
John Masefield High School
and Sixth Form Centre

Joining JMHS 2026-27



www.jmhs.hereford.sch.uk

Headteacher's Introduction

I am delighted to be able to welcome you to John Masefield High School. Our school is characterised by its warm and supportive community. We are welcoming, positive, friendly, and we help one another. As a relatively new member of this community, having joined in September 2024, I am reminded every day when I talk to children, their families and my colleagues, how fortunate and privileged I am to be part of John Masefield High School.

This community is an important foundation for excellent and enjoyable learning. As John Masefield himself wrote, "the days that make us happy make us wise". We know that children learn best in an environment where they feel happy and safe, where they have positive and trusting relationships, and where they benefit from inspiring experiences and opportunities. We also know that excellent learning *is* enjoyable: that humans flourish and thrive as they acquire new knowledge and skills.

We are therefore highly ambitious for our children, and we have high expectations of them. We want the very best for them, and we know that this means providing an education that goes beyond qualifications: we want our children to leave us with rich experiences, a wealth of opportunities, and a well-rounded character. We know, also, that to provide this excellent education we need to know our children as individuals, understand their interests, hopes and ambitions, so we can help them to achieve these. This means that we also have high expectations of ourselves, and I am very grateful for the tireless hard work of all our staff, as they seek to continually improve our school and enrich our community.

It is our great fortune to be the only secondary school in the wonderful town of Ledbury. We are keenly aware of the trust and responsibility placed in us by our community as we educate the next generation. We will always want to work in partnership with our families and the wider community, seeking to benefit from their wisdom and expertise, as we discharge this most important of duties.



John Holmes
Headteacher

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2 Admission to JMHS

2.1 About the School

JMHS is an all-ability rural comprehensive school for students aged 11-18, which opened in 1978. JMHS became a single academy trust in 2011 and is managed by the JMHS Board of Trustees. We officially have seven feeder primary schools Ashperton, Bosbury, Colwall, Cradley, Eastnor, Ledbury and Much Marcle but in reality we regularly receive students from over 20 primary schools across Gloucestershire, Herefordshire and Worcestershire. Our Planned Admission Number is 150 students per year group, but we are always happy to accommodate more students whenever we can.

We have three aims as a school which underpin all that we do:

- Provide excellent and enjoyable learning for all
- Enable each individual to achieve their personal best
- Be a community where we all support each other

The trustees and senior leaders are constantly reviewing the facilities and quality of accommodation to improve the teaching rooms, facilities for Arts, sports and well-being, and investing in improving JMHS.

'Pupils are happy and feel safe at school. This is because staff make time for them and listen to any concerns.' Ofsted 2022

2.2 Admissions Procedure

JMHS is a non-selective school and we welcome students of all aptitudes and abilities. Our size allows us to know our students well and we work hard to ensure that every student achieves their potential. Applications to John Masfield High School should be made online at <https://educationportal.herefordshire.gov.uk/Synergy/FSD/SchoolAdmissions.aspx>. For students joining from primary school the closing date for applications is 31 October 2024 and offers of places are made to parents, by Herefordshire Council, on 1 March 2025. The Council's webpage above contains a wealth of information and also provides a link to the Government's guide for parents on school admissions and appeals.

School Admissions and Transport Tel No: 01432 260925
School Admissions, Herefordshire Council, Plough Lane Offices, Plough Lane, Hereford HR4 0LE

Our Admissions Policy can be found on the policy section of our website, www.jmhs.hereford.sch.uk.

We have often said that if we had sent our son to a private school we could not have had better education or support for him. (Parent: June 2019)

2.3 Visiting the School

We hold an Open Evening each year and we welcome everyone to come and visit the school and see its facilities and buildings and meet our staff. You are also welcome to request to meet with a senior member of staff personally; please contact the school and we will be happy to arrange this for you.

'Parents rate teacher's high expectations because they push pupils to do more. Many say teachers go 'above and beyond' for their children.' Ofsted 2022

2.4 Transferring to JMHS from Primary School

We work very closely with all our local primary schools to ensure that the move from primary to secondary school is as easy and as natural as we can make it. Our transition team, led by Dean Wyatt, visits every child's

school, meeting them in their familiar environment and considering their individual needs before they move to us. This close attention to detail ensures that your child is confident and happy right from their first day at JMHS. We make sure you are informed of progress on a regular basis and there is always someone on the end of the phone to speak to you.

We offer a variety of events for you to attend which give us an opportunity to share our success story and show you why we provide the very best education, care, guidance and support for your son or daughter. Our evening events allow us to explain our transition plans and how we can ensure a successful start to Year 7. We offer tours, which are an opportunity for you to have a comprehensive look at our school during a normal school day accompanied by senior staff. Our Year 5 and Year 6 days are a chance for your children to experience a full day at JMHS, following a carefully planned timetable.

The following dates are key to our transition planning:

Open Evening: Thursday 8 October 2026 (provisional date)

Year 5 Evening for parents & students: Thursday 1 July 2027, 6.00pm - 7.30pm (provisional date)

Year 5 Day for students: Tuesday 6 July or Wednesday 7 July 2027 (provisional dates, varies according to primary school)

Year 6 Evening for parents & students: Thursday 24 June 2027, 6.00pm - 7.30pm (provisional date)

Year 6 Day for students: Thursday 1 July 2027 (provisional date)

'My daughter has had a great year at JMHS! She has thoroughly enjoyed every day and the challenges faced. We have really appreciated all the positive comments she has received and, from reading her report, it is clear that her teachers know her well.' Parent of Year 7 student

2.5 Transferring to JMHS after the start of Year 7

Please contact us if you are considering joining JMHS in Years 8 -11. We will then arrange to meet with you, show you around the school and help you reach a decision. Students in Years 9, 10 or 11 are admitted on the understanding that GCSE Option choices may be limited by availability. We also welcome students from other schools into our Sixth Form. A separate Sixth Form Prospectus is available by contacting the school or via the school website.

'It has been a great first year and we feel very positive about the school.' Parent of Year 8 student

3 The Curriculum

'School leaders have constructed a rich and engaging curriculum. They are ambitious that all pupils will access and learn from a broad range of subjects.' Ofsted 2022

3.1 Curriculum Design

At John Masfield High School, our aim is to provide excellent and enjoyable learning for all of our students through a broad and balanced knowledge-based curriculum. We employ a 'top-down' approach, thinking about what students need to know to access top universities, high-quality apprenticeships and good careers. We have then used our knowledge of the Key Stage 2 curriculum, that students have studied at primary school, to design a clear learning journey to allow students to succeed. The most important facts and key knowledge are taught in Year 7 and are revisited many times gradually building complexity. Learning is sequenced to enable new knowledge to be linked to previous learning and ensure that topics are taught in an order that helps students to know more, remember more and understand better.

Each of our curriculum areas has judiciously identified key knowledge that will enable students to have a secure understanding of our cultural heritage and the world around us. We have made sure that this key

knowledge at least matches or goes beyond national curriculum requirements in all subject areas. Our curriculum has been carefully sequenced so that students acquire mastery and embed deep and rich knowledge webs in long term memory. Our students are given many opportunities to apply this knowledge in a broad range of academic and vocational studies, so that they become fluent and skilful in application. This enables our students to not only achieve success in examinations at GCSE and Advanced Level, but also to solve complex real-life problems.

A key principle of our curriculum design is to provide a broad, enriching cultural experience through our teaching of subjects and our extensive enrichment programme. These include a wide range of clubs, cultural visits and leadership opportunities so that students enjoy learning and understand how so many aspects of science, the arts and culture are interconnected in a fascinating and exciting way. For example, all students in key stage three visit the theatre, museums and galleries, learn to play two musical instruments to a basic standard and have the opportunity to visit France and Germany for a low cost cultural and languages visit. We ensure that nothing stands in the way of all students taking full advantage of all the school has to offer. Disadvantaged students are supported with costs so that all can afford to attend. Similar opportunities for older students include all physicists visiting the Large Hadron Collider at CERN in Switzerland, a cultural and literary weekend in London for all students studying English and arts subjects, and numerous university and employer visits.

We deliver the curriculum using simple, effective and research driven teaching, with a particular focus on closing the gap between disadvantaged students, students with SEND and other students. As a result of this, the majority of subjects are taught in mixed attainment classes and we use our training programme to ensure that teachers and support staff are experts in adaptive and responsive teaching, and know disadvantaged students and students with SEND especially well to understand their barriers to learning, how to motivate them and their strengths.

We prepare students for life in modern Britain through developing 'British Values', high quality personal, social and health education, relationships and sex education, numerous cultural experiences and good quality careers education. There are a wide range of enrichment activities in the arts, sport and many other areas in which all students are encouraged to participate. Leadership opportunities including sports, arts language leaders, and prefects provide the chance for our students to develop character and interpersonal skills.

If you have any questions or queries regarding our school curriculum please contact:

Mr Adem Osbourn
Deputy Headteacher: Curriculum, Assessment and Teaching
Email: adem.osbourn@jmhs.hereford.sch.uk

We have a strong Curriculum Leaders' Team, who should be the first contact for subject specific concerns. Please find their details below:

Anthony Bees	Subject Leader PSHRE	Anthony.Bees@jmhs.hereford.sch.uk
Steven Card	Faculty Leader Maths	steven.card@jmhs.hereford.sch.uk
Julia Haynes	Faculty Leader English	Julia.Haynes@jmhs.hereford.sch.uk
Florence Lehman	Faculty Leader MFL	florence.lehmann@jmhs.hereford.sch.uk
Joanne Males	Faculty Leader Vocational	joanne.males@jmhs.hereford.sch.uk
Andrew Morgan	Subject Leader PE	andrew.morgan@jmhs.hereford.sch.uk
Jess Mortimore-Price	Subject Leader Music	jessica.mp@jmhs.hereford.sch.uk
Leo Roberts	Faculty Leader Science	Leo.Roberts@jmhs.hereford.sch.uk
Elisha Robinson	Subject Leader Psychology	elisha.robinson@jmhs.hereford.sch.uk
Danny Rodgers	Subject Leader Drama	daniel.rodgers@jmhs.hereford.sch.uk
Gary Ward	Subject Leader History	Gary.Ward@jmhs.hereford.sch.uk
Abbie Wakefield	Subject Leader Geography	Abbie.Wakefield@jmhs.hereford.sch.uk
Bethan Woolley	Subject Leader Art & DT	Bethan.Woolley@jmhs.hereford.sch.uk

'Subject leaders have designed their curriculum to clearly specify what pupils should know and be able to do at each stage in their learning. This helps teachers to plan well-ordered lessons. Ofsted 2022

3.2 Achieving Success

Teachers identify key learning points in each topic and use assessment to measure whether students know and understand these learning points. Where the students do not understand the teacher gives individual help or reteaches the content.

Assessment

Providing students with feedback is highly important to allow them to succeed. During lessons, teachers continuously check students' knowledge and understanding through a variety of assessment techniques, such as mini-quizzes and questioning. Teachers use this to inform teaching, identify and address misconceptions, and provide students with immediate feedback.

We think that it is important that parents and carers are involved in reviewing their child's progress and are able to see if their child is on track. Therefore, students complete summative assessments (usually at least once per term) to identify progress. Students' attainment in these assessments is communicated via three progress checks which are sent home. Additionally, in each subject, teachers provide a grade for your child's effort and homework/independent study.

In Years 7-9 students' attainment on these tests is provided as a percentage. It is important to note that there is not a set percentage which will indicate if your child is on track. This is because the level of difficulty of the test varies slightly between each subject and for the topic that is currently being taught. You will also be provided with the average test percentage in each subject for your child's year group. This can be used to indicate whether your child is working at a similar level to their peers. However, comparison between students should be done with caution, as it is important to remember that each student has their own specific needs and will have different strengths and areas for development.

In Years 10 & 11, attainment in summative assessments is marked using the grading criteria that matches the course that they are studying. GCSE courses are marked using a numerical system that ranges from a maximum of 9 through to 1. Anything less than a 1 is ungraded. Target grades are also provided, and we allocate target grades using a data analysis tool which uses Year 6 SATs data to provide a contextual target. In other words, looking at what previous students with similar characteristics who performed the same in Year 6 SATs achieve at GCSE. The target grades are ambitious, yet still achievable, if the student were to work hard.

In the Sixth Form, attainment in summative assessments is marked using the grading criteria that matches the course that they are studying. GCE courses are marked using a letter system that ranges from a maximum of A*, down through A and B until the minimum pass of an E is reached. Anything less than an E is a fail, and noted as a U grade. BTEC courses are marked using the four-tier marking system that goes from Near Pass, up through Pass, Merit and Distinction to Distinction*.

The summer progress check qualifies as the annual report. Rather than each subject teacher providing a short comment, there is a single comment from your child's form tutor. Tutors know their tutees well, both in relation to pastoral matters and academic performance, and so we believe that their comments will be of value to parents and carers.

There is also one in person parents' evening event, where teachers can provide more detailed support and parents have the opportunity to ask questions.

Role of Form Tutors and Year Leaders

Form Tutors take a holistic approach supporting students with their studies, organisation and pastoral issues. If there is an issue you wish to discuss with us as a school, we would encourage you in the first instance to contact your child's Form Tutor.

Year Leaders oversee the work of the Form Tutors, deal with more complex pastoral and behavioural issues and set high standards for their Year Group. Year Leaders work closely with parents if any serious issues occur that need to be resolved.

Praise and Rewards

Teachers use specific praise when students work well. They award house points for achievements including showing excellence in their work, being resilient and showing respect for others in our school community. Staff can nominate students who are achieving particularly well or making significant improvement for a range of awards. These include praise postcards, Headteacher achievement awards and year group awards. Students in Year 10 have the opportunity to apply for the prestigious position of School Prefect. Prefects can help younger students with reading, maths and settling into JMHS and lead Performing Arts, Sports and other key events.

Over the last two years we again have been so impressed with the efforts of you and your sixth form staff (letter from Parents to Headteacher)

3.3 Our Reading and Literacy Culture

We strongly believe that all students should be able to communicate effectively, through reading, writing and oracy, and this is an essential part of all lessons at JMHS. A strong emphasis is placed on a whole school rigorous approach to reading that develops learners' confidence and expands students' knowledge, ambitions and empathy. Twice per week, morning tutor time sessions are used to develop students' literacy skills, this includes independent reading, improving comprehension skills, developing writing, and topical news and other structured discussion to build oracy skills. All students in Year 7, 8 & 9 are asked to have a 'book-in-my-bag' and these students are set reading homework each week, which is closely monitored by English teachers using Microsoft forms. Students in Year 7 and 8 have a timetabled library lesson once a fortnight and follow an enriching reading curriculum covering titles such as classical tales, myths and legends. Year 9 students have a library lesson each half term and cover short stories of differing genres. The library is well stocked with excellent displays to ensure students read a breadth of books; it is a vibrant place before school, at break and lunchtime. In addition, students are encouraged to access wider reading linked to their studies. Students who need extra support for their reading, as identified using Arti testing, are offered a range of intervention strategies such as: Reading Buddies where students are paired up with Reading Prefects; or daily 1-1 reading; as well as small intervention groups. The school year is punctuated with reading focussed activities and competitions - reading is not just for World Book Day. Our enthusiastic school librarian and English teachers promote reading using our excellent library as a base for book clubs and exciting author visits.

'Leaders have developed a strong culture of reading. Every pupil reads a class text in tutor time. This boosts pupils' confidence and fluency. Those who struggle to read receive bespoke support from well-trained staff.'
Ofsted 2022

3.4 Special Educational Needs and Disabilities

JMHS has close links with primary schools to ensure smooth transition for all students and operates an efficient system of identification, programme planning and monitoring to meet the individual needs of students. Our Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs Hayley Newnes, has responsibility for SEND and is always willing to meet with parents to discuss a student's specific needs. Mrs Newnes can be contacted via sendco@jmhs.hereford.sch.uk.

Details of the JMHS SEND policy and SEND Information Report 2025-26 can be found on the school website policy section of the school website, www.jmhs.hereford.sch.uk.

'Leaders provide strong support for pupils with special educational needs and /or disabilities (SEND). This is because specialist staff accurately assess and identify their needs.' Ofsted 2022

3.5 Homework

Homework tasks are carefully planned to reinforce recent and past learning and to enhance the student's fluency in applying their learning in a variety of contexts. Most homework tasks are set as discrete tasks to complete by the following week. Teachers talk to students about homework in class, explaining what they need to do, so that students are clear and can succeed with homework.

How and when is homework set?

The school uses a secure online system called Epraise to provide students and parents/carers with details of individual homework issued by teachers. Students usually complete homework in their exercise books but can also be set online homework. Epraise also provides attendance data and the number of House points for your child. It is essential, therefore, that we have an up to date email address for parents as, without this, you will not be able to access Epraise.

Homework is set as outlined below:

- Year 7, Year 8 and Year 9: 30-40 minutes per week in English, mathematics, science, modern foreign languages, and 30-40 minutes per fortnight in history and geography
- Year 10 and Year 11: 30-40 minutes per week per qualification
- In the Sixth Form students are expected to spend 6-8 hours per week on homework, private study and revision for each of their A Level courses.

Parental Support with Homework

Parents can help with homework in the following ways:

- Provide a quiet, well-lit space for students to study at home
- Contact the tutor or teacher where problems occur (eg if students are spending too long on each task or they do not understand a task)
- Support students where possible to complete homework tasks

Homework Support

Our Homework Support sessions provide a supportive and encouraging environment for students to improve homework, have support with revision and complete extra tasks/activities to aid progress. The sessions take place after school in the Hub, where students have a quiet, structured place to work independently and can also be offered support from staff where needed. Students attend after they are recommended to do so by their class teachers, tutors or parents and can attend for one to four days a week. Parents are contacted for all referrals and suitable days to attend are mutually agreed.

3.6 Performing Arts

The Performing Arts faculty at JMHS is dedicated to delivering outstanding provision in both creative learning and developing performance skills. The Arts Council of England has praised the 'excellent commitment to providing high quality arts provision that is embedded across your curriculum'. The teaching curriculum features intensive development across all of the disciplines enabling students to grow in confidence as performers and also to explore a wide range of skills vital for their future including teamwork, problem-solving and resilience. All students receive teaching in drama and music up to the end of Year 9 and can then opt for a wide range of GCSE, A Level and vocational courses within the Performing Arts. All willing musicians are also offered a variety of instrumental lessons from our excellent peripatetic staff. In Year 7, every student is entitled to one free lesson to promote the learning of instruments as far as possible.

Alongside this, the Faculty are committed to a wide-ranging, enjoyable and challenging extra-curricular programme which is open to all students regardless of ability level. In music, we offer orchestra, four separate choirs, jazz band, string ensemble and brass band. These ensembles continue to grow and develop with each cohort of different musicians. The work of this area is celebrated regularly throughout the year including the centrepiece Christmas Concert at St Michael and All Angel's Church in Ledbury.

Dramatically, several clubs run throughout the year including Key Stage 3 and Senior Drama Club. All disciplines are brought together in the annual school production which is a highlight of the school calendar. In recent years the school has offered *Oliver*, *The Wizard of Oz*, *School of Rock*, *The Sound of Music*, *The Addams Family*, *Guys and Dolls* and *Joseph and the Technicoloured Dreamcoat*. This broad spectrum tends to alternate between classic and modern musicals.

We are continuing to build on and develop our community links as our venue is refurbished and updated. The theatre now has capacity for 224 in new raked seating and this is a very exciting time to be part of Performing Arts at JMHS.

'All of my children have made good progress. The lunch and afterschool clubs are great. All in all, I am really glad we chose here for the children' Parent feedback

3.7 Enrichment and Extra-Curricular Activities

Weekly Clubs

There are a wide range of extra-curricular activities taking place during term time at lunchtime and after school. These include homework, art, cookery, chess, book club, design technology, chamber choir, rounders, football, rugby, dance, netball and warhammer to name a few. Clubs and activities will change termly to ensure that students are provided with an array of opportunities throughout the school year. If we do not currently cater for your particular hobby or interest, please let us know and we will try our best to accommodate your request.

Trips, Visits and Events

The school offers a number of extra-curricular trips, for example, in Year 7 all students are encouraged to attend the PGL outdoor education residential trip and our Languages faculty organise regular trips to Germany and France so students can practice their languages and experience other cultures. Our other faculties provide trips throughout the school year to provide an immersive approach to the curriculum and experiences which build upon the students' cultural capital. These trips, together with numerous events run in school ensure that we offer a variety of experiences for our students that are educational, fun and enjoyable.

Peripatetic Music

We have a group of hand-picked, talented and experienced performers and teachers to lead our extra-curricular music provision and they will be offering tuition in voice, bassoon, oboe, piano, violin, viola, guitar, ukulele, drums, oboe, clarinet, flute, saxophone and brass. Students are also strongly encouraged to join one of our ensembles, orchestras or choirs.

If you would like your child to access private lessons, parents can contact Miss Mortimore-Price directly on jessica.mp@jmhs.hereford.sch.uk. Private lesson contracts are held between the peripatetic teacher and parents directly. The school facilitates the initial contact and helps resolve any issues, which may arise.

'Pupils can do unusual stuff at this exciting school.' Ofsted 2022

4 Pastoral Support

John Masefield High School is committed to the provision of excellent support for all students.

4.1 Student Support

JMHS recognises that students require support for a wide variety of reasons. We have established a wide reaching, effective and thorough system of support and work tirelessly to ensure that the right support is offered to students. We work in effective partnership with outside agencies such as Young Carers, CAMHS, student counselling services and the educational psychology service.

'The designated safeguarding leader (DSL) ensures that staff safeguarding training is refreshed regularly. The DSL and staff understand local community issues and take timely, appropriate action when concerns arise.' Ofsted 2022

4.2 The Pastoral System

At JMHS we have a pastoral system which not only helps provide outstanding support but also provides a great sense of identity and friendly competition for all students. Each year group is supported by a Head of Year and an expertly led team of form tutors. Students will also be allocated to a House. At the end of each academic year Houses and Year Groups compete for trophies awarded for positive behaviour, high attendance, sporting achievement, participation and House Points. Each week students have assemblies that address key PSHRE themes as well as a wide range of challenge activities to compete as a tutor group. Student Support Assistants offer excellent support to Year Leaders as well as being a contact point for both parents and students alike. The pastoral team is as follows:

Head of Year 7 – Mr M Carter **Head of Year 8** – Miss N Drew **Head of Year 9** – Mr A Duggan
(Maternity Cover for Mrs T Fletcher)

Head of Year 10 – Mr M Day **Head of Year 11** – Mrs K Barker
(Maternity Cover for Mrs A Mack)

Student Support Assistants – Ms V Chadney (Years 10 & 11), Mrs S McCarthy (Years 8 & 9) and Mrs H Mitchell (Years 6 & 7)

Mrs C Limbrick, Deputy Headteacher, is the Senior Leadership Team member responsible for overseeing pastoral care. (Mr D Wyatt, Assistant Headteacher will oversee pastoral care whilst Mrs C Limbrick is on maternity leave)

Mr A Williams, Assistant Headteacher, is the Designated Safeguarding Lead.

My wife and I had been particularly impressed with the pastoral care you and your incredible team had given our son as well as the steady progress in his academic achievements. (Parent: July 2019)

4.3 Assemblies

The purpose of assemblies is to develop ethos, to convey information and to help deliver our PSHRE curriculum. The school is a non-denominational school, however, in keeping with the Education Reform Act 1988, Section 7, assemblies emphasise Christian values but also pay respect to other religions.

All pupils take part in an innovative personal development curriculum. Each year, pupils sign the school's 'Equality Pledge'. Ofsted 2022

4.4 Leadership Opportunities for Students

We believe that students benefit from opportunities to show leadership and by making a contribution to improving the education, enrichment opportunities or well-being of others. For this reason, there are a wide range of leadership opportunities for students to participate in. For instance, our language leaders in Year 9 organise languages events for primary schools and work with our students to improve their language skills; sports leaders organise events for younger students and help support the coaching of teams; Year 8 and 9 students support Year 5 and 6 days by helping to look after younger students and assisting as guides on our Open Evening, and arts leaders organise both whole school arts events and primary school activities such as the dance showcase.

Leadership opportunities extend in Year 10 with the opportunity for students to apply to be school prefects at the start of the year. Applicants for school prefect have to be nominated by their Form Tutor or Year Leader for being conscientious, considerate and co-operative and complete an application form. The Headteacher reviews all applications and makes the decisions on appointment of prefects. We expect all applicants for prefect positions to have excellent attendance and punctuality, to always wear the correct uniform smartly, to have very good behaviour and to achieve very well against our learning standards. It should be noted that the prefect system is open to all students regardless of ability. Positive attitudes and the willingness to contribute are far more important. We hope that when your son or daughter reaches Year 10 they will be inspired to apply for a prefect position.

Each year students are voted in to represent their tutor group in our Year 7 to 13 Student Council. We have four committees who gather student voice, review and plan changes to improve our school:

- Events, Fundraising and Rewards Committee
- Eco & School Improvement Committee
- Academic & Learning Committee
- Well-being & Inclusion Committee

Students continue to have leadership opportunities in the sixth form. Students in Year 12 apply for roles within the Student Leadership Team at the end of the Spring Term in order to take over after Easter when Year 13 begin their final examinations. Students who wish to be considered for a role, submit a letter of application outlining what they would bring to the post and how their past experience has contributed to their skills in leadership, communication and developing a community. There are a number of roles available each year for instance Charity Lead, Sports Captain, News Editor, Study Advisor, Student Council Chair and a number of Subject Ambassadors. The most sort after positions in the school are those of Head Student. These students are selected after a letter of application, formal interview with the Sixth Form leadership staff and a vote from students following a presentation on their ideas. The role of a Head Student is to be a leader, advocate, and representative for the student body, working to improve the student experience and promote a positive school culture. Head Students are voted in by all staff and students and they should reflect the school's values, with a focus on leadership, responsibility, integrity, and excellent study skills, while demonstrating the ability to communicate effectively and build positive relationships with others.

'Students are then well prepared to go on to higher education, employment or training. For example, as a result of the school's focused working on raising ambition for all, many more female students now opt to study science, mathematics and medicine as undergraduates than ever before.' Ofsted 2022

4.5 Child Protection and Safeguarding

Safeguarding is of the highest priority at JMHS and we have clear policies, strategies and procedures in place to keep students safe. We regularly monitor and evaluate the effectiveness of our policies and practices and ensure that all adults working with students are appropriately recruited and vetted. We also ensure that all adults receive up-to-date, high quality, appropriate training, guidance, support and supervision to undertake the effective safeguarding of students. A copy of our Child Protection and Safeguarding Policy and our Online Safety Policy is available on our website and on request from Andy Williams, Assistant Headteacher and Designated Safeguarding Lead (DSL) who is the designated member of staff responsible for coordinating action within the school and liaising with other agencies. Andy Williams is supported by our Deputy

Designated Safeguarding Lead, Assistant Headteacher, Dean Wyatt. Both of them are contactable at safeguarding@jmhs.hereford.sch.uk. Year Leaders in the school also undergo Safeguarding Lead training and can also work directly with families.

4.6 Anti-Bullying

We operate a robust and transparent anti-bullying and equalities policy. Both policy and practice is regularly reviewed and both staff and students are regularly reminded of our strong commitment to effectively tackle bullying at JMHS. All staff at JMHS work hard to identify and effectively resolve bullying issues and students at JMHS through assemblies, lessons and PSHRE workshops play an active role in making JMHS a safe and happy environment for all. If you have any concerns or questions about bullying at JMHS, your child's Form Tutor or Year Leader will be there to provide excellent support for you and your child. Students have the facility with our "Epraise" system to report bullying to the pastoral team from home and on their mobile device.

The school's approach to anti-bullying is a significant section of our Behaviour for Learning Policy, a copy of which can be obtained from the school website.

'Pupils can report bullying anonymously using a dedicated app. They appreciate this confidential support. If they see something wrong, they will speak out and be heard.' Ofsted 2022

4.7 Mental Health Provision

At JMHS we fully understand the challenges young people can face in relation to mental health. We have a dedicated Mental Health Lead, who works closely with the Pastoral and SEND teams to ensure appropriate support is provided when required. We also work closely with outside agencies such as Onside (formerly CLD Trust), WEST, CAMHS and the school nursing service. If you ever have concerns about the mental health of your child, please contact us to discuss support. Information regarding support available to parents and students can be found on our website.

4.8 Early Help Offer

JHMS' Early Help Offer in conjunction with Herefordshire Children's services and other agencies, aims to provide support for families as soon as they emerge. Early Help sits below interventions such as Child in Need or Child Protection on the Herefordshire continuum of needs. A copy of our Early Help Offer is available on the school website or a hard copy can be requested from Student Services and this outlines routes of support that can be accessed through school or directly by parents for a huge range of needs including mental health, parenting support, housing, attendance support and much more. For further details about Early Help pathways available in Herefordshire you can phone the Hereford CHAT line 01432 260261. For parents with Gloucestershire or Worcestershire postal addresses similar Early Help offers exist and details can be accessed through school.

5 Information for Parents

5.1 Communication with Parents

Good communication between school and parents is essential and we encourage parents to contact us if they have any queries or concerns. All school communication is via My Child At School (MCAS) or Parentpay, so it is important you sign up to receive our emails. Our website provides a wealth of information, www.jmhs.hereford.sch.uk, including the regular Headteacher's Newsletters.

Our Student Support Assistants are always willing to help you and their details are:

Ms V Chadney	Val.Chadney@jmhs.hereford.sch.uk	Student Support (Year 10 & 11)
Mrs S McCarthy	Sally.McCarthy@jmhs.hereford.sch.uk	Student Support (Years 8 & 9)
Mrs H Mitchell	Helen.Mitchell@jmhs.hereford.sch.uk	Student Support (Years 6 & 7)

Personal appointments can be arranged, at a mutually convenient time, with relevant members of staff to discuss any matters of concern. You should always report to the School Reception on your arrival where you will be given a visitors' badge.

'You are so efficient, you always phone back when you say you are going to and you are always very cheerful.' - letter from the parent of a Year 8 boy to a support assistant

5.2 Student Equipment

Compulsory Equipment (all students Year 7-11 will have an equipment check each morning)	
Students are expected to be prepared with the following equipment every day, to ensure prompt starts to lessons.	
Pencil case containing at least: <ul style="list-style-type: none"> • Two black pens • A green pen • A ruler • A pencil 	<ul style="list-style-type: none"> • Reading book (students can loan a book from our Library or bring their own) • Casio Scientific calculator (Casio FX-83GTCW available from Finance via Parent Pay) • Your school timetable (you will get a printed copy from your tutor) • Large water bottle • Long hair must be tied up for practical lessons – students with long hair therefore also require a hairband as part of their daily equipment

Equipment checks are carried out during tutor time. Other equipment which would be useful include coloured pencils or felt tips, highlighter, eraser, sharpener, basic calculator, geometry set, and a suitable rucksack to keep everything in. Single shoulder strap bags are inappropriate as they are generally not sufficiently large enough to carry all their school equipment and books, cause shoulder and arm strain, and potentially create divisive competition. Please help us to keep your children healthy and minimise differences by providing them with a rucksack.

5.3 Lost Property

Students should avoid bringing large sums of money or valuable possessions such as mobile phones to school. If students choose to bring such items to school, they do so at their own risk and we cannot be held responsible for them. In PE lessons, changing rooms will be locked by staff during each lesson. Any lost property found in school should be handed in to the Student Services Centre. Named articles are returned to students. Unnamed articles are placed in the lost property box in the Student Services Centre. Those left unclaimed for more than half a term are donated to charity organisations or disposed of. Please ensure all items are named – you would be amazed at the amount of new equipment and uniform that is mislaid.

5.4 Student Behaviour

Our school rules can be neatly summarised by working to achieve your personal best, showing respect for all within our community to ensure there is excellent and enjoyable learning for all. This provides us with a focus which harnesses the positive ethos of the school and enables all of us to work together successfully. We have a behaviour for learning policy to ensure we achieve this aim, alongside clear routines throughout the school day. Where students do not work as hard as they could in lessons and if they disrupt the learning of others, they are given a clear warning by the class teacher. If after this warning the student does not improve, they will be removed to a quiet place to work for the remainder of the lesson and receive a sanction. The full Behaviour for Learning policy can be found in the policy section of our website www.jmhs.hereford.sch.uk.

*'Pupils behave well. They are polite to teachers and considerate to their peers.
Pupils enjoy each other's company. They socialise well together'* Ofsted 2022

5.5 Mobile Phones

We accept that parents/carers give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents and carers reassurance that they can contact their child, or vice versa, if they need to speak to them urgently.

Parents/carers should be aware if their child takes a mobile phone to school. permission to use it is dependent on the parent/carer giving permission. Parents/carers have the right to revoke this approval at any time. We require parents/carers to support the school by agreeing to contact the **Student Services or Reception** in any case of emergency. This enables us to ensure your child is reached quickly and the appropriate support and privacy can be offered to your child.

To maintain an environment where excellent learning and teaching can take place and to ensure the safety of all our school community, we require that students:

- 1. Ensure that mobile phones are switched off and kept out of sight throughout the school day, including before and after school whilst on the school site** (this includes headphones and smart watches must not be connected to mobile phones).
- 2. Go to Reception or Student Services if they urgently need to contact home.**
- 3. Students must only use a mobile phone if granted permission by a member of staff and the use is supervised.** Students are only permitted to use their phones at the end of the school day, where required, in the supervised "phone zone" to contact home/make logistical arrangements or "bus box" to bring up their electronic bus pass or contactless payment card.

Breach of the mobile phone policy will result in phone confiscation until the end of that school day and students receiving an S3 sanction. Repeat breaches of the mobile phone policy may result in personalised responses to support, such as the student handing in their mobile phone daily to Student Services.

5.5 Home School Agreement

Key aims of our school:

- To provide excellent and enjoyable learning for all
- To enable the highest possible achievement for each individual
- To build a community where we all support each other

All members of the school are expected to be:

- Conscientious – strive to achieve your personal best

Examples – work hard, wear the correct uniform, bring all correct books to lessons, complete challenging homework to a high standard, ask interesting questions in class, always have a go and don't worry about making mistakes

- Considerate – be thoughtful about other people

Examples – be on time, listen carefully to teachers and other students in class, help keep the site free from litter, open doors for others, look for opportunities to show kindness to others

- Co-operative – work together as a team to achieve success

Examples – follow school rules, join in fully with group work in class, join in House and school activities, play for teams, join in with clubs, tell us how we can make our school the best place to be and the best place to learn

What should you expect of our school?

- Excellent learning and teaching with interesting and stimulating lessons
- A good mixture of support and challenge
- Always treat people with respect
- Clear communication about progress
- A well planned and enriching educational experience
- A prompt response to questions, suggestions and complaints

What we expect of parents:

- Encourage good habits – uniform, homework, organization
- Encourage positive attitudes e.g. participation in clubs, ambition
- Support the school with discipline issues
- Let us know – both positives and problems
- Attendance at Information and Parents' Evenings
- Tell us if your child is ill and cannot come to school
- Always treat people with respect

I have to say Sir, you and your fellow team members of which I include the support staff, are a credit to the school and indeed your profession as a whole. (Letter to Headteacher)

5.6 School Uniform

We consider that uniform is important for several reasons:

- It provides students with a sense of identity, pride in our school and minimises differences
- It helps to instil in students a sense of purpose when they put on their uniform in the mornings
- It overcomes the problem for both parents and teachers of what is or is not suitable for school

At the same time, we are anxious that the uniform should not cost you any more than the clothing you would normally buy for your children so we have worked with our suppliers to ensure that our uniform is cost effective, easy care, hard wearing and appropriate for the demands of the school day. We understand that purchasing a new uniform can be costly for parents and carers, and if you have concerns about meeting this cost please contact us at admin@jmhs.hereford.sch.uk and we will try and help.

We have a supply of good quality second-hand uniform, including a limited supply of PE Uniform, please contact our Student Support Assistants for more details:

Year 7 - Mrs Mitchell at helen.mitchell@jmhs.hereford.sch.uk

Year 8 & 9 - Mrs McCarthy at sally.mccarthy@jmhs.hereford.sch.uk

Year 10 & 11 - Mrs Chadney at val.chadney@jmhs.hereford.sch.uk

JMHS will allow for certain adaptations to the uniform policy for students on the basis of protected characteristics. Please contact Mrs Limbrick, Deputy Headteacher, or your child's Year Leader who can answer queries and respond to requests for adaptations. (Mr D Wyatt, Assistant Headteacher whilst Mrs Limbrick is on Maternity leave)

Students who do not comply with uniform requirements will be isolated.

Uniform Suppliers

Clubsport, Unit 4, All Saints Court, Hereford,
HR4 0BA, Tel: 01432 342626
<https://club-sports.shop/collections/john-masefield-high-school>

Your Name On It, 42 Bye Street, Ledbury
Open Tuesday and Thursday 2pm – 6pm, and Saturday
9.30am – 12.30pm, Tel: 01886 881 081
<http://www.yournameonitshop.co.uk/jmhs.html>

School Uniform Compulsory Items			
Uniform item		Permitted	Not permitted
Top half (both items)	Polo shirt (JM Badge)	Light blue with school logo	Clothing worn under the polo shirt for warmth should not be visible
	Sweatshirt (JM Badge)	Navy blue with school logo	Non JMHS items
Bottom half (any of these items)	Trousers	Formal charcoal grey or black trousers e.g. Trutex charcoal grey school trousers DL943 Charcoal (senior sizes) DL944 Charcoal (smaller sizes)	Denim, leggings, casual, skinny fit, jeans, any other style of trousers
	Skirt	Charcoal grey vertical pleated skirt e.g. David Luke DL973 grey drop waist pleat, worn at a professional length	Any other style of skirts
	Shorts	Tailored, charcoal grey or black formal shorts that reach knee level	Casual shorts, PE shorts, three-quarter length trousers
Shoes, socks, tights and bag	Socks and tights	Plain black socks Plain black tights	Leggings and legwarmers
	Shoes	Plain black shoes or plain black trainers/boots	Black shoes/trainers with other colours on, high heels, wedges, steel toe capped boots
	School bag	Students must have a rucksack that is sufficiently large to carry all schoolbooks and equipment required for the day	Handbags are not permitted

School Uniform Optional Items		
Uniform Item	Permitted	Not permitted
Outerwear	Coat/outer jacket with <u>full</u> length zip/fastening	Hoodies/jackets without full length zip/fastening
Scarves, hats and sunglasses	Scarves and hats are permitted for warmth/protection from the sun Sunglasses are permitted for protection from the sun	Scarves worn in lessons Hats and/or sunglasses worn in lessons or the dining room
Belts	Plain black	Coloured belts
Jewellery	Two small studs are allowed in each ear only (no other types of earrings) One clear plastic nose stud	Hoop/drop earrings, rings, necklaces or bracelets Facial piercings (other than 1x clear plastic nose stud), metal nose studs, spacers, plasters to cover piercings
	We strongly recommend that any new piercings are done at the start of the summer holidays to prevent issues with school or PE uniform requirements (see below).	
Other/Appearance	Discreet make up Clear spot patches only	False eyelashes, coloured lipstick, heavy eyeliner, any ink drawings on skin, coloured spot patches
Nails	Nails must be clear and no longer than just past the end of fingers and thumbs	Coloured nail polish, false/acrylic/gel nails, long nails, nail art
Hair accessories	Long hair must be tied back in practical lessons	
Hair styles	Hair must be a variation of a natural colour	Unnatural colours, extreme styles such as shaved-in patterns, dip dyed, two tone
	We strongly recommend that any hair colouring is discussed with the Year Leader prior to dying.	

PE Uniform Compulsory Items	
Top half	Navy blue PE T-Shirt with JMHS school logo (JM Badge)
Bottom half (any of these items)	Plain navy blue shorts Plain navy blue skort Plain navy blue tracksuit bottoms Plain navy blue sports leggings (Stripes are not permitted on any items)
Socks (both types of socks required)	Long PE socks navy & gold or long PE socks navy blue Short white PE socks
Footwear	Trainers
Protective item	Shin pads
<p>Jewellery: All jewellery must be removed for PE lessons, taping piercings is not permitted, and students with new piercings that cannot be removed must take a non-participatory role (e.g. coach/referee) due to safety risks.</p> <p>Fingernails: Students must ensure fingernails are kept short enough to prevent injury to themselves or others during physical activity or any practical lessons. Therefore, nails must be kept no longer than just past the end of the fingers and thumbs.</p>	

PE Uniform Optional items	
Top half	Plain navy blue non-hooded jumper/quarter zip/layer (school uniform sweatshirt is not permitted for PE) Navy JMHS quarter zip top or rugby shirt with gold band across middle (these items will be allowed to be worn until phased out)
Footwear	Football/Rugby boots
Protective item	Gum shield (strongly recommended for contact Rugby and Hockey)

5.7 Employment of Children

Parents and students are reminded that the law strictly controls the type of part-time job that students of compulsory school age may accept and what work they carry out. Before granting a permit, the Council makes sure that the job will not interfere with the student's education or health, that it satisfies the legal requirements and the school have no objections (ie the student has good attendance). A student may not have a job before his/her 13th birthday. Further information can be obtained by contacting the Education Welfare Officer at Herefordshire Council.

5.8 Times of the School Day

School starts promptly at 8.45am. We expect all students to arrive no earlier than 8.10am and no later than 8.40am each morning. Students arriving early can go to the library from 8.10am, or remain in their year group zones until school commences. Students should not leave the school site once they arrive at school. We operate the following staggered finish times to help students leave the school site safely:

Years 7-9: 3.15pm Years 10-11 and Sixth Form: 3.20pm

5.9 Term Dates 2026-2027

Autumn Term 2026	
Term starts	Thursday 4 September*
October half term	Monday 26 October – Friday 30 October
Term ends	Friday 19 December

Spring Term 2027	
Term starts	Tuesday 6 January
February half term	Monday 15 February – Friday 19 February
Term ends	Thursday 25 March

Summer Term 2027	
Term starts	Monday 12 April
May half term	Monday 24 May – Friday 28 May
Term ends	Wednesday 21 July

* Thursday 4 September is the start of term for Year 7 and Year 12. The start of term for Year 8 to Year 11 and Year 13 is Friday 5 September.

5.10 Attendance, Absence and Illness

It is expected that students attend school every day. Whilst we do understand there are legitimate reasons for absence, government guidance is clear that students can attend school if feeling under the weather and we would ask all parents and carers to support this approach. If your child is too ill to come to school, please leave a message on the school's student absence line before 9.00am – ring the main school number 01531 631012 and select option 1. Alternatively email us on studentabsence@jmhs.hereford.sch.uk. Absences from school should always be kept to a minimum and an explanation is required in respect of all absences. Parents are reminded that absences not authorised by the school will be counted as truancy.

Parents are urged not to take family holidays during term time and the school will not authorise any holiday absences, unless there are special circumstances. If you have any queries about attendance, please speak to your child's Year Leader. Absences for medical appointments will only be authorised for up to half a day unless they involve a journey out of Herefordshire or Worcestershire. It is vitally important that all students who leave the school site at any time other than the planned end of the school day sign out at Reception.

Should your child fall ill at school they will be assessed by a first aider. If they need collecting, we will contact you and keep them comfortable until you are able to collect them. Please help us to do this efficiently by ensuring we always have up-to-date contact information. We ask that students do not contact parents or carers directly as this can lead to mobile phone misuse as well as confusion and other difficulties at school. We also have staff fully qualified in first aid to deal with any emergencies.

5.11 Data Protection

All new students will be given access to the Applica portal to be completed by parents before your child starts with us. This provides us with the essential information we need. We will issue you with details of the Bromcom Parent app (My Child At School) which will enable you to check the information we hold about your child, make any changes, and allow you to view key information about your child throughout the year such as progress checks, reports and examination timetables.

Non Resident Parents - If parents of a student are separated or divorced, the parent no longer living with the child may request to receive information from the school. A 'Non Resident Parents List' is maintained for reports and progress checks.

JMHS processes personal data about its students and is a "Data Controller" in respect of this for the purposes of the Data Protection Act 1998. We collect information from you, and may receive information about you from your previous school. We hold this personal data and use it to: support your teaching and learning, monitor and report on your progress, provide appropriate pastoral care, and assess how well our school is doing. This information includes your contact details, national curriculum assessment results, attendance

information, and personal characteristics such as your ethnic group, special educational needs and any relevant medical information. We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it. We are required by law to pass some of your information to the Local Authority (LA), and the Department for Education (DfE). Our privacy notices can be found on the policy section of the school website, www.jmhs.hereford.sch.uk.

5.12 Photographs

Individual formal photographs of all Year 7, Year 9 and Year 11 students are taken during the autumn term. In addition, Year 7 students have a tutor group photograph. These are available for purchase a few weeks later. During your child's life at JMHS we may wish to take photographs of activities that involve your son/daughter. The photographs may be used for displays, publications and on a website by us or by local newspapers. Photography or filming will only take place with the permission of the Headteacher/School Business Manager, and under appropriate supervision. When filming or photography is carried out by the media, children will only be named if there is a particular reason to do so (eg they have won a prize), and home addresses will never be given out. Images that might cause embarrassment or distress will not be used nor will images be associated with material on issues that are sensitive. Before taking any photographs of your child, we need your permission and you will be asked to complete a consent form when your child joins JMHS. You can ask to see images of your child held by us and you may withdraw your consent at any time.

5.13 School Meals

Students can either bring a packed lunch from home to eat in the dining room or outside on finer days, or they can buy food from our catering provider, MiQuill Catering Ltd. Students are not permitted to go home for lunch. We have two dining rooms at JMHS; one for Years 7-10 and one for Years 11-13. The dining rooms are open at break time and at lunch time. The dining rooms operate a cashless system and money can be loaded onto student accounts on-line via ParentPay.

5.14 Free School Meals

As the cost of living continues to rise, we are acutely aware that more and more of our families are finding it harder to make ends meet. **The government have significantly expanded access to free school meals from September 2026** and we want to outline the criteria for receiving free school meals, how you apply, and explain what your child is entitled to and how it works.

Is my child eligible for free school meals?

Targeted Free School Meals

Free school meals are available to children if you or your partner is in receipt of one of the following qualifying benefits:

- Income Support or Income Based Job Seekers Allowance
- Income-related Employment and Support Allowance
- Universal Credit if NET earnings do not exceed £7,400 per year (£616.67 per month)
- Pension Guarantee Credit
- Child Tax Credit, where Working Tax Credit is NOT in payment AND your annual income does not exceed £16,190 (as determined by HM Revenues and Customs)
- Working Tax Credit run-on (A four week payment when your employment has ceased or your working hours reduce below 16 a week)
- Support under Part VI of the Immigration and Asylum Act 1999

Those students entitled to targeted free school meals also have access to additional support, such as Holiday Activities and Food (HAF) programmes and other school-related benefits.

Expanded Free School Meals

Any child whose family receives Universal Credit will be entitled to a free school meal, regardless of income. This provides access to a free meal at school but does not include the additional support available through the targeted scheme.

How do I apply?

Applications are made directly through the Herefordshire Council website using the link below, and the page also offers guidance and advice:

<https://www.herefordshire.gov.uk/schools-education/free-school-meals>

You only need to complete one application form for all of your children, even if they attend different schools within Herefordshire.

Students currently in receipt of free school meals at another school

- Year 6 students currently receiving free school meals at a Herefordshire school: The Benefits Team will automatically check Year 6 students in receipt of free school meals who are moving to secondary school. Families and JMHS will be notified of the outcome i.e. if your child remains eligible and whether this is under the targeted or expanded criteria. Therefore, these parents **do not need** to re-apply for free school meals.
- Year 6 students currently receiving free school meals at a school outside of Herefordshire: Parents and carers must submit an application to Herefordshire Council for their child to receive free school meals at JMHS (see link above). These applications should be submitted **as soon as possible** so that the application can be processed in time for the beginning of September.
- Students joining JMHS after the start of Year 7 from a Herefordshire school and in receipt of free school meals: Our Data team will notify the Benefits Team at Herefordshire Council of the change of allocated school.
- Students joining JMHS after the start of Year 7 from a school outside of Herefordshire and in receipt of free school meals: Parents and carers must submit an application to Herefordshire Council for their child to receive free school meals at JMHS (see link above).

Support with applying

If you have any questions or require assistance in completing the application form, please contact the Benefits Team at Herefordshire Council on 01432 260333. Mrs Chadney in Student Services is also able to provide support and can be contacted at val.chadney@jmhs.hereford.sch.uk or by calling school reception on 01531 631012 ext 113. An email can also be sent to FSM@jmhs.hereford.sch.uk.

What do free school meals entitle your child to and how do they work?

If you are successful in qualifying for free school meals, your child immediately receives the benefit of a meal at lunch time – this can be a hot meal and dessert or a baguette/sandwich and dessert, available from a wide range of options offered in our dining room. The transaction is made in exactly the same way as a student paying for their meal, by fingerprint or PIN identification making the process anonymous.

Pupil premium

If your child is eligible for targeted free school meals, and you register them for this, we will receive extra funding called pupil premium from the government. This is given to schools to help pupils reach their potential regardless of their background or financial situation. We use this funding to support academic interventions and support sessions, extra-curricular activities including trips, and uniform costs.

For more information about pupil premium please go to the policies section of our website which contains details of how we have spent the funding in the last academic year to help improve the attainment of our disadvantaged students, <https://www.jmhs.hereford.sch.uk>.

More information

If you have any questions about free school meals or pupil premium funding, please contact us through admin@jmhs.hereford.sch.uk.

5.15 Charging Policy and Voluntary Contributions

John Masefield High School is committed to provide the best educational opportunities for all students available within the funds allocated by the Department for Education (DfE). We recognise the importance of extra-curricular activities and of activities which take place within or beyond the school's normal curriculum; we further recognise that many of these activities could not take place without the expectation that they will be funded in whole or in part by parents/carers.

Our charging and remissions policy adheres to legal requirements regarding charging for school activities and meets all statutory guidance provided by the DfE. John Masefield High School is committed to ensuring equal opportunities for all students, irrespective of financial circumstances and has established this policy to ensure that no child is discriminated against by our offering of school trips, activities and educational extras. We are committed to keep financial contributions to a minimum, will clearly identify the activities for which charges will be made and explain the basis on which charges may be reduced or waived for certain students.

Our charging and remissions policy can be found in the policy section of our website, www.jmhs.hereford.sch.uk.

5.16 Travelling to School

Bicycles: Bicycles must be roadworthy and we recommend cycle helmets and safety/fluorescent clothing. Bicycles must not be ridden within the school grounds and must be secured to the bicycle rack during the school day.

Cars: Our school grounds are extremely busy and we request that parents observe road markings and only park in designated areas. **Parents are not permitted to drive into the school grounds after 8.30am in the morning and before 3.30pm in the afternoon;** this will ensure the school buses have adequate space to manoeuvre. Please always give priority to students on foot and school transport buses and taxis and follow the directions of the duty staff wearing fluorescent jackets.

Buses: Applications for bus passes are made to Herefordshire Council using the following link: <https://www.herefordshire.gov.uk/public-transport-1/school-college-transport>. Applications must be received by the Council before the end of the summer term prior to commencement at JMHS. Information regarding bus routes can be obtained from the Education Transport Officer on 01432 260924. Students should carry their passes at all times as they will be required to show them when they board the vehicle. Students must wear seatbelts if they are provided and behave well at all times. It is a parental responsibility to see children to and from a boarding/alighting point.

In the morning all students should wait at their bus stop for thirty minutes. If the bus has not arrived by then they may return home to make alternative arrangements for getting to school. If a student misses their bus at the end of the day, they should report to Reception so that alternative arrangements may be made. Students arriving late at school because of bus delays should sign in at Reception immediately. Any problems with school bus travel should be reported to our School Business Manager, Mrs French, either by phone or via email at Rebecca.french@jmhs.hereford.sch.uk.

5.17 The Trustees of JMHS

The most important role for trustees is to promote high standards of educational achievement at the school. They do this in three ways: by providing a strategic view, acting as a critical friend and ensuring accountability. Being a trustee can be extremely rewarding and interesting and if you are interested in finding out more and helping to shape the future of our school, please contact the Clerk to Governors at admin@jmhs.hereford.sch.uk.

'Governors know their roles in helping to keep children safe.

They receive regular reports and visit the school to check on safeguarding matters.' Ofsted 2022



John Masefield High School and Sixth Form Centre
Mabel's Furlong
Ledbury
Herefordshire
HR8 2HF

Telephone: 01531 631012
Email: admin@jmhs.hereford.sch.uk
Website: www.jmhs.hereford.sch.uk
