from school and underachievement. For this reason, we do not normally approve requests for pupils to be taken out of school for family holidays. We ask that parents should consider the potential damage caused to their children's education arising from such arrangements and make every effort to arrange family holidays during school vacations."

Parents are invited to contact the relevant Head of House or Headteacher in the event that exceptional circumstances necessitate a request for leave during term time.

Please note that external examination dates are fixed by the examination boards and cannot be changed.

**Please note that these are provisional dates and are subject to change.*

THE CURRICULUM

At Hawarden High School, we provide an ambitious, broad, balanced and inclusive curriculum that enables every learner to make strong progress and prepares them for future learning, employment and life. Our curriculum is designed in line with Curriculum for Wales and our school vision.

Through carefully sequenced subject curricula, pupils develop the knowledge, understanding and skills they need to become confident, successful and increasingly independent learners.

Our approach is built around three connected elements:

Expert Curriculum – a coherent and ambitious curriculum that identifies the important knowledge, concepts and skills pupils need to know, understand and remember.

Expert Teaching – consistently effective teaching that challenges learners, checks understanding, develops thinking and independence, and uses feedback to move learning forward.

Expert Learners – pupils who increasingly understand how they learn, can reflect on their progress and use effective strategies to plan, monitor and improve their learning.

Literacy, numeracy and digital competence are developed both through dedicated provision and across the curriculum, enabling pupils to apply these important skills in increasingly sophisticated and authentic contexts.

Our Faculties

Subjects are organised into faculties to support curriculum coherence, collaboration and the sharing of effective practice across related subject areas.

ARTS, CULTURE & WELLBEING

Art, Drama, Food & Nutrition, Health & Social Care and Childcare, Music and Digital Media, Photography, Physical Education and Sport.

COMMUNICATIONS

English Language and Literature, Digital Media and Film Studies.

CYMRU, EWROP A'R BYD

French, Geography, History, Religion Values and Ethics (RVE), Spanish, Welsh.

MATHEMATICS

Mathematics, Numeracy and Further Mathematics.

SCIENCES

Science, Biology, Chemistry, Physics, Psychology, Sociology and Criminology.

TECHNICAL AND VOCATIONAL

Business, Computer Science, Digital Technology, Engineering, Product Design and Advanced Skills Baccalaureate Wales.

Years 7-9

During Years 7-9, pupils experience a broad and balanced curriculum which provides strong foundations for future learning while maintaining the breadth and ambition of Curriculum for Wales.

Pupils study English, Mathematics, Science, Welsh, Humanities, Health and Well-being, Expressive Arts, Languages and a range of Technology and Digital subjects. Our curriculum also provides opportunities to develop literacy, numeracy, digital competence, resilience, creativity, problem-solving and independent learning.

Our Knowledge Expert curriculum supports pupils in building secure and connected knowledge over time. Knowledge Organisers and retrieval strategies help pupils revisit important learning, make connections and become increasingly confident in managing their own learning.

Years 10-11

In Years 10 and 11, our curriculum provides learners with an ambitious and personalised 14-16 learning experience, combining a strong core curriculum with a wide range of academic and vocational opportunities.

All learners continue to study the core curriculum, including English, Mathematics/Numeracy, Science and Welsh, alongside statutory learning and experiences including RSE, RVE, Health and Well-being, careers and work-related learning.

Through our extensive options process, pupils select from a broad range of general and vocational qualifications, enabling us to construct appropriate pathways that reflect individual strengths, interests and future aspirations.

In line with the 14-16 Learner Entitlement, pupils also have opportunities to develop wider skills and experiences, reflect on their learning and progress, and plan effectively for their next steps. Careers education, work-related experiences and post-16 planning are integral to this provision.

Where appropriate, we provide additional and alternative curriculum pathways to ensure that individual learners can access meaningful qualifications, experiences and support that enable them to progress successfully.

Sixth Form

Our Sixth Form curriculum provides ambitious and individually tailored post-16 pathways, offering a broad range of academic and vocational courses.

Alongside their chosen qualifications, students receive careers education, guidance and support with progression to university, apprenticeships, training and employment. Students also have opportunities to develop wider skills and experiences and, where appropriate, contribute towards the Advanced Skills Baccalaureate Wales.

ADDITIONAL NEEDS PROVISION

Hawarden High School believes that all students should feel safe, valued, healthy and happy. Barriers to learning should be removed to ensure that all students are supported and challenged, enabling them to develop the skills and knowledge needed to enter adult life with independence and confidence and realise their full potential. Inclusion is everybody's responsibility.

Under the ALN Code, a person has ALN if they have a 'learning difficulty or disability which calls for ALP' (Additional Learning Provision). A person has a learning difficulty or disability if they 'have a significantly greater difficulty in learning than the majority of others the same age' or 'have a disability which prevents or hinders them from making use of the facilities for education of a kind generally provided for others of the same age in maintained mainstream schools'. Where a student has a 'significantly greater difficulty in learning', or a disability that may hinder their progression, they may require additional support. In such cases, they may be placed on an Individual Development Plan (IDP). The IDP will outline the ALP required by the student. This may include 1:1 in class support, small group literacy and numeracy intervention, handwriting support, or access to our Nurture Group or ALN Learning Coach for example. In some cases, the ALP may involve the support and advice of external agencies.

The majority of IDPs are maintained by the school. However, in more complex cases, they may be maintained by the LA.

We offer a broad and inclusive curriculum that is accessible to all students. Prior to joining Year 7, transition visits take place with our feeder primary schools and information about ALN students is collated and shared with all staff, so they have a full understanding of each student's individual needs. Enhanced transition is available for ALN and more vulnerable students, which involves additional visits to the school prior to the start of term. Person-Centred Practice is at the heart of our work. Students and their parents/carers will participate in the decisions which are taken that affect them, with their views informing our work.

High-quality teaching strategies are implemented in all subject areas to ensure an inclusive, differentiated and personalised curriculum which meets the need of all students. This high-quality teaching is the first step in supporting students with ALN. Good teaching for students with ALN is good teaching for all. All teachers are responsible for ensuring that the individual needs of students are met within the classroom and that reasonable adjustments are made where appropriate. If staff feel that, despite their in-class support, a student is still not making the expected progress, they will make an ALN referral to our ALNCo who will then start the ALN decision making process.

We adopt a graduated approach and recognise that students' needs may change over time. This ongoing Assess, Plan, Do, Review cycle will enable provision to be refined and revised as appropriate and allow us to identify which interventions are most effective in supporting students to make good progress.

We have high expectations for students with ALN. They are integrated into all aspects of school life, enabling them to maximise their potential as learners. Our Provision Map outlines the support available and can be found on the school website, along with our ALN Policy. Our ALNCo is Mrs Evans who can be contacted at the school.

THE TUTOR GROUP



When pupils first enter Hawarden High School they are placed in mixed ability groups and are taught in these groups for the majority of subjects. All pupils are taught in age appropriate groups, with lower school group size averaging approximately 24 and upper school groups slightly less.

As they progress through the school, pupils may be grouped in sets. Setting is introduced at different stages, according to the demands of subjects. By Year 10, when pupils begin their GCSE courses, most subjects are taught in sets.

When it is thought advisable, some pupils may be withdrawn from main teaching groups to form small groups in which they can receive more individual attention and compensatory education. Every effort is made to help these pupils reach standards at which they can re-enter main teaching groups with confidence.

SOME COMMONLY USED TERMS:

MIXED ABILITY: a mixed ability class contains pupils of all abilities.

SET: a set is a teaching group composed of pupils whose prior attainment in a particular subject is similar.

All Year 7 pupils are tested upon entry into the school using Cognitive Ability Tests (CATs) and MidYIS tests. Information gained from these exercises is used to inform target setting, as a means of monitoring individual pupil progress and to identify pupils who may need additional support. Further tests are administered at the end of Year 9 to refine our target setting procedures.

TUTOR GROUP: Each child is placed in a tutor group which meets in the same tutor base on 4 mornings each week from 8.45 am until 9.05 am. The tutor group of about 28 pupils which is mixed ability, is drawn from a number of primary schools and pupils will take part in a variety of activities, including reflection, charity awareness and target setting. Each morning there will be a thought for the day, which forms the basis for a collective act of worship. Pupils are also taught as a tutor group for REACH which focuses on relationships, equality, aspiration, community and their health.



THE SIXTH FORM

At Hawarden Sixth Form we are committed to ensuring that our students develop the skills and obtain the qualifications needed to help them to achieve their ambitions in life. We offer guidance, support and assistance at each stage of the Sixth Form. We believe that all students deserve the best and we are committed to providing our students with a high quality experience. The aim is to ensure that students leave the Sixth Form with the skills, confidence and maturity to thrive.

WE OFFER A BROAD CHOICE OF AS/A LEVEL COURSES:

Art, Biology, Business Studies, Chemistry, Computer Science, Design & Technology, Drama, English Language, English Literature, French, Spanish, Geography, Health & Social Care, History, IT, Law, Mathematics, Further Mathematics, Media Studies, Music, Physical Education, Physics, Psychology, Criminology, Science, Sociology, Sport, Theatre Studies and Welsh.

We are very proud of our dedicated Sixth Form Centre which provides opportunities for students to study and relax; it includes a dedicated and modern Wi-Fi system within the independent study centre, ICT suite, seminar room for project work and tutorial sessions and also benefits a contemporary social and recreation area including a purpose built kitchen and outdoor seating within a courtyard area, all with wheelchair access.

We have a very successful sixth form at Hawarden that we are very proud of and the facilities available will further support students in obtaining excellent results and successful progression onto university, higher apprenticeship placements and the workplace.

IN ADDITION TO AS/A2, THE SIXTH FORM ALSO OFFERS:-

- Proven track record of excellent examination results
- The majority of students getting into their first-choice university course each year
- Expert tuition
- Work experience and job shadowing
- Mock interview experiences
- Acquisition of further skills and super-curricular activities
- Participation in conferences, competitions, business enterprise, trips, Duke of Edinburgh's Award, community and charity work, coaching and supporting Special Needs teaching
- Seren Programme
- Advanced Skills Baccalaureate Wales Qualification
- Trips abroad to Spain, CERN Switzerland, and Iceland.

Further details are available in our Sixth Form Prospectus.



GENERAL INFORMATION AND POLICIES

CHARGING POLICY

The Governors of Hawarden High School have decided to adopt the County Charging Policy. Broadly it states that the school will offer a large number of optional activities which take place, both in school time or after school. These activities provide additional social, cultural, sporting and educational opportunities for pupils and are funded through voluntary contributions from parents. Whilst individual pupils will not be barred from taking part in activities on the grounds that their parents have not made contributions, if insufficient contributions are received, the activities planned may have to be cancelled. Additional support is available for pupils who are registered as eligible for free school meals.

We will, from time to time, invite parents to purchase additional revision resources or materials for use in specific lessons, such as Design and Technology.

MOBILE PHONE POLICY

Mobile Phones and other associated electronic devices are strictly banned for use in school for all students in Years 7-11. This extends to iPods, MP3 players, mobile speakers, earphones and cameras.

Whilst we understand that some parents would prefer their child to have a mobile phone for the purposes of safety when travelling to and from school, our strong preference is that all such devices are left at home. A member of staff within the school will not actively go looking for electronic devices, but any that are seen will be confiscated, the student will receive a standards card mark and the device will be stored securely by the school office. Parents will be required to collect the device or under special circumstances, and considered on an individual basis, they will be released to students following the receipt of a signed note by parents.

The strong line on the enforcement of this policy allows the classroom to be a place of learning and teaching and not one with distraction. Similarly, the social areas of the school will remain free from squabbles, disputes, jealousy over material goods, peer pressure and disagreements over personal possessions.

Further information can be found in the School's Mobile Phone Policy.



GENERAL INFORMATION AND POLICIES

CHILD PROTECTION

Hawarden High School fully recognises its responsibilities for child protection.

Our policy applies to all staff, governors and volunteers working in the school.

In line with the aims and objectives of the school it is our wish that pupils feel safe and happy. We hope to provide an environment where pupils with problems arising, either in or out of school, feel that there is someone in school who will listen to them and be able to provide help for them, if this is appropriate. The school has a detailed Child Protection policy (available on request from the school or from the school website) and we follow the procedures and guidance set out by the Safeguarding Procedures, Welsh Government guidance 'Keeping Learners safe. Circular 158/2015 and organisations such as the NSPCC.

Mr J MacDonald, Assistant Headteacher, is the Designated Safeguarding Person (Child Protection Officer) for the school. Mr S Budgen, Headteacher, and Mr A Boyd, Deputy Headteacher and Mrs N Walker, Student Support Officer, are the Deputy Child Protection Officers.

The staff listed below have all completed Level 2/3 Child Protection Training:

Mr A Boyd | Deputy Headteacher
Mr S Budgen | Headteacher
Mr J Kitchen | Teacher i/c OSIC
Mr J Artist | Lead Practitioner, Engagement
Miss H Robinson | Head of Tŷ Glynne
Mr B Rodgers | Head of Tŷ Gladstone
Mrs N Walker | Student Support

All these members of staff can act as a source of advice and support regarding child protection matters for all other school staff.

Our school also has a nominated child protection governor, Councillor Mrs J Angell, who must ensure that the school has a Child Protection Policy in place which is consistent with the Wales Safeguarding procedures.

Our school has a Child Protection Policy in place which is consistent with the Wales Safeguarding procedures.

All staff must act according to this policy where there are concerns about or suspicions of child abuse. If we receive information about a child which suggests that he/she has been abused or is at risk of being abused, we have a duty to refer these concerns to the social services department or the police without delay. We have no discretion in this matter.

EDUCATION WELFARE OFFICER

Our Education Welfare Officer is Ms A Hargreaves, whose responsibilities include school attendance, pupil welfare and support for pupils with particular social and emotional needs. She is also able to advise on the various benefits available to parents, including free meals, uniform grants and maintenance grants for Sixth Form pupils.

SCHOOL NURSE

The purpose of the School Nurse is to assist Flintshire Health Authority with its programme of health care and preventative medicine, including immunisation programmes, vision and hearing tests and general medical inspections. Parents should note that the school nurse, Miss A McIntyre, is only in school for a limited number of sessions each week. On occasions her duties will oblige her to be out of school for all or part of the day. The school has a number of first aiders trained to deal with emergencies that occur in school. Parents are reminded that they should not send pupils to school to consult the nurse. Please note that we do not administer medication. Parents whose children have medical needs are asked to provide information to the School Office and, if necessary, the appropriate Head of House.

GENERAL INFORMATION AND POLICIES

Careers Education is integrated into the REACH (PSE) programme and specific advice is provided for all students to assist them in considering the implications of their options choices for Years 10 and 11. Upper school and post -16 students receive a one to one guidance interview with senior staff and advice is also provided by Ms S Taylor who is the Careers Wales Adviser.

The school has well established links with many organisations and industries in the local and wider community which enables students to participate in work related learning activities, and industrial, community and enterprise projects.

All Year 10 and Year 12 students are given the opportunity to participate in a work experience scheme at the end of the summer term.

RELIGION, VALUES AND ETHICS

Religion, Values and Ethics (RVE) is a compulsory subject in Wales for all pupils aged 3 to 16, studied throughout both lower and upper school. It forms part of the Humanities area of the Curriculum for Wales and helps children explore a wide range of religious and non-religious beliefs, values and cultures. The focus is on encouraging pupils to understand their own views, respect the perspectives of others, and develop important skills such as empathy, critical thinking and ethical awareness.

RELATIONSHIPS AND SEX EDUCATION

Relationships and sexuality education (RSE) is a statutory requirement of the Curriculum for Wales Framework and is mandatory for all learners across Wales from September 2023. RSE plays a central role in supporting learners to enjoy fulfilling, healthy and safe relationships throughout their lives. The mandatory requirements for RSE are set out in the RSE Code. Schools comply with the Code when providing RSE lessons to students.

Great care has been taken to ensure that all learning within RSE will be developmentally appropriate. The content is set within the context of broad and interlinked learning strands, namely:

- **relationships and identity**
- **sexual health and well-being**
- **empowerment, safety and respect.**

COLLECTIVE WORSHIP

The School Hall cannot accommodate the whole school population and consequently, each house uses the hall for morning assembly on one day each week.

Morning assemblies comprise an act of collective worship, where there is a focus upon moral issues, followed by a period of reflection prior to general announcements and awards. Assemblies are led by the Heads of House/ Deputy Heads of House and/or senior staff.

Groups which are not involved in an assembly have tutorial periods with their group tutors. These periods are used for reflection, discussion, consideration of moral and religious issues, the development of study skills and administration activities. Parents who are minded to exercise their right of withdrawal of their children from assembly are invited to contact the Headteacher in writing to discuss the school's arrangements. Sixth Form students should arrange an appointment to discuss the matter with the Director of Sixth Form.

GENERAL INFORMATION AND POLICIES

HOMework

Homework is set so that:

- a) pupils may obtain maximum benefit from their courses;**
- b) pupils may have opportunities to work independently.**

Each pupil is given a year planner at the beginning of the school year and parents are asked to help ensure that homework is done thoroughly, neatly and handed in punctually. **Parents are asked to sign their child's planner each week and the group tutors will also check them regularly.** If a planner is damaged or lost the pupil will be expected to replace the planner at a cost of £5.

The homework timetable is a guide to teachers to ensure that a reasonable amount of homework is set. Some homework tasks may take longer than one night and some homework may not necessarily be set each night, as indicated on the timetable.

PARENTS' MEETINGS

Parents will have the opportunity to meet teachers, both at parents' consultation sessions and by appointment at mutually convenient times during the school year. We strongly encourage parents to attend these meetings which are intended to support them in fulfilling their roles as co-educators. Attendance at such meetings normally exceeds 95%. Parents' consultation events are an opportunity to discuss students' progress with their teachers, receive feedback, ask questions and share any concerns. A strong partnership between students, parents and the school is essential for their success. Parents' Evening bookings are made through School Cloud and specific instructions will be given to parents prior to the evening.

Group Tutors and Heads of House are available to meet with parents and appointments should be arranged via the School Office. Parents of prospective pupils may visit the school during the school day by prior arrangement with the Headteacher. Parents who wish to meet with the Headteacher should contact Mrs L Donnelly to arrange an appointment.

REPORTS

In Years 7-13 a report is provided relating to each pupil's academic progress at three points during each academic year. Parents receive one written report per academic year from their form tutor which includes a detailed commentary on a pupil's progress across the curriculum, and pastoral progress. This report is followed by a parents evening where there will be opportunity to discuss academic progress in more detail with subject specialist teachers.

PUBLIC EXAMINATIONS

At appropriate stages in their school career, pupils in Years 10, 11, 12 and 13 will be entered for public examinations including GCSE, GCE AS, GCE A2 (Advanced) Level, and vocational qualifications.

The school encourages all pupils to enter GCSE examinations. The school will recommend the most appropriate level of examination for each pupil but the final choice remains with the parents. Some pupils may be entered, by arrangement, with peripatetic teachers of instruments, for examinations organised by the Associated Boards of the Royal Schools of Music. In these instances, parents will be expected to pay the appropriate examination fee. This arrangement also applies to pupils who are entered for the Speech and Drama examinations provided by the Trinity Board.

Parents should note that candidates must sit public examinations for which they have been entered. Failure to do so without a medical note will incur a charge equal to the examination entry fees charged by the examination board. The cost depends on the unit that is missed but can cost anywhere in the region of £10-£20 per module. Parents will be expected to cover the costs of re-sit examinations.

ETHOS AND VALUES OF THE SCHOOL

PASTORAL CARE

The basis for the school's pastoral care system is the House system, comprising the Head of House, Deputy Head of House, two Student Support Officers, seven Group Tutors and the Sixth Form Progress Leader. They are supported in their work by senior staff, the Educational Social Worker and support staff. This team is responsible for the social, emotional and overall academic welfare of the pupils in their care.

Pupils work best when they are happy and secure and it is the function of the House team to monitor the progress of each individual in order to support him/her to fulfil his/her potential in all spheres of school life. This is best achieved when the home and school are in partnership and parents are therefore urged to bring any concerns to the attention of their child's Group Tutor.

The school is committed to the establishment and maintenance of positive relationships with pupils and their parents.

THE GROUP TUTOR

The basis of all pastoral care is good relationships. Each pupil is able to turn to staff in the certainty of finding a friendly and understanding response when help is sought. At Hawarden High School, the first person a pupil will usually approach will be his or her Group Tutor. The Group Tutor works with the pupils in his/her tutor group at the commencement of each school day and is responsible for their welfare. It is the aim of every Group Tutor to establish friendly and caring relationships during Year 7, which in most cases will continue until the end of Year 11. Pupils are encouraged to turn to their Group Tutor for immediate guidance in any matter which causes

worry or difficulty. Also, we try to develop a sense of common concern by tutor and pupils for individual and class achievement, which will result in a helpful sense of class identity, loyalty and pride.

HEADS OF HOUSE

Each pupil also belongs to one of the four houses and will be encouraged to find a proper place in this much larger group of pupils from a wider background with varied interests. In the larger group there will be further opportunities for the development of qualities such as care for others, sense of co-operation, charity fundraising, representation, initiative and leadership. The function of the Head of House is to provide these opportunities. The Head of House is also responsible for the oversight of pupils' academic progress and their welfare within his or her house, organisation of the year activities, the provision of advice and support for Group Tutors, helping resolve problems which have arisen involving individual pupils. The Head of House is usually the parents' first point of contact with the school on matters of routine.

Mr M Clive is the Head of Pastoral Partnerships who acts as the link person with primary schools to coordinate all aspects of the transfer process.

Whilst continuity is afforded by the group tutors, pupils are placed under the care of a Head of House in Year 7 who will track their progress through to the end of Year 11.

A separate arrangement exists within the Sixth Form where, given the specialist nature of the guidance which is provided, Mrs I Birch, Assistant Headteacher, oversees this provision.

ETHOS AND VALUES OF THE SCHOOL

SERVICE STANDARDS

As part of the school's commitment to the 'Home-School' agreement, and working in partnership with parents and carers, we are keen to ensure that requests for meetings with staff are dealt with as swiftly as possible.

However, in order for us to best deliver our externally accredited 'Customer Service Excellence Standard', we would appreciate it if parents/carers could observe the following contact protocol.

- Isolated pastoral issue* – Form Tutor
- Persistent/ Serious issue* – Head of House
- Safeguarding* – Designated Safeguarding Person / Assistant Headteacher
- Medical* – Head of House / School Nurse
- Subject related issues* – Subject teacher / Head of Subject / Curriculum Leader

In all instances requests for meetings with staff should be made via a telephone call to the school office. We cannot normally accommodate unannounced visits to the school owing to teaching commitments.

Requests for meetings with the Headteacher, Deputy Headteacher or Assistant Headteacher should be made via prior arrangement with the Headteacher's PA, Mrs. L. Donnelly.

If you email or leave a message for a member of staff, it will be acknowledged within 2 school days. We will endeavour to give a full response within 5 school days.

COMPLAINTS

If you have any concerns, problems or complaints relating to the curriculum or any other matter please contact your child's group tutor in the first instance. If you think that the problem is more serious contact your child's Head of House. A member of the Senior Leadership Team is also available to help. The Headteacher will deal with specific problems.

1 Form Tutor

2 Heads of House 2026 - 27:

Head of Tŷ Deiniol | Mrs L Sloan
 Head of Tŷ Gladstone | Mr B Rodgers
 Head of Tŷ Glynne | Miss H Robinson
 Head of Tŷ Ledsham | Mrs S Coppack



3 Leadership Group:

Mrs I Birch
 Mr A Boyd
 Mr P Connolly
 Miss D Gilenan
 Mr J MacDonald
 Mrs D Bowdler

4 The Headteacher:

Mr S Budgen

If you are unhappy about decisions made at the school you may formally complain by following the complaints procedure available on the school website.

ETHOS AND VALUES OF THE SCHOOL

HEALTH, SAFETY & SECURITY

To ensure school security and health and safety, the following arrangements are in place:

- Security cameras are in place in and around the school.
- All visitors to the school must report to the School Office.
- All visitors within the school must wear security badges.
- Regular systematic health and safety audits are carried out and are overseen by the Governors' Premises/Health and Safety Committee.
- Regular fire practices are arranged.
- Risk assessments are undertaken and reviewed regularly.
- First Aid training is provided for teaching and support staff.
- All teaching staff, support staff and volunteers are subject to enhanced DBS disclosures, which are updated on a three yearly basis.

As part of our Traffic Management Plan we ask that parents should not drive onto the school site at the end of the school day, when the site is particularly congested.

Mindful of the dangers presented by traffic on The Highway, we also ask that parents should show consideration by not parking on The Highway adjacent to the school. Public parking is available at the Gladstone Playing Fields. Pupils should be encouraged to cross The Highway using the pedestrian crossing.

ROAD SAFETY

In order to access some of our sporting facilities pupils will, at times, need to cross The Highway. Pupils will be supervised on all occasions when they cross The Highway during PE lessons.

Please support the school by highlighting the dangers of crossing busy roads and ensure that all children are aware of the safe crossing procedure. Pupils are strongly encouraged to use the pedestrian crossing which has been established.

It is the responsibility of parents and pupils to ensure that bicycles are in a safe roadworthy condition and the wearing of helmets should be encouraged. Cycles must always be locked to the wall fittings when left at school.

Pupils may not ride bicycles on school premises. Sixth Form students may not bring vehicles onto the school site.

HOME SCHOOL AGREEMENT

The Welsh Government requires all schools to have written agreements with parents and pupils. The Governors and staff of this school are committed to such agreements as a means of defining the partnership between home and school.

Home-School Agreements provide a framework for the development of such a partnership. The agreement clarifies what the school is trying to achieve, and sets out the role of the school, parents and pupils in this vital partnership.

The Governors of Hawarden High School have agreed the wording of the Hawarden High School Home-School Agreement. We encourage you and your child to study the Agreement and demonstrate your acceptance by signing both copies. A copy of the Home-School Agreement is available on our school website.

ETHOS AND VALUES OF THE SCHOOL

EQUALITY OF OPPORTUNITY

We believe that all people are of equal value. With this in mind the school promotes equality of opportunity for pupils and staff, encouraging them to fulfil their potential in all spheres of school life. Issues such as sex, race, disability, marital status or sexual orientation do not prevent equality of opportunity. The school has been adapted to ensure access to all parts of the school for people with mobility difficulties.

Members of the school are expected to treat others with mutual respect, tolerance and understanding, both within the school and in the wider community. We deal with any instances of discriminatory or racist behaviour in school firmly, following the guidelines within our anti-bullying policy. Our Anti-bullying and Race Policies are available upon request.

DISCIPLINE

The aim of the school is to create an orderly environment based upon mutual respect that encourages learning and self-discipline. Whilst the ethos of the school means that we focus upon rewarding positive behaviour, unsatisfactory conduct or levels of effort do arise on occasions and are dealt with in a variety of ways, including extra work or community service, by being placed on report or detention. Parents will receive 24 hours notice if their child is to participate in an after-school detention. These detentions are part of school policy and parents are expected to support this form of punishment. Parents will also be informed of any serious or persistent behavioural problems. Individuals who choose to seriously or repeatedly disrupt the learning of others in lessons are removed from class for a period and supervised in a quiet room. As a last resort exclusions are imposed in response to serious breaches of school discipline.

PARENTAL RESPONSIBILITY

1. The Children Act 1989 introduced a new concept of 'Parental Responsibility' and requires that the school's Admission Register should include an up to date record of the names and addresses of all parties with parental responsibility. Where a pupil's parents are divorced or separated, the school will need to have details of the names and addresses of both parties. This information is collected by asking parents to complete a standard form which asks for details of who has 'parental responsibility'.
2. If a parent with whom the child does not normally reside contacts the school claiming to have parental responsibility, the school will need to establish whether or not this is so. Parents need to be aware that in some situations it may take a matter of days to establish this right of access.
3. All those with parental responsibility are entitled to be consulted about their child's education and should be treated equally, unless there is a court order which specifically limits the exercise of responsibility in a particular case.
4. All those who have parental responsibility are entitled to vote in elections for parent governors, in ballots concerning the school's status and to take part in the assessment and statementing of children with special educational needs.
5. All are entitled to receive school reports if they request them. We shall be pleased to provide duplicate reports upon request.





ETHOS AND VALUES OF THE SCHOOL

SPORTING AIMS

Sport and exercise have a major impact on many aspects of life. Sport can enhance community spirit, equality of opportunity, personal and social development and social integration. It is the aim of Hawarden High School to maximise the sporting opportunities for all of our pupils through team sports and individual sporting activities.

Students receive two hours of curriculum time each week for Physical Education and physical activity, reducing to one hour per week in the upper school.

Our Physical Education curriculum aims to develop confidence, competence and enjoyment in being physically active, while promoting healthy and active lifestyles. Throughout the year, students experience a broad and varied programme of team, individual and health-promoting activities.

Activities include netball, football, rugby, rounders, tennis, badminton, gymnastics, dance and fitness, alongside a range of other activities designed to encourage participation, teamwork, personal development and lifelong engagement in physical activity.

Within the upper school pupils receive one hour of tuition each week. Opportunities are also provided for Sixth Form students to participate in sports activities, during their non contact periods and in break / lunchtimes.

A full size floodlit, synthetic pitch is located on the school grounds to complement our grass pitches. Tennis and netball courts are also available on site. Indoor facilities include a large indoor sports hall and a gymnasium with a climbing wall.

The school has strong links with local sports groups and frequently makes use of club coaches to extend the opportunities which we are able to offer to the pupils. A part-time Sports Officer encourages and supports pupils' participation in extra-curricular sporting activities for 5 hours each week. A wide range of activities are provided as part of this initiative including cheerleading, golf and mountain biking.

ACTIVITIES AND CLUBS

A pupil's education is not confined to the classroom. At Hawarden High School there are opportunities for each pupil to develop his or her interests during the lunchtime and after school. Example of extra-curricular activities held include:

Art
Badminton
Band
Basketball
Cheerleading
Chess
Choir
Dodgeball

Dungeons & Dragons
Football
Gymnastics
Health & Wellbeing
Homework
Netball

Orchestra
Reading & Writing
Pokemon
Science
Warhammer

A full list of lunch time and after school activities for the year is compiled at the beginning of each school year and is displayed on the school website. There are occasions during the year when the activities of clubs focus on preparations for events such as music and drama productions, sports days and the Eisteddfod.

ENVIRONMENTAL EDUCATION

The school has established a conservation area within the school grounds known as 'The Dell'. The area is utilised fully to promote pupils' environmental awareness and benefits from an outdoor classroom, pond-dipping platform and sculpture trail. There is an active Eco Committee and, having received the Bronze and Silver Awards, the school received Green Flag Status.

SCHOOL UNIFORM



SCHOOL UNIFORM RULES / RHEOLAU GWISG YSGOL

The school places great importance on uniform and we look to the support of parents to ensure that uniform regulations are followed. Requiring pupils to wear school uniform emphasises our belief in the identity of the school, develops pride and a sense of belonging, establishes standards and promotes equality. It also underlines the importance of being neat and tidy in all aspects of school life. We would remind parents that extremes of fashion are inappropriate to a school environment. Please ensure that clothing is labelled to avoid loss/assist recovery.



ALL STUDENTS:- AS APPROPRIATE TO GENDER

- **A plain, dark coat or jacket:-** suitable for weather conditions but coats must not be worn inside the school buildings. Scarves, caps and hats are not allowed in school.
- **Plain, white shirt:-** which must be worn with the top button done up.
- **School tie:-** worn to the top button with House colour stripe.
- **Black V-neck school jumper:-** must be embroidered with school emblem. Cardigans are not allowed. Jumpers to be worn at all times unless express permission given for removal.
- **Plain black skirt:-** approximately knee length. Skirts must not be made of stretch fabric and must not be too short or too tight. Pencil skirts and bodycon skirts are NOT permitted.
- **Plain dark grey or black tailored trousers:-** of formal, loose-fitting style are required. Tailored short trousers of the same style and colour are permitted as an alternative. Jean-style, combat, cord, denim, canvas, stretch material, and 'legging' style trousers are not allowed. No logos should be visible. Trousers or shorts must be worn at the waist.
- **Belts:-** if worn, must be of a dark colour with a small, discreet buckle.
- **Plain white, black or grey socks, or black tights:-** over-knee socks, trainer socks and patterned tights are not allowed.
- **Black shoes:-** suitable for school and of a type that can be polished. High heeled or open toed shoes, trainers, canvas shoes, sandals, boots and any footwear with visible logos are not allowed.

Please be aware that clothing sold as 'school uniform' in some shops may not always be appropriate or acceptable. If in doubt please contact the school for clarification.

SCHOOL UNIFORM

PE UNIFORM

As appropriate to gender

- Plain white polo T-shirt with school logo
- Black shorts (not cycling shorts) or Black skirts
- Red outdoor top with school logo (optional)
- School red and white rugby shirt (optional)
- Red long socks
- Trainers
- Towel
- Football boots
- Water bottle

HEALTH & SAFETY

Shin-pads are required for hockey, football and rugby. The use of gumshields is strongly encouraged for sports such as hockey and rugby.

Under no circumstances can ANY items of jewellery be worn for PE lessons. Ear piercings may NOT be covered with plasters.

We do not allow any body piercing apart from ear studs.

JEWELLERY

The only jewellery permitted in school is -

- Discreet plain metal ear stud (maximum one small stud per ear lobe)
- One small finger ring (with no edges or projections)
- Wristwatch (smart watches not permitted)
- One appropriate charity wrist band

No other jewellery is acceptable. On no account should expensive jewellery be brought into school.

HAIRSTYLES

- Hair should be of a natural colour (Dip-dyes are unacceptable)
- Inappropriate or extreme hairstyles are not allowed, this includes 'tram lines'. Patterns cut into the hair that is too 'styled'
- Hair-bands and accessories must be of a plain style, for example, no flowers or bandanas are allowed.

MAKE UP

Any make up worn must not be obvious

- Light mousse or foundation and a little mascara are acceptable
- Coloured lipstick/gloss, eye shadow, blusher, eye liner and pencilled eyebrows are not acceptable
- False nails or nails that are fashionably long are not permitted
- Coloured nail varnish is not acceptable
- False eyelashes are not permitted.

IN PARTNERSHIP WITH DOLCE OUR FOOD COURT

Our food court, in partnership with Dolce, offers students a diverse culinary experience across four unique zones; Street Kitchen, Casa Brazilia, Italian Kitchen and Toast Office.

We provide high-quality nutritious meals tailored to every taste.



Easy online payments



All menus are nutritionally compliant



Full allergy protection



Affordable meal prices



AI POLICY

Advances in artificial intelligence (AI) technology mean that images shared on websites, social media platforms and other publicly accessible sources can potentially be downloaded and manipulated without consent. While we have always taken care when using student images, we have been advised that the growing availability of AI image-generation tools has significantly increased this risk. Consequently, we are updating our approach to the use of student images in public-facing communications.

In hard-copy or online school publications which are widely available, we will no longer use images in which our students can easily be identified.

To allow us to continue to give a visual flavour of school life, we may use AI-generated illustrative images featuring entirely fictional people. These images will not depict real students and are intended only to represent the type of activities, subjects and experiences available at Hawarden High School.

Where news articles appear in the press, photographs showing students' faces may still be used. Please let us know if you do not wish your child to appear in the media.

These changes reflect wider safeguarding advice and the fact that AI technology is developing very quickly. We recognise that this is a changing area, and our approach may need to evolve with it. For now, we will trial this approach, see how it works in practice, and make any further changes needed to keep safeguarding at the heart of what we do.

Thank you for your continued support as we adapt our practices in response to emerging safeguarding challenges.

NOTES

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Hawarden High School
Ysgol Uwchradd Penarlâg



HAWARDEN HIGH SCHOOL
THE HIGHWAY, HAWARDEN
FLINTSHIRE CH5 3DN

01244 526400

✉ hhmail@hawardenhigh.flintshire.sch.uk



Hawarden High School
Ysgol Uwchradd Penarlâg