



Herne Bay High School

Specialist Sports College

Herne Bay High

Prospectus for the Academic Year 2018/19

Contents	1
General Information	2
Classification	3
Admissions	3/4/5
School Roll and Absence	5
Attendance	5
Routes for Year 11 Students	6
School Child Protection Policy	6
Summary of Discipline Policy	7
Summary of Anti Bullying Policy	8
School Uniform	9
Physical Education Clothing	10
The School Day	11
School Meals	11
Travel to and from School	11
Cycles	11
Skateboards	11
SEND & Inclusion	12
Individual Specialist Support	12
Homework	13
Clubs	13
Careers Education and Guidance	14
Relationships & Sex Education	14
Religious Education/School Worship	15
Core Values	16
Examination Results	Appendix

Herne Bay High

Prospectus for the Academic Year 2018/19

General Information

School Address:	Herne Bay High School Bullockstone Road Herne Bay Kent CT6 7NS
Telephone Number:	01227 361221
E-mail:	Principal@hernebayhigh.org
Principal	Mr J Boyes BEd
Vice Principals	Mr C Harris BA (Hons); PGCE Mr M Jenkins BSc (Hons); Cert Ed Mr B Jones BA (Hons); PGCE Mr S Waters BA (Hons); PGCE

Governing Body

Chair of Governing Body:	Mrs A Ansell	Parent Governor
Vice Chair:	Mr S Eames	Community Governor
Governing Body:	Mr M Blesky	Parent Governor
	Mrs V Farbrace	Parent Governor
	Mr P Gallantree	Parent Governor
	Mrs S Godden	Parent Governor
	Mr M Hills	Community Governor
	Mrs J Homer	Community Governor
	Ms L Payne	Staff Governor
	Mrs T Shaw	Staff Governor

Please address all correspondence to Clerk to the Governors c/o the school

School Roll:	1566 (mixed)
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Herne Bay High

Prospectus for the Academic Year 2018/19

This Prospectus is a summary document of Herne Bay High School. For full details please see our website and twitter feed

Classification

Herne Bay High was designated a Specialist School and Sports College on 1st September 2002. In May 2008 it was categorised as a High Performing Specialist School and awarded Training School status in the summer term of 2009. In March 2011 the school became one of the first high performing converter academies. The school is for students of all abilities aged 11-18 years and has a Sixth Form which offers level 2 and level 3 courses. It was recognised by OFSTED in January 2018 as a Good school with elements of Outstanding.

Admissions

Total number of applications for admission received for September 2017:	486
Total number of first place preferences	274
Total number of places available	258

The number of Year 7 students to be admitted in September 2019 will be 258.

Before applying the oversubscription criteria, children with a statement of special educational need which names the school will be admitted. As a result of this the published admissions number will be reduced accordingly. If the number of preferences for the school is more than the number of places available, places will be allocated within the ability bands described below and the oversubscription criteria applied to each band.

Banding

Any applicants who have passed the Kent Test will automatically be allocated to Band 7 and will not be required to sit the Banding Assessment. All applicants who have not passed the Kent Test are required to sit a nonverbal cognitive ability assessment. This Banding Assessment is not an entry test; it is to enable students of different abilities to have an equal opportunity to gain a place at Herne Bay High School. The profile also enables the school to operate as a comprehensive school. Further detailed explanation of this and the aptitude test are available from the school but the table below gives indicative proportions and numbers.

Band	1	2	3	4	5	6	7
CAT SAS Score	Less than 82	82-88	89-96	97-103	104-111	112-118	More than 118
Percentage of cohort	11%	12%	17%	20%	17%	12%	11%
Number of students	28	31	44	52	44	31	28

Applicants who do not sit the Banding Assessment, other than those who have passed the Kent Test, will be ranked according to the oversubscription criteria and allocated a place only in the event that there are available places at the school after students who have taken the assessment have been considered.

Herne Bay High

Prospectus for the Academic Year 2018/19

For each band the following over-subscription criteria will be applied:

1. Children in Local Authority Care. A child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who is the subject of a care order under Part IV of the Act. This applies equally to children who immediately after being looked after by the local authority became subject to an adoption, residence or special guardianship order. (As defined by Section 46 of the Adoption and Children Act 2002 or Section 8 or 14A of the Children Act 1989)
2. Current Family Association. A brother or sister on the roll of Herne Bay High School at the time of entry. In this context brother or sister means children who live as brother or sister in the same house, including adopted siblings, stepbrothers or sisters and foster brothers or sisters.
3. Proximity of a student's home to the school, with those residing in the CT6 postcode area and living closest being given highest priority. The distance is measured between the child's permanent address and the school in a straight line using Ordnance Survey address point data. Distances are measured from a central point within the child's home to a similarly defined point within the school as specified by Ordnance Survey. The school uses measurements provided by the Local Authority.

A pupil's home address is considered to be a residential property that is the child's only or main residence and not an address at which your child may sometimes stay or sleep due to your own domestic or special arrangements. The address must be the pupil's home address on the day you completed your application form.

If you live separately from your partner but share responsibility for your child, and the child lives at two different addresses during the week, we will regard the home address as the one at which the child sleeps for the majority of weekdays.

Note – where less than the required number falls into a band, we will distribute evenly from adjacent bands.

After a place has been offered the school reserves the right to withdraw the place in the following circumstances:

1. When a parent has failed to respond to an offer within a reasonable time or
2. When a parent fails to notify the school of important changes to the application information or
3. The admission authority offered the place on the basis of a fraudulent or intentionally misleading application from a parent.

Physically Disabled Students

Physically disabled students will always be considered for admission on an individual basis. The School's Disability Equality policy and Accessibility policy are available on request.

Herne Bay High

Prospectus for the Academic Year 2018/19

Casual Admissions (Admissions other than New Intake)

The normal school admissions criteria will apply to all applicants up to that year groups' standard number. If this number has already been exceeded then the following criteria will be applied to any admission.

The school operates a setting and banding policy in different year groups and therefore students will only be admitted if their aptitude and ability matches a vacancy that arises.

In Years 10 and 11, students will only be admitted where their option pattern matches the curriculum of the school and suitable classes have vacancies.

Admissions – Sixth Form

Priority will be given to existing students transferring from Year 11. The Pupil Admission Number for external candidates will be 15. This figure may be exceeded in the event that this, and the number of internal pupils transferring into Year 12, is less than the overall total figure. Subject to course availability the overall year group total is 150. Over subscription waiting lists will be maintained up to the end of the second week of the autumn term.

All applicants apply via the Kent Choices website (www.kentchoices.com)

Minimum entry requirements for each subject are detailed on the Kentchoices4 website.

School Roll and Absence (2017/18)

Number of day pupils of compulsory school age	1324
Authorised Absence	4.55%
Unauthorised Absence	1.25%
Attendance	94.2%

Attendance

Parents are responsible for ensuring that students attend school regularly and punctually. They must inform of any absence on the day and by 9.00am; this can be done either by telephone on 01227 289409 or e-mail on absence@hernebayhigh.org Should your child be unwell for 5 days or more, we will require medical evidence to authorise the absence. Please also be aware that due to changes in DfE regulations from September 2013, no leave of absence will be authorised during term time except in exceptional or traumatic circumstances. We expect all students to be on site by 8.30am with mentor time starting promptly at 8.35am.

Herne Bay High School has the responsibility to monitor students' attendance and will work with the Local Authority when it is deemed necessary to establish support packages, serve fixed penalty notices

Herne Bay High

Prospectus for the Academic Year 2018/19

Routes for Yr 11, 12 & 13 Students for the Academic Year 2017/18

Summary 16/17	Year 11	Year 12	Year 13
Starting Numbers	263	131	121
Finishing Numbers	256	109	119
Final Figures			
HBH AS	116	4	0
HBH A2	0	108	2
HBH Intermediate	128	0	0
Continuing FE at Schools/College/YTS	123	8	3
Destination Unknown	70	0	0
Employment Definite	0	0	29
Employment Not Definite Place	0	2	17
Higher Education	0	0	43
Other	8	1	9
Training/Apprenticeship Definite	3	4	4
Training/Apprenticeship Not Definite	1	3	1
Undecided	0	1	1
Moved Away/Unavailable	0	0	0
	263	131	119
Overall EET students %	96.6	94.7	76.5

Summary of Child Protection Policy

Members of staff receive regular training in safeguarding and are expected to be ever vigilant of and responsive to issues pertaining to the happiness, security, safety and safeguarding of students with a particular emphasis on being aware of any child that may be subject to abuse.

Abuse can take many forms but it is usually divided into four categories:

- a. physical injury
- b. neglect
- c. sexual abuse
- d. emotional abuse

If a child makes a disclose pertaining to abuse, the member of staff must make a record of the disclosure and immediately inform one of our Designated Safeguarding Leads (DSL). The DSL will then progress the concern accordingly, contacting Social Services or other appropriate agencies to pursue the issue to a satisfactory conclusion and ensure the child's safety.

In order to ensure the welfare of our students, parents/carers of all students will be asked to complete and return the medical/emergency information form and to work with the school in order to ensure that their child is suitably supported

Herne Bay High

Prospectus for the Academic Year 2018/19

Summary of Discipline Policy

Discipline at Herne Bay High is directed towards maintaining a secure, happy, friendly and courteous environment in which students are able to learn and play without distraction or interference. All students at Herne Bay High are expected to behave with common-sense, consideration for others and to display good manners at all times, both inside and outside the school.

Ultimately, we see the educational development of the child, both academic and social, as being a partnership between students, parents and the school. We operate a system of rewards for students which is aimed at positive encouragement, but from time to time we may have to use various sanctions when a student's behaviour or attitude causes disharmony within our school community.

Alongside the more traditional sanctions route, we, at Herne Bay High, believe that any student who carries out anti-social or intolerable acts should be made to take responsibility for their actions, as we believe that this will help the young person to break any habit forming behaviour and will ensure that the people most affected by these acts will feel and remain safe and reassured. We work towards this goal through our commitment to integrating 'Restorative Justice' within our disciplinary approaches. Restorative Justice is an approach to dealing with conflicts where the involvement of the person affected by the incident is as important as that of the person who carried out the act. The idea is that the young person is confronted with what they have done by being brought face to face with the people they have harmed in some way, with an aim to build a relationship and for the young person to see the hurt they have caused and learn from their mistakes.

Students who fail to respond to the help offered by the normal disciplinary and behaviour support procedures of the school will be required to sign a Behaviour Contract. This contract clearly outlines what the student will do, together with parents/carers and the school in order that he/she can remain on the roll of Herne Bay High. The contract will make explicit the consequences of non-conformity. If the student fails to conform whilst on a Behavioural Contract, the Principal may request that a representative of the Governing Body issues the student with a Final Warning. Should there be further failure to comply, such that the education and/or well-being of other students would be prejudiced by retaining the student in question on the school roll, the student will then be referred to the County In Year Fair Access (IYFA) Headteacher Panel for referral to an alternative provision.

In the most serious of cases, the decision to refer a student from Herne Bay High to the County IYFA Panel will be taken in response to possession, supply or use of illegal drugs on the school site, or for an assault on an adult member of the school community.

In addition, permanent exclusion removal through referral to the County IYFA Panel will be the likely course of action for serious breaches of the school message and rules which may include:

- a. In response to a serious incident of theft, violence, causing danger to others or bringing the school into disrepute.
- b. In response to continual disrespect to staff, incidences of minor theft or incidents of bullying following previous recorded warnings.
- c. In response to the carrying of an offensive weapon.
- d. In response to sexual misconduct or continual sexual or racial harassment.

It should be noted that the Principal maintains the right to permanently exclude a child if he deems this appropriate, rather than referring the child to the IYFA Panel.

Herne Bay High

Prospectus for the Academic Year 2018/19

Summary of Anti Bullying Policy

At Herne Bay High we do not tolerate bullying; we pursue an active policy of prevention and deal with individual incidents if they arise.

It is therefore the policy at Herne Bay High to:

- Take all bullying problems seriously, both of students and adults
- Investigate all incidents thoroughly
- Obtain witness information wherever possible
- Keep a written record of the incident, investigation and outcomes
- Seek advice and support from the Police in order to resolve any on going situation
- Inform relevant staff about the incident where students are involved
- Ensure that appropriate action is taken to prevent further incidents

A full copy of all our policies are available on our website

Herne Bay High

Prospectus for the Academic Year 2018/19

School Uniform

All Students

- Black blazer with school badge
- Plain white shirt with 'classic' collar, with a top button that should be done up for the whole day.
- School tie indicating a student's mini-community; this should be worn at the correct length with the top Heron logo showing below the knot when the tie is done up
- Black shoes and black socks
- All students should have a plain outer coat (not a fleece, sweatshirt or denim jacket/coat)
- Hoodies are not permitted as either outer coats or as a replacement for the school jumper or blazer.

Boy's Uniform: (in addition to the above)

- Formal plain black trousers (not cords, denim jeans, cotton drill or track suit bottoms)
- Plain black shoes and black socks
- Optional — A plain V-neck black pullover with the school logo is optional but cannot be worn in place of a blazer. No other jumpers, sweatshirts or cardigans etc are permissible

Girl's Uniform: (in addition to the above)

- Standard school skirt (available from Barnums)
- Standard school trousers (available from Barnums) or from the approved list which is available on the school website
- Plain black shoes with a sensible heel no higher than 5cms (measured from sole to instep)
- Black socks must be worn with trousers
- Plain black tights or ankle length black socks may be worn with a skirt
- Optional — A plain V-neck black pullover with the school logo or a school cardigan with the school logo is optional but cannot be worn in place of a blazer. No other jumpers, sweatshirts or cardigans etc are permissible

Jewellery/Make-up

- The wearing of discrete make up is allowed
- Extreme hair styles (cut and/or colour), as determined by the Principal, are deemed inappropriate and hair colour should be within the natural range
- Facial piercing is strictly prohibited, e.g. nose studs, eye brow bars or rings, as are visible tattoos
- For health and safety reasons neither acrylic nails nor the wearing of jewellery is allowed within school except for a watch and a single discrete stud in each ear

During the summer term, students are permitted to wear

- The school's white polo shirt with the relevant College logo. This is available for purchase at Barnums Schoolwear.
- If a student wishes to wear anything over the school polo shirt this must be either the school cardigan, the school jumper or the school blazer.
- As is the case with their 'normal' uniform, students must wear the required shoes, trousers, skirt, socks or tights. (please see above)

Should students choose not to wear the summer uniform they will be expected to wear their normal uniform in accordance with the guidelines listed above.

Herne Bay High

Prospectus for the Academic Year 2018/19

Physical Education Clothing

Physical Education is an integral part of the curriculum and it is essential that students change for the lessons. The clothing listed below is required by all students taking part in PE/Games:

PE Kit for all Years 7—11 students — boys and girls

(which can only be purchased from Barnums)

- Black jog pants with school logo
- Black Mid Layer top with school logo
- Red polo shirt with school logo
- Black shorts/skorts with school logo
- Black socks with red top
- Black rain jacket with school logo (optional)

All students should have a pair of clean indoor trainers to use in the indoor facilities (gymnasium, sports hall, climbing wall, fitness suite). Plimsolls or similar flimsy cloth or canvas shoes are not suitable for PE lessons as they offer no foot support. Students must have appropriate trainers or running shoes.

A pair of outdoor trainers and/or football boots are required for outdoor lessons.

Shin pads are advisable for football and hockey.

A gumshield is advisable for hockey and rugby.

Showers: A towel will be required when a shower is necessary.

Swimming: A costume and towel will be required for students involved in swimming during PE lessons.

Please Note:

Parents/Carers are requested to sign a home-school agreement to show that they accept the school's homework, uniform and discipline policies and any subsequent amendments to these policies. Students not complying with the above dress code may be taken out of circulation until the matter has been resolved with parents.

Herne Bay High

Prospectus for the Academic Year 2018/19

The School Day

7.45am — 8.30am	Students to arrive at school
8.00am	Restaurant open for breakfast service
8.35am	Assembly/mentor time
8.55am	Period 1
9.45am	Period 2
10.35am	Break
10.55am	Period 3
11.45am	Period 4
12.35pm	Lunch
1.20pm	Period 5
2.10pm	Period 6
3.00pm	Mentor time
3.10 pm— 3.20pm	Students dismissed from school

Students may be released at 3.10pm or detained until 3.20pm by their Student Mentor for individual support and guidance or to discuss a range of issues related to their performance or behaviour. Parents are reminded that no arrangements are made for the supervision of students arriving on the school site prior to 8.00am although from this time onwards there is a breakfast club available. The LRC is open for students to use after school as well as at break and lunchtime. Extra curricular activities are available after school.

School Meals

Herne Bay High is responsible for its own catering arrangements and we offer a wide variety of reasonably priced food, including a breakfast service from 8.00am. As a school we have a healthy eating philosophy, encouraging students to select a well-balanced meal from a range of salads and pastas. In addition, facilities are available for the use of students bringing a packed lunch.

Travel to and from School

A survey of students revealed that there are a number of students arriving at school and returning home by car. With the schools' commitment to the promotion of health, concern for the environment and the Community, it is our duty to ask parents to actively encourage students to walk or cycle to school where possible.

Cycles

If your child wishes to cycle to school, cycle parking is available. However, the Governors cannot accept any liability or responsibility for any loss or damage incurred in using such a facility. Parents/Carers should ensure that the cycle is well maintained and is fitted with lights and brakes in accordance with the Road Traffic Act 1983, a secure strong lockable chain is provided and the school strongly recommends that **students always wear a cycle helmet**. We would also recommend that the cycle is insured under your house contents insurance policy and security stamped with your postcode.

Skateboards

Skateboards will not be allowed on the school site as they are not an appropriate means of transport to and from school.

Herne Bay High

Prospectus for the Academic Year 2018/19

Special Educational Needs & Disabilities (SEND) & Inclusion — Supporting the Learning of Learners

Our Aims:

To support the learning and development of students so they can achieve the best possible educational and other outcomes.

To enable students and their parents to express their views, wishes and feelings so they can participate as fully as possible in decision-making about learning and support.

The Inclusion and SEND Team work in close collaboration with teachers and outside agencies to **assess** students' needs, **plan, implement** and **review** provision so that students of all abilities can access the National Curriculum. We believe that parents and carers are essential in this whole process and encourage their involvement. A member of the team would be pleased to discuss any issue concerning the learning and development of your child with you.

Support delivered by a committed support team underpins the teaching and learning environment at Herne Bay High. Good communication ensures that any important information is passed on quickly and effectively to teaching staff.

Our support comprises of interventions which are additional to high quality teaching that is differentiated to ensure students make good progress from their starting points.

We work closely with our primary school colleagues to ensure a smooth transition at the end of Key Stage. Data and information is passed to relevant staff at Herne Bay High to raise awareness of individual needs.

All students who are on the SEND Register have a personal plan which will be reviewed with students themselves and their parents. Students who have Education, Health Care Plans (EHCPs) are supported and fully integrated into the mainstream curriculum. EHCPs are reviewed annually in liaison with parents and the Local Authority.

Herne Bay High welcomes applications from all students, including those with Special Educational Needs and Disabilities, and will do everything possible to accommodate individual students wherever practicable. By working closely with parents/carers and outside agencies as necessary, the school aims to provide a supportive environment which enables students with SEND to flourish and thrive, achieving success alongside their peers.

Individual Specialist Support

A school counsellor is available by referral via the College

The school deploys its own Speech and Language Therapist and Occupational Therapist who can help provide Individualised programmes of support. We also have our own Educational Psychologist who can help us to assess student's learning and well-being needs.

We liaise with Specialist Teachers who can provide advice and teaching strategies.

The school nurse is available by appointment

CXK is the independent careers service we use in school

Herne Bay High

Prospectus for the Academic Year 2018/19

Homework

The school believes that it is important for students to learn to work independently. It is the policy of the school that teachers set homework on a regular basis. The type of work set will vary according to the age and ability of the student. To help students organise their homework teachers will record tasks and upload resources to the school's Show My Homework (SMHW) website to allow students and parents to access an individual's calendar and task list. A diary is also provided to allow students to make additional notes to support the completion of the tasks.

We believe parents have an important part to play in supporting the Homework Policy of the school by: regularly checking the SMHW website; providing a suitable working environment at home; and raising any issues immediately with the school.

This method enables home and the school to work together to ensure that each student responds positively to the set tasks, and that the school will be able to identify early any student experiencing problems with work, or be able to praise where effort and performance have been exceptional.

Failure to complete homework or to submit it on the day required will be considered a misdemeanour. and will be sanctioned accordingly Not only is homework a consolidation of class work, it also gives students an opportunity to complete their work without supervision to provide staff with evidence to assess students' level of attainment and provide support to enhance learning.

Clubs

Students are encouraged to participate in the extra-curricular activities provided by the staff of the school which are numerous and varied. Sports clubs and teams cover, amongst others, football, netball, hockey, badminton, table-tennis, basketball, cross-country, athletics, cricket, tennis, rock climbing and rounders. There are also a wide range of breakfast, lunchtime and after school clubs as well as regular concerts, dramatic productions and trips to theatres, museums and abroad. A termly brochure is published on the website outlining all clubs and activities.

Herne Bay High

Prospectus for the Academic Year 2018/19

Careers Education and Guidance

The careers programme begins in Year 7 but intensifies from Year 9 when all students are assisted in making suitable choices for examination courses. They are helped to understand the specific requirements of a chosen career pathway aided by the Education Business Partnership (EBP). A series of work related learning opportunities are offered to students throughout Year 7 to 9 in the form of Enterprise and Enrichment Days which incorporate career aspirations and the opportunity to start having an insight into career opportunities.

In Years 10 and 11, students are invited to attend careers fairs and workshops from different industries. Students will also have the opportunity to have an interview with the EBP upon request. The aim of the interview is to enable students to make the best choice of a career or suitable further education course. These interviews are then followed up by Mentor support, workshops and careers evenings.

In Year 10 students have an opportunity to take part in a more intensive career insight through a 'Career Day.' Within this day students will receive career guidance from specialist staff and external specialist guest speakers. The career day will involve information on career aspirations, further education opportunities, information on career guidance in the coming years and external support and guidance available.

In Year 11 students take part in a series of career sessions which deliver an opportunity for intensive individual support. Within these sessions students will have access to wide range of career workshops that will focus on personal statements and CV building, Kent Choices support, further education guidance, sixth form opportunities and apprenticeships and work experience.

All students also receive a vast amount of careers education through their subjects through guest speakers and trip opportunities through the outreach program.

Within Year 12/13 students are given extensive support on their UCAS application process with specialist mentors. All sixth form students in Year 12 also take part in a sixth form conference that gives the students an insight into life after school and all opportunities available to them. This is delivered by external guest speakers and specialist school staff.

We believe at Herne Bay High School all students are given the opportunity to succeed and excel by being given outstanding opportunities to create aspirations to find the correct educational pathway.

Relationships & Sex Education

Relationships & Sex Education (RSE) is taught as an integral part of the PSHEE curriculum where it is compulsory on the National Curriculum and involves teaching children about reproduction, sexuality and sexual health. The programme will be run by a team of staff who will have specialist training from the Head of PSHEE who will disseminate the training.

In doing so we aim to develop solid and healthy relationships education which is age appropriate and balanced with learning about reproduction and normal bodily responses and changes students may already, or will experience as they mature. Parents may request their children be exempt from RSE lessons by contacting the Principal. The Head of PSHEE is available to discuss any questions or issues regarding this area of the curriculum.

Herne Bay High

Prospectus for the Academic Year 2018/19

Religious Education

The provision of Religious Education for students is required under the Education Reform Act of 1988.

Religious Education at Herne Bay High aims to develop students' appreciation of religious, philosophical and moral issues and to enhance their spiritual growth in terms of increased self-esteem, positive values, inner stillness and reflection.

Religious Education reflects the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. This means that students will study Christianity and will also be investigating the world religions of Buddhism and Islam. In addition to the study of world religions students are also introduced to atheism, philosophy and ethics and a range of philosophical and ethical issues are examined throughout all key stages.

All students in Year 9 study a course that combines RE and PSHEE. This course covers the study of Islam, sex education and mental health. Students also have the option, as part of their Year 9 subject choices, to study RE further and receive an additional double lesson. Within this double lesson students are introduced to the AQA GCSE course and examine a range of religious beliefs and practices connected to Christianity alongside studying thematic issues such as Marriage and Relationships.

In Years 10 & 11 students who have previously opted to study the introduction to the GCSE course in Year 9 can opt to continue to study for the Full Course qualification. This popular and highly successful course builds on the units that have been studied in Year 9 and examines a range of religious beliefs and practices connected to Islam alongside studying thematic issues such as Crime and Punishment and Peace, Conflict and War.

In Year 12 & 13 students who have successfully completed the Full Course can opt to study the Edexcel A Level in Religious Studies. As with the RS GCSE, this course continues to be both a popular and highly successful option. The two year course covers Philosophy of Religion, Ethics and Islam. Students are required to examine a range of issues and study scholars who have contributed to debates about the existence of God, religion and ethics.

School Worship

Students meet for Assembly on a regular basis. The law requires that collective worship must take place in school; our approach is educational and non-denominational. Students receive a Christmas and Easter Assembly whilst all other Assemblies throughout the year focus on a key theme, e.g. British Values, honesty, caring, concern for our environment. At times, students themselves participate in Assemblies through Drama, Dance and Music. Assemblies are regarded as important in fostering positive attitudes towards one another and school life.

Parents may request that their children be exempt from Religious Education and school worship by contacting the Principal. The Head of Religious Education is available to discuss any questions or issues regarding this area of the curriculum.

Herne Bay High

Prospectus for the Academic Year 2018/19

At Herne Bay High School We all Aspire to be the best we can be

A

Ambition

- We set high standards and personal goals for improvement
- We are open to new ideas and pursue individual interests in a manner which breaks down stereotypes, challenges our own personal circumstances and broadens horizons
- We are passionate in our desire and determination to achieve success
- We seek to make better the lives of others in our community

S

Self-belief

- We believe in our ability to be the best we can be and will seek support in achieving this
- We consider our strengths and weaknesses, enabling ourselves to move forward
- We develop self-confidence by trying new opportunities
- We work independently

P

Perseverance

- We have a growth mindset and constantly strive to improve ourselves
- We refuse to give up
- We always try our best
- We are determined to succeed, even in the face of high challenge

I

Integrity

- We are trusted to be honest and truthful
- We say what we mean and do what we say
- We accept responsibility and own up to mistakes when they happen
- We are committed to following the school rules and doing the right thing even when no one is watching

R

Respect

- We value all members of the school community
- We display good manners at all times
- We display tolerance and understanding of others who have different points of view, beliefs, backgrounds and cultures
- We care for the school buildings, facilities and surrounding environment

E

Excellence

- We embrace the desire to do well and are proud of personal achievement
- We have the highest standards of behaviour, attendance, punctuality and uniform
- We produce work of the highest quality
- We make the very best use of our talents, time and resources