

Stratford upon Avon
Grammar School for Girls

**Key Stage 4 Handbook
2011-2012**



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Stratford-upon-Avon Grammar School for Girls

A Specialist College for Language and Science

Shottery Manor
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Warwickshire
CV37 9HA

Tel (01789) 293759
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Ms K.J. Barnett M.A.
Headteacher

Email admin4002@we-learn.com
www.stratfordgrammar.co.uk

Dear Parents

Welcome to the Key Stage Four Handbook for Stratford Grammar School for Girls. We hope that you will find it useful. In it, we outline our main structures and procedures for school organisation.

Of particular importance is the information about lines of communication. It is of major importance to us that both girls and parents should feel recognised and secure. We have therefore indicated who should be contacted in the first instance and about what.

We do expect the girls to be able to communicate directly with us in airing their concerns and their views. There are various channels open to them, from Form Tutors and subject teachers through the older members of their vertical form and student mentors to the more public Student Council meetings. We are very willing to hear girls' views and concerns, and Shottery has a very strong tradition of student participation and leadership. We also aim to work in close partnership with parents and are always pleased to respond to communications and arrange meetings as promptly as possible.

The community here is a close and vibrant one, and there are excellent opportunities, curricular and extra-curricular, for academic and personal development. We value each individual and her talents. We hope your daughter will find that the energy and enthusiasm which she contributes to school life pay dividends in the benefits which she derives from it.

I wish you and your daughter much happiness in this next stage of her education at Shottery.

Yours sincerely

Kate Barnett
Headteacher



Vision and Values

We see our school as:

- an outstanding girls' grammar school with specialisms in language and science and academy status, where sustained high standards are expected and excellence encouraged in all areas and where girls are both challenged and supported to learn to think for themselves
- a happy, caring and safe community – almost a family – where every individual is valued, respected and nurtured to develop their full academic and personal potential

We aim to:

- inspire the love of learning, encouraging a spirit of intellectual enquiry and experiment
- provide a stimulating, challenging and supportive learning environment where all achievements are celebrated
- enable girls to be independent learners, taking responsibility for their own learning and equipping them with the skills for life beyond school in a world of rapid change
- be responsive to the needs of every individual
- foster enthusiasm for life and eagerness to grow by supporting girls to realise their dreams, hopes and aspirations
- give girls the confidence and courage to face life positively and be valuable members of the wider community

We value:

- high moral standards, including integrity, honesty, truth, reliability, loyalty and a sense of fairness
- the development of the whole person
- the strong community spirit and sense of belonging in the school
- excellence in all things, including high academic standards but equally in other fields
- respect, courtesy and consideration for others, compassion and kindness
- self-discipline, hard work and effort
- self-esteem and self-awareness
- creativity, independence of thought, intellectual curiosity and adaptability
- strength through diversity and involving all
- humour

Revised June 2011

Code of Conduct

Within our community each and everyone will act with courtesy and consideration to others at all times.

Implementation of the Code of Conduct means that:

- we always give due respect to other people
- we take responsibility for our actions and our belongings
- in class we make it as easy as possible for everyone to learn
- we always speak and act politely to others, being silent whenever required
- we move safely, quietly and courteously around the school
- we keep the school clean, tidy and safe
- we are smartly and correctly dressed
- out of school we always remember that the school's and our reputation depends on the way we behave

Revised June 2010



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July 2011

Dear Parents,

The Key Stage Four Handbook is a collection of information which we hope will be helpful for girls in Years Ten and Eleven and their parents.

If you have any queries arising from this Handbook or if you have suggestions for other items which might usefully be included, please contact your daughter's Head of House.

Yours sincerely

Heather Bendle	bendle.h@we-learn.com	01789 208670
Fiona Macvie	macvie.f@we-learn.com	01789 208677
Andrew Palmer	palmer.a@we-learn.com	01789 293759 Ext 208



Governors

The governing body comprises twenty governors, including the headteacher, and an individual's term of office is four years. The current list of governors can be found on the school website (www.stratfordgrammar.co.uk).

Key Dates

School term and holiday dates for 2011-2012

Autumn Term 2011

Staff Training Day
Induction Day for Year 7 and Year 12
First day of term for all
Staff Training Day
Half term
Last day of term
Staff Training Day

Monday 5th September - Friday 16th December
Monday 5th September

Tuesday 6th September
Wednesday 7th September
Thursday 6th October
24th-28th October
Thursday 15th December
Friday 16th December

Spring Term 2012

Staff Training Day
First day of term
Staff Training Day
Half term
Last day of term

Tuesday 3rd January - Friday 30th March
Tuesday 3rd January
Wednesday 4th January
Wednesday 25th January
13th-17th February
Friday 30th March

Summer Term 2012

First day of term
May Bank Holiday
Half term
Last day of term

Monday 16th April - Friday 20th July
Monday 16th April
Monday 7th May
4th-8th June
Friday 20th July

Parents' Evenings

2011

Thursday 29 th September	New Parents' evening (FOS)
Tuesday 4 th October	Y11 Parents' evening
Wednesday 19 th October	Y13 Parents' evening
Tuesday 6 th December	Y12 Parents' evening

2012

Thursday 2 nd February	Y10 Parents' evening
Tuesday 6 th March	Y9 Parents' evening
Thursday 3 rd May	Y7 Parents' evening
Thursday 28 th June	Y8 Parents' evening

Exams

- Year 11 Mocks starting
- Year 11 block release (study leave for examinations) TBC
- GCSE Exams start
- School exams
- Activities week

School timetable

			8.50 warning bell: move to Period 1
Period 1	8.55 – 9.45	5 mins movement	Registered by class teacher (first 5 minutes)
Period 2	9.50 – 10.40		
Tutor time/Assembly	10.40 – 11.05		
Break	11.05 – 11.20	5 mins movement	
Period 3	11.25 – 12.15	5 mins movement	11.15 warning bell: move to teaching room
Period 4	12.20 – 1.10		
Lunch	1.10 – 2.10		2.05 warning bell: move to Period 5
Period 5	2.10 – 3.00	5 mins movement	Registered by class teacher (first 5 minutes)
Period 6	3.05 – 3.55		

Pastoral Support

The **Heads of House** are there to oversee your daughter's academic progress and social well-being throughout her time in school. They coordinate the work of their tutor teams, senior girls and support staff.

The **Tutor** is the first point of contact, in most instances, for any student with queries or concerns. If you have any issues as a parent about your daughter you should contact her tutor, in the first instance. The Head of House will be informed by the tutor and will decide on the most appropriate course of action as required.

The **School Health Adviser**, Mrs Jane Wild, can be called upon to be in school and meet with individuals. Heads of House will coordinate this service and inform students of specific appointments. She also visits the school occasionally to talk to students about any health concerns they may have and students will be informed of specific dates accordingly. **School Prefects** and senior girls have responsibilities for assisting the Heads of House and their tutor teams. These sixth formers are an additional point of contact and reassurance for the younger girls.

Year 10 and 11 Homework

Many parents and girls have concerns about different aspects of homework and we hope it will be helpful to you to outline the school's policy so that you can give appropriate support to your daughter.

Homework is an integral part of teaching and learning at school. It is valued as a tool which enables academic development and preparation for independent adult life. It is viewed as a partnership between home and school, an extension of learning which remains in a sensible balance with other aspects of a student's life.

Homework aims to:

- develop academic potential and independent learning
- establish good study habits eg planning, self-motivation
- test or reinforce material covered in class
- enable preparation for future lessons
- enable greater breadth and depth to be covered
- develop essential skills eg research, presentation

The nature of homework will:

- involve ongoing coursework (separate information will be sent about this)
- be varied, eg reading, research, projects, presentations, problem-solving, making, learning, use of IT etc.
- sometimes be a short piece for the next day, sometimes a longer project set over several weeks
- have a clear purpose
- be achievable - and challenging!
- encourage interests to develop
- be followed through by staff
- develop as the pupil progresses through the school

The structure of homework:

Each student has a homework timetable recorded in their School Planner. However for Year 10/11 this can only be taken as a guide as homework will often be set to be completed by a later given date. Tasks may well be set over a period of time particularly when these are related to coursework. We hope that the girls will be able to plan and organise their time so that they do not leave the whole task to the night before the deadline. However, it may be more sensible to tackle it at a different time to the specified nights on the timetable. Any student who has problems with this type of organisation must seek help from subject staff, their form tutor or Key Stage Leader.

The general expectations in terms of time to be spent in Years 10 and 11 are approximately 10 to 11 hours per week.

This is always a difficult area, partly because the girls work at different rates. However, if your daughter's homework is consistently very different from these guidelines, please do get in touch with Mrs Bendle.

Communication about homework:

- all homework set should be recorded by the student in the student's School Planner, which will show what to do, and when to give it in
- teachers may use the diary to inform parents about individual pieces of work which are excellent, or on the other hand, unsatisfactory
- parents are asked to check the diary regularly (at least weekly). This enables parents to share any teacher comments, student success, the amount and nature of homework set, and to comment if they wish
- any major difficulties arising over homework will be communicated separately by the form tutor or Head of Year
- the aim of all communications is to enable teachers and parents to support the girls in their learning

How to help the student:

- please try to provide a suitable working environment at home. This would include a quiet place with desk or table and adequate light and some storage for books
- encourage your daughter to establish a routine of study, appropriate to your family life
- be aware of the resources a student needs to complete homework. For example, in practical subjects like Food Technology homework may be to do some advance preparation of ingredients. We always try to give good notice when setting tasks, e.g. bringing in newspaper articles, going to a library and we also aim to provide 'back-up' facilities through school resources. Any student is able to use any school resource eg library, computer facilities at lunchtime if necessary.

Finally, please do use your daughter's Planner and subject notebooks to share in their homework, support them in their difficulties and celebrate with them in their successes. Do get in touch with Mrs Bendle if you have any queries, comments or suggestions about homework or anything else.

Year 10/11 GCSE Controlled Assessment

Controlled assessments have replaced GCSE coursework. They are designed to measure skills that are not effectively judged by external exams. All students received a booklet providing guidance on GCSE Controlled Assessment at the end of Year 9. This can be found on the school website and on the student noticeboard on moodle.

As indicated in the guidance booklet, how and when assessment occurs varies across the Departments. The provisional schedule of GCSE assessments for both Years 10 and 11 can be found on the school website to act as a guide to all when planning trips and absence and to assist in managing workload. These are important assessments and we ask girls to avoid being absent from school on these occasions if at all possible.

These assessments are designed to be manageable for all involved and to allow teachers to authenticate the work confidently. All girls will be fully briefed by subject staff before beginning controlled assessments as to what needs to be done and at what level of control. The Joint Council for Qualifications (JCQ) have produced a formal information document about how these assessments are to be conducted and what girls may or may not do, which can also be found on our website.

If you have any queries regarding the controlled assessments then please contact your daughter's Head of House in the first instance.

Key Stage 4 Science

Girls will continue to follow the AQA GCSE specifications, Biology (4401), Chemistry (4402) and Physics (4403) which they started in Y9, leading to examinations in Core Science (Unit 1) in January Y10, Additional Science (Unit 2) in January Y11 and Separate Science (Unit 3) in June Y11 for which they will be awarded separate GCSE certificates in Biology, Chemistry and Physics.

Each subject award requires the completion of a controlled assessment component, also called an Investigative Skills Assignment (ISA) which includes two written tests which together account for 25% of the final mark. Before taking a test, candidates undertake research and practical work relating to a topic **under normal class conditions** and, during their work, they collect data. They bring their research and data to the test. **The written tests are taken in lessons but under examination conditions.** Tests are externally set, but internally marked, using marking guidance provided by AQA. Each test will have questions relating to the candidate's data and questions which relate to additional data provided in the question paper.

It is expected that girls will have the opportunity to complete two of these assessments in each of the three Sciences. The exact timing of each assessment depends on the nature of the task set by the board and may also be dependent on availability of resources or weather conditions for fieldwork. It is likely however that each group will have an ISA assessment in at least one of the Sciences in any given term. Girls will be notified as far in advance as possible of the exact lessons involved and they should be treated with the importance of any external examination as it is not usually possible to make arrangements for these assessments to be taken at alternative times.

External Examination Dates 2012

Core (Y10) (New Specification)

Biology	January 12th
Chemistry	January 18th
Physics	January 20th

Additional (Y11)

Biology	January 24th
Chemistry	January 26th
Physics	January 30th

Extension (Y11)

Biology	May 21st
Chemistry	May 24th
Physics	May 30th

MFL Orals

Year 10

Writing controlled Assessment 1 – Free Time - w/c January 16th 2012
Speaking controlled Assessment 1 – Fashion - w/c May 21st 2012

Year 11

Speaking Controlled Assessment 2 – Holidays - w/c October 17th 2011
Writing Controlled Assessment 2 – School - w/c December 5th 2011

Standard Progression Routes in Education from Year 7 (age 11) to Year 13 (age 18)

<p style="text-align: center;">Key Stage 3</p> <p style="text-align: center;">Year 7</p> <p style="text-align: center;">Year 8</p> <p style="text-align: center;">Year 9</p> <ul style="list-style-type: none"> • During Year 9, girls will receive lots of information about the courses available at the next Key Stage – currently predominantly GCSEs – and will make their choices for their GCSE options • GCSE courses will begin in Year 9 in Science 	<p>In Key Stage 3, all girls take:</p> <p>English, Maths, Science, French, Geography, History, Religious Education, Art, Drama, Music, Physical Education, Technology, ICT (which includes Level 2 Functional Skills) and PSHE (which includes Citizenship and Work-Related Learning)</p> <p>In addition:</p> <ul style="list-style-type: none"> • in Years 7 and 8 all girls take Latin • in Year 9, girls take German or Spanish instead of Latin • Latin continues as a lunch-time option for those interested
<p style="text-align: center;">Key Stage 4</p> <p style="text-align: center;">Year 10</p> <ul style="list-style-type: none"> • GCSE courses are examined in Science and RE. Many GCSE courses are modular, and assessments will take place throughout the year <p style="text-align: center;">Year 11</p> <ul style="list-style-type: none"> • During Year 11, girls will receive information about their options for sixth form, including AS/A2 courses here and at partner institutions, and will make their choices • Most GCSE examinations are taken between March and June in Year 11 with the exception of Science and short course RE. Modular assessments will take place throughout the year in many subjects 	<p>In Key Stage 4, all girls take:</p> <ul style="list-style-type: none"> • GCSE courses in English (Language and Literature), Maths, Science (Biology, Chemistry and Physics), a Modern Foreign Language (usually French) and RE • A core PE course which will include the option to take GCSE and Sports Leadership • Non-examined courses in PSHE (which includes Citizenship and Work-Related Learning) and Enterprise Education • Cross-curricular ICT • Three further GCSE option courses from a list that includes German, Spanish, Latin, Geography, History, Art, Drama, Music, Design Technology, Food Technology and ICT
<p style="text-align: center;">Key Stage 5</p> <p style="text-align: center;">Year 12</p> <p style="text-align: center;">Year 13</p> <ul style="list-style-type: none"> • AS and A2 examinations are modular, and examinations may take place in January and June in both Years 12 and 13 • During the sixth form, weekly tutorials and a range of information sessions provide support and information on a range of issues that complement the academic curriculum • Open Days are arranged by most universities and institutions of Higher Education, and girls can visit up to a maximum of five days in school time, otherwise in holidays/weekends • UCAS applications (University Central Admissions Service) need to be made early in Year 13 for some subjects and for all students by autumn half-term. 	<p>In Key Stage 5, girls have a wide range of choices:</p> <p>Most stay on into the sixth form at Shottery to study four major AS levels, leading to three or four A-levels (A2) after two years</p> <p>These are taught within the broad framework of the AQA Baccalaureate, which includes the opportunity to do General Studies or Critical Thinking (AS) and an Extended Project Qualification (EPQ)</p> <p>The range of courses available at Shottery is extended by collaboration with Stratford High School, Stratford College and KES</p> <p>Further enrichment courses are available, including examined courses eg Astronomy, Open University modules and non-examined courses eg Young Enterprise, Mock Bar and Education in Engineering</p> <p>All students are encouraged to do WRL/ voluntary work as part of the AQA Bacc qualification, alongside their A-levels</p> <p>Alternatively, girls may choose to further their education elsewhere.</p>

Subject Information

Details of subject staff and subject content can be found on the school website:

www.stratfordgrammar.co.uk

If you do not have access to this please contact the school office for a hard copy.

Student Reviews

There are two pupil review days in the school calendar; one early in the Autumn term and the second prior to the Easter break.

The purpose of the review is to look at progress to date both in terms of learning and achievement. Students meet with their tutor to discuss current attainment data in relation to their individual attainment targets, life in school and future aspirations. Individual attainment targets are set by the student through an understanding of what national baseline data suggests they can achieve at the end of their key stage and a discussion with the teachers. These individual targets are set and/or reviewed at different times of the academic year dependent on the year group. Students will be asked to set themselves two to three targets to pursue between review meetings that will help them to achieve their overall goals.

Parents' area on the school website

There is a secure area for current information for parents on the school website which can be found at: www.stratfordgrammar.co.uk. This part of the website is updated on a regular basis (Friday afternoon) and parents have the facility to view current communications and late breaking information sent from school, in addition a comprehensive archive of past letters and documents is also available.

To access this area parents need to request a username and password by sending an email to: letters4002@we-learn.com. Please provide within the email your name, in addition to the name and form of your daughter. We would ask all parents who use this facility to treat the username and password as confidential and personal information.

The House System

The school is divided pastorally into three Houses named after star constellations. The House System was reviewed and re-launched in the summer of 2011 after extensive input and consultation with the student body. Organised by House Captains and the Student Leadership Team, a programme of termly events including quizzes, sporting events, arts competitions and charitable activity takes place involving vertically integrated teams of students across all Key Stages. Students are awarded points for their House by entering events and gain treble points for winning competitions. Academic work of above average level of attainment is both valued and rewarded by a system of merits and commendations to the Headteacher. Tutor groups are organised vertically and meet daily, either for structured tutor time or to gather together in a House or Whole School assembly. The House system is fundamental to the smooth running of the school and is regarded as a positive and constructive influence within the school community, encouraging regular mixing and interchange between students of all ages.

Personal Possessions

Student Services, located in the Manor Hall, is open between 8.30am and 4.00pm every day. Girls should go there with any problems that do not require the assistance of a teacher eg lost or forgotten locker keys, smart cards, lost property, timetable enquiries, illness etc.

Each girl should have a personal locker and a key (a £5 returnable deposit is required for this facility). The locker should be kept tidy and locked at all times. Valuables are the responsibility of each girl and

we suggest that iPods should not be brought into school, or should be kept locked away in lockers. Mobile phones can only be used during break and lunchtime and must be switched off and preferably kept in locked lockers at all other times. Any personal money should also be kept locked away or handed to Student Services for safekeeping.

Work-Related Learning

Careers Information, Advice and Guidance (IAG)

IAG in KS4 is primarily delivered through PSHE lessons and includes exploring different aspects of adult life as well as developing practical skills such as employer research, letter-writing for work experience and health & safety in the workplace.

Girls are encouraged to become more self aware using a range of activities including a simplified method of psychometric testing based on the Myers Briggs Type Indicator (MBTI) personality assessment, used world-wide in personal and career development programmes. This will help girls develop a better understanding of their skills and preferences help them to recognise and accept differences with their peers, and consider how their personality could affect their future decision-making and degree/career options. Strong links with employers and local universities mean that Shotton IAG reflects the current marketplace.

Careers resources are available in the school library and the Careers Room/Connexions area is in the Community Block, opposite the Exams Office where the Careers team is based. Girls can also access careers software on the school network and at home.

The school's Work-Related Learning Co-ordinator, Mrs Key, works closely with Coventry and Warwickshire Connexions (see next page for more details). The Connexions Personal Advisor (PA) arranges individual interviews with all Year 11 girls to help them consider their post-16 options.

Work Experience

We encourage students to use the extended summer holidays post-GCSE in Year 11 to arrange work experience. Placements at this stage can help support or challenge career ideas before girls start their post-16 courses. Mrs Key can help students to research and approach prospective employers. Students need to be aware that they should apply at least six months before they are hoping to start the placement.

Year 12 girls have a compulsory week of work experience in July. For competitive career areas such as law and medicine, Year 11 students should consider applying post GCSE.

Enterprise Education

Developing an enterprising attitude and being able to develop and demonstrate skills such as taking the initiative, problem solving, and team work. Leadership and financial literacy are part of our responsibility to prepare our students for life after Shotton. Year 10 & 11 students take part in a national challenge during Global Enterprise Week and other subject related activities during KS4 eg *Rolls-Royce Enterprise Challenge*.



Stratford Girls' Grammar School Connexions at Key Stage 4

Connexions is a service that provides information, advice and guidance to young people. The Personal Adviser linked to Stratford Girls' Grammar School is **Lynda Mitchell** who will be in school every Thursday in the Autumn term.

Year 11 pupils can have an individual careers guidance interview with **Lynda** in the autumn term to make sure that post-16 option choices reflect their ability and support any specific career interests. **Lynda** also has information on apprenticeships and employment opportunities.

Lynda will also be available at the Year 11 Parents' Evening in January.

Please note from March 2012 Connexions will be replaced by the National Careers Service and the provision of careers information, advice and guidance may differ.

For further information please contact:

Lynda Mitchell

Email: Lynda.Mitchell@cswp.org.uk

Mobile: 07736112491

Or

Debbie Elmes, Delivery Manager for South Warwickshire

Email Debbie.Elmes@cswp.org.uk

Mobile: 07736 112414

**Guidelines on working outside school hours
Under 16 and want to work?**

What you need to know

You need to know what you can and can't do at what age. What you can and can't do are laid down by law and apply whether you are a disabled or able-bodied young person.

If you are 13 or 14

On school days you can only work up to two hours per day, one hour before school and one hour after school.

In the school holidays you can work up to five hours per day, but no more than 25 hours in a week; and for two weeks of the school holidays, you cannot work at all.

On Saturdays, you can work up to five hours and two hours on a Sunday.

If you're 15 or 16....

On school days you can work up to two hours a day, one hour before school and one hour after school.

On Saturdays you can work up to eight hours and two hours on a on Sunday.

In the school holidays you can work up to eight hours a day, but no more than 35 hours in a week; and for two weeks in the school holiday, you cannot work at all.

Procedures for girls for absence or permission to leave the school site

Absence

It is vital that you register in both the morning and the afternoon. If for any reason you are late, you must sign in at Student Services in the Manor as soon as you arrive. Then go to lessons or assembly/tutor time as appropriate.

If you are not well and are likely to be ill during the day, you should not come into school as we do not have a medical room.

SchoolComms Communications

This system is designed to enhance communication with parents and to improve attendance monitoring, and enables you to inform us about your daughter's absences from school via email or text. As these communications can be electronically imported directly into the school's attendance system, it also helps to cut down on the need for follow-up letters from parents confirming and explaining an absence.

If your daughter does not arrive for registration and we have not received either an email or text from you to notify us of her absence, we will communicate with you using your priority email address, ideally between 9.00 and 11.00 am, asking for a response within two hours. If we receive no response in that time, we will then endeavour to contact you by text using your priority mobile phone number; and if we still have no response then we will try to contact you by telephone. In this last case a confirmation letter from parents will be necessary for our records, to ensure we have authorisation in writing. We would appreciate parents making every effort to use this electronic system, as it enables us to identify missing students much more swiftly. Please note that email is our preferred means of contact (each text will cost the school 5.5p). We also use SchoolComms for other important notices such as school emergency closures, as well as regular postings such as the Parents' Newsletter and *Mini Manners*.

PLEASE NOTE

To communicate absences with the Schoolcomms system, please inform the school by email (absences4002@we-learn.com) or text (07797 885428) by 9.00 am. Please send the message only from the email address or mobile number you have specified, as these are the only ones that will be recognised by the system. State the reason for the absence, and an expectation of when you expect her to return to school if possible.

If you are ill during exam time, school must be informed by phone as soon as possible (before the start of the exam session). For a public exam it is likely that a doctor's note will also have to be obtained otherwise your grade may be jeopardised.

Catching up with missed work

All work missed as a result of absence from school, including homework, must be made up as soon as possible. It is the responsibility of the individual student to do this.

Girls who miss a lesson, or part of it, as a result of attending individual music lessons etc must find out what they have missed, including any homework set. They should then copy up classwork and complete any homework by the due date.

Permission to leave school site

If you need to go out of school between 8.45am and 3.55pm you must bring a letter from home explaining the reason to your form tutor. Permission is not automatically granted. You must then sign out at Student Services in the Manor. On return to school you must sign in again. Sixth form students must also make sure they sign in and out every time they leave the site.

Year 11 are given the privilege of going off-site every Friday lunchtime and girls whose parents have agreed to this in writing have a red pass with their name printed on it. Girls must carry the pass with them when off school premises and must arrive back at school by 1.55pm. This privilege may be withdrawn if girls return late.

Holidays in term time

Parents are discouraged from taking girls out of school in term time. In exceptional circumstances, however, it may be necessary to ask for additional holiday. There is further information below. In these circumstances you need to see Mrs Frazer to obtain a green holiday form. Your parent then completes the green form and returns it with a covering letter from your parents to the office. The request will then be considered by Ms Barnett and parents notified of the decision.



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Ms K.J. Barnett M.A.
Headteacher

Dear Parent

Re: Holidays in Term Time and Unauthorised Absence

Some parents arrange family holidays during term time, which can lead to problems for all concerned:

- your child's education suffers;
- lessons and extra curricular activities are missed;
- continuity of project work is lost;
- there is often no opportunity for teachers to set additional work or to assist a child in catching up on their return from holiday;
- the class is generally disrupted; other pupils suffer as a result;
- you may be in breach of your legal obligation to send your child to school.

There is a common misconception that any pupil is allowed to take 10 days holiday per academic year in term time. This is not true. In certain circumstances the parent or parent(s) with whom a pupil normally resides can request leave of absence of up to 10 school days for an annual family holiday, and this **may** be authorised by the school. Only *in exceptional circumstances* can any more than 10 days be granted. The Department for Education and Skills expects us to actively discourage all holidays in term time.

Recent amendments to the Education (Pupil Registration) (England) Regulations 2006 and the accompanying guidance on how schools should implement these regulations have clarified when term time holidays should, and should not, be authorised by a Head Teacher. These can be found on www.dfes.gov.uk/schoolattendance/legislation and a summary is on the back of the new Warwickshire Holiday Request form.

In order to assess the potential impact on a pupil's education of any proposed term time holiday, Warwickshire schools are asked to use the Warwickshire Holiday Calculator (a copy of which is available from school). This also ensures consistency of practice across all our schools. The calculator takes into account:

- the pupil's current absence record
- the number of previous similar requests
- the Year Group the pupil is in
- proximity to major tests/exams

Should a pupil's education be deemed likely to suffer unduly as a result of leave of absence, authorisation **cannot** be given by the Head Teacher.

If you are unable to avoid requesting absence during school term, an application must be made to the Head Teacher on an application form (available from the Head's PA). This should be **not less than six weeks** before the absence is due to start. A response will be sent to you within 14 days of receipt of your request. If your request is refused, but the child will still be absent from school, the absence will be recorded as unauthorised and *may* be reported to the LA for legal action.

Any unauthorised absence is damaging to your child's education as well as reflecting badly on the school. Please consider this matter very carefully before making a request for absence during term time.

Yours sincerely,
Kate Barnett
Headteacher

APPLICATION FOR LEAVE OF ABSENCE FOR A SCHOOL PUPIL FOR AN ANNUAL FAMILY HOLIDAY

Important Information For Parents/Carers

- There is no automatic right to absence for a family holiday.
- Requests for leave of absence should be sent to the school **no less than** 6 weeks prior to the start of the holiday
- Authorisation during SATs, GCSEs (including mock exams) and in the first term of any new school placement **cannot** be granted
- Any requests for extended leave, ie more than 10 school days, will result in an interview with a senior member of staff to look at options for ensuring continuity of education
- This form **MUST** be completed by the resident parent/carer (s) before requests will be considered

I wish to apply for leave of absence from school to be granted to:

Name of Child..... Form Group.....

Dates of Proposed Absence: From..... To:.....

Reason for Proposed Absence (please tick the appropriate box (see guidance on reverse) and provide necessary evidence where requested)

a) Holiday dates imposed by parent's employer (please provide written evidence)

b) Unexpected special family circumstances (please make an appointment to see the Key Stage Leader to discuss)

c) Request for Extended Leave due to special circumstances (please make an appointment to see the Head Teacher)

Total Days Requested On This Occasion

Total Days Taken Previously This Academic Year

Signature of Parent/Carer.....

For School Use Only

Timetable Checked?

Form Tutor Consulted?

Previous Holiday Checked?

Attendance %?

Interview Offered to Parent/Carer? Y/N

Date:.....

Authorised? Y/NHead Teacher. ..Date:.....

The Education (Pupil Registration) (England) Regulations 2006 state:

Regulation 7 (1): Leave of Absence **may only be granted** by a person authorised in that behalf by the proprietor of the school.

Regulation 7 (3): A pupil may be granted leave of absence from the school to enable him to go away on holiday where-

- a) an application has been made **in advance** to the proprietor **by the parent with whom the pupil normally resides**
- b) the proprietor, or a person authorised by the proprietor, considers that the leave of absence should be granted due to **the special circumstances** relating to that application

Regulation 7 (4) **Save in exceptional circumstances**, a pupil shall not be granted more than 10 school days leave of absence in any school year.

The 2006 DfES Guidance to School on 'Keeping Pupil Registers' states:

1. Time off school for **family holidays** is not a right. Schools have discretion to allow up to 10 days absence in a school year for a family holiday **if** they believe that the circumstances warrant it.

Schools **may** agree up to 10 days "holiday leave" in special circumstances such as:

- for service personnel and other employees who are prevented from taking holidays outside term-time if the holiday will have minimal disruption to the pupil's education; and
- when a family needs to spend time together to support each other during or after a crisis.

Holidays which are taken for the following reasons **should not** be authorised:

- availability of cheap holidays;
- availability of the desired accommodation;
- poor weather experienced in school holiday periods; and
- overlap with beginning or end of term.

Whilst the application must be made by the parent(s) that the child normally resides with, there is no restriction on who the holiday is taken with. This is a matter for the parent(s) not the school.

If the local code of practice allows, parents can be given a penalty notice or prosecuted for unauthorised holidays.

School Uniform

From May 2011

Through the school uniform code we aim to:

- o encourage pride in the school
- o support teaching and learning and a positive work ethic
- o enable students to be comfortable, safe and secure
- o ensure that girls of different social, religious and ethnic groups feel welcome
- o encourage a sense of equality and cohesion.

All members of the community are expected to uphold the values of the school and share its high aspirations. All girls are required to wear the school uniform and high standards of personal appearance are both expected and monitored.

Years 7 – 11: General School Uniform

Overall look	Matching black jacket and skirt or trousers with pale blue reverse long/short sleeve blouse. Purple jumper with yellow and blue stripe to be worn as extra in cold weather.
Black skirt*	Banner straight or pleated skirt stocked by approved suppliers. For new purchases these skirts will have the school emblem embroidered at the hem from September 2011. The skirt must not be worn indecently short (maximum 8 cms above the knee).
Black jacket*	Banner/Beau Brummel PP98B cloth T2200 with school badge
Black trousers	Smart tailored black trousers - not denim, cords, jeans style or flares (an appropriate length to avoid tripping etc).
Blue blouse	Pale blue blouse with long/ short sleeves and reverse neck eg Banner 'Girton', 'Heathfield' or Innovation. Extra clothes can be worn under the blouse in cold weather – but these extras must not be visible.
Jumper*	Purple V-neck, with light blue and yellow stripe at neck (Years 7-11).
Scarves, hats and gloves	Muslim students who wish to wear the hijab (headscarf) are welcome to do so, provided that the fabric is plain, lightweight and blue, black or white. Scarves (optional): plain black or plain white – or black, university style, with purple, blue and yellow stripe*. Hats and gloves (optional) to be plain black or plain white.
Socks/tights	Plain black opaque tights, white or black ankle socks or neutral tights in summer (Easter-October half term); plain black opaque tights in winter or plain black socks (if wearing trousers)
Shoes suitable for school use	Plain black conventional flat shoes or low wide-heeled shoes with soft soles. Plain black conventional sandals in summer. No boots. Plimsolls or trainers only for sport.
Belt	Only a thin plain black belt may be worn with trousers.
Top Coat	Black: full or three-quarter length winter coat in a plain material. This must cover the black jacket. No denim is allowed.
Science overall	Available from school.
Jewellery and make-up	The only jewellery which may be worn is a watch and small silver or gold ear studs (one in each ear lobe). A small cross or other religious symbol is acceptable if discreet. No jewellery to be worn in PE lessons – if earstuds or SOS bracelets cannot be removed they must be covered with micropore tape or sweat bands. Make-up and nail polish are not allowed.
Piercings and tattoos	With the exception of a single piercing in each ear lobe, no facial or visible bodily decorative piercings or tattoos are allowed.
Hair	Should be of a natural colour and style; long hair should be tied back when Health and Safety require it eg in science, art and technology lessons, and for PE. Hair accessories must be black or blue in a material suitable for a school environment.

*Note: items marked * are not standard items and can only be obtained from our suppliers.*

The two school uniform suppliers for Years 7 - 11 are:

National Schoolwear Centres	Rascals of Warwick
Alcester Branch	1 Coten End
3/4 Bulls Head Yard	Warwick
Alcester	CV34 4NT
Warwickshire B49 5BX	
Tel: 01789 400344	Tel/Fax: 01926 497879

Year 9 upwards: PE uniform

The original PE kit continues to be in use for these years and at present can be purchased from the school uniform suppliers.

New Year 7s will need to order from the new supplier as follows:

Black and purple hockey socks	named inside
Purple jumper	named inside
Purple shirt	girl's initials in yellow on the front (embroidery or printed)
Black Skort	named inside
Black tracksuit bottoms	named inside

Optional black waterproof/ windproof coat, which can be worn over blazers in the winter, and has reflective parts for dark nights

New Year 7s can purchase from elsewhere (but the supplier can also do these)

Lace up (mostly white) sports trainers
Normal white ankle socks for netball, indoor PE, summer PE
Shin guards for hockey, football and lacrosse
Small sports bag to put kit in (girls should note the size of their locker before buying their PE bag)
Small towel (in case girls get very wet in outdoor lessons)
Mouthguard (optional but highly recommended)
Astro trainers for hockey and on the grass (optional but recommended)
Black cycling shorts for gym and athletics (optional)
Hockey stick and tennis racket (optional: school will provide for lessons)
Base layer to go under PE shirt, gloves, hat (optional for cold weather)

Identification

All uniform must be named so that it can be returned to students if lost.

Enforcement of the uniform code

It is the responsibility of the girls to adhere to the dress code. We anticipate parental co-operation in ensuring that their daughter comes to school in the correct dress code (see the Home School Agreement). All staff have a responsibility for ensuring that students are correctly dressed in class and elsewhere on site. Any girl coming to school inappropriately dressed will be sent home to change. Parents will be contacted if this is the case. The Heads of House and Deputy Head – and ultimately the Headteacher – are the final arbiters of what is acceptable.

Issues arising from the dress code

Girls should raise issues with their tutor and/or Head of House; they may also request that such matters, including proposals for change, be discussed at the School Student Council. Parents should raise any issues relating to the dress code or other aspects of appearance with the Head of House. Requests to vary the code for particular reasons, such as medical needs, will always be carefully considered.

Special Educational Needs Policy

Introduction

The primary focus of Stratford upon Avon Grammar School for Girls is to enable all girls to participate in a range of activities which promote intellectual, personal, social and physical development. This requires the delivery of a curriculum which addresses equality of opportunity and is differentiated so that what is taught and how it is taught is matched to individual student's needs and abilities.

The Special Educational Needs Code of Practice, DfES/581/2001, states that all mainstream secondary schools will admit pupils with special educational needs.

It is recognised that at Stratford upon Avon Grammar School for Girls there is not currently experience of the range and degree of learning difficulties, behavioural problems, physical or sensory problems that might be found in other schools.

Definition of Special Educational Needs

Girls have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of girls of the same age
- have a disability which prevents them or hinders them from making use of educational facilities of a kind generally provided for girls of the same age in schools within the area of the local educational authority.

Girls must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Identification, Assessment and Provision

Graduated response (from section 6:2 Code of Practice 2001)

The Code of Practice 2001 requires that schools adopt a graduated response to meeting special educational needs that first considers classroom and school resources before bringing specialist expertise to bear on the difficulties that a student is experiencing.

Access to specialist expertise is defined in the County Guidelines, "Warwickshire Reference file for SEN and Inclusion" (2005 update).

[http:// www.warwickshire.gov.uk](http://www.warwickshire.gov.uk)

Following identification of a student with special educational needs intervention can be at **School Action** and **School Action Plus** (see below). Such interventions enable the school, parents and girls to match special educational provision to individual student needs. The steps taken to meet the needs of individual girls are recorded on their Individual Education Plan (IEP) and in their file.

If a student is known to have special educational needs when they arrive at the school, the head of the relevant Key Stage, the SENCO, departmental and pastoral colleagues will:

- use information from the primary school to provide an appropriate curriculum for the student and focus attention on action to support that student within class
- ensure that ongoing observation and assessment provides feedback about the student's achievements to inform future planning of the student's learning
- ensure opportunities for the student to demonstrate their skills and understanding
- develop a partnership with parents and girls to actively involve all parties in the planning and establishment of targets for learning as recorded in IEP.

The Role of the SENCO

The SEN coordinator (SENCO), together with the Deputy Head and Governing Body, plays a key role in helping to determine the development of the SEN policy and the provision to raise the achievements of girls with special educational needs. The key responsibilities of the SENCO may include:

- overseeing day to day implementation of the SEN policy
- liaising with and advising colleagues
- managing teaching assistants
- coordinating the provision for girls with special educational needs
- overseeing the maintenance of all records of girls with special educational needs
- liaising with parents of girls with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.

Early Identification

Assessment is an ongoing process that can identify girls who may have special educational needs. Girls' progress will be measured by reference to:

- evidence from teacher assessment and observation. This may be both formal and informal
- performance against level descriptions with the National Curriculum at the end of a Key Stage
- standardised screening tools. MidYIS and other verbal, non verbal and numeracy standardised assessments as required.

English as an Additional Language

The identification and assessment of the special educational needs of girls whose first language is not English requires particular care. Where there is uncertainty about an individual, it will be necessary to look at all aspects of a student's performance in different subjects to establish whether the problems they have are due to limitations in their command of the language that is used there or come from special educational needs.

Monitoring Student Progress

Teaching staff may conclude that the strategies they are using with a student are not resulting in the student learning as effectively as possible. In these circumstances they will consult the SENCO directly or via their Head of Department or Head of Key Stage, to consider appropriate action.

The starting point will be a review of the strategies being used and how they might be developed. Evaluation of these strategies may lead to the conclusion that the student may require help beyond that which is normally available within that particular class or subject. Consideration will then be given to helping the student through **School Action** (see below).

The key test of the need for action is evidence that the current rates of progress are inadequate as defined in the county guidelines. It is the SENCO who should ensure that assessments are carried out to show if adequate progress is being made. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the student and the student's peers
- prevents the attainment gap growing wider
- is similar to peers starting from the same attainment baseline, but less than the majority of the peer group
- matches or betters the student's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self help, social or personal skills
- demonstrates improvements in student's behaviour
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training or employment.

Individual Education Plans

Strategies employed to enable the student to progress are recorded within an Individual Education Plan (IEP). The IEP includes information about:

- the short term targets set for or by the student.
- the teaching strategies to be used, identified from the student's pattern of strengths and weaknesses and the student's learning style.
- the provision to be put in place.
- when the plan is to be reviewed.

- success and/or exit criteria.
- the outcomes which are recorded when the IEP is reviewed.

The IEP will only record that which is additional to, or different from, the differentiated curriculum provision and will focus on three or four individual targets to match the student's needs. The IEP will be reviewed at least twice a year when parents' and student's views on progress will be sought.

School Action

When a student is identified as having special educational needs the school will provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum.

(Example: these could be interventions of approximately 2.5 hours per week of Teaching Assistant support shared between no more than 4 girls.)

The triggers for School Action could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skill that result in poor attainments in some areas of the curriculum
- presents persistent emotional and/or behavioural difficulties which are not improved by behavioural management techniques usually used
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Staff may decide that, after consulting parents, a student may need further support. An **IEP** (see below) can be put in place by the SENCO but will rely upon the expertise of individual subject teachers to advise on strategies and means of accessing the curriculum. In some cases outside professionals may already be involved with the student and it is good practice for them to liaise with the school. Where such professionals have not previously been working with the student then the SENCO, with the parents' permission, will contact them as part of the assessment process.

School Action Plus

School Action Plus is characterised by the involvement of external services such as special needs advisory teachers, educational psychologists etc. It is likely to follow a discussion with parents when a student's IEP is reviewed.

At School Action Plus external support services will usually see the student so that they can advise subject and pastoral staff on new IEPs, fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities.

The triggers for School Action Plus could be that despite receiving an individualised programme and/or concentrated support the student:

- continues to make little or no progress in specific areas over a period of at least half a term
- continues working at NC levels substantially below that expected of girls of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class, despite having behavioural targets and provisions to meet these targets
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the student, or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Statutory assessment (Statement) of Special Educational Needs

For a few girls, the help given by schools through School Action Plus may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school in consultation with parents and any external agencies involved to consider whether to ask the LA to initiate a **statutory assessment** (or statement). The details and evidence required for this process can be found in the Code of Practice 2001. Section 6:71 to 6:72.

Annual Review of Statements

If all evidence is in place, an LA should be able to decide fairly rapidly whether a statutory assessment is necessary. Following this procedure a **statement of special educational needs** may be issued, in which the LA sets out the provisions to be made for the individual student. All statements are reviewed at least annually with the parents, student and representatives of the LA. Amendments are made as appropriate. The annual review held at the end of each key stage is significant and will involve the drawing up and implementation of a Transition plan.

Further sources of support include:

Pastoral Support Programme (PSP)

This is required when a pupil has exhibited a high level of disruptive behaviour in school. It requires liaison between the pupil concerned, home and school and it must be reviewed each term. A copy of the paperwork can be found in the Warwickshire Reference File for Special Needs and Inclusion.

Warwickshire EIS (Early Intervention Service)

This includes ECOS (Education for Children Out of School) and the referral of a pupil who is absent due to medium or long term ill health. Home tuition is then put in place until the pupil is well enough to attend school again.

The information in this policy is taken from: Special Educational Needs Code of Practice. DfES 581/2001. November 2001.

Available from: DfES Publications, P.O. Box 5050, Sherwood Park, Annesley,
Nottinghamshire, NG15 0DJ
Tel. 0845 60 222 60

June 2010

Behaviour Policy

The purpose of this policy is to specify what behaviour and attitudes are expected in school. The school values excellence, which is embraced by high quality teaching and learning. We expect both a positive, caring attitude and positive, caring actions towards all people. These will be characterised by showing respect to all people and the environment, whether within school or outside school.

All members of the school community have a responsibility to ensure there is a consistent approach to behaviour issues.

Behaviour expected of pupils

1. In lessons

Unsatisfactory behaviour is any behaviour which interferes negatively with teaching and learning within the community. The school Values and Code of Conduct should be followed, and, in particular:

- always show respect for others
 - by listening
 - by being supportive, encouraging and courteous, and giving praise to others
 - in dress (both general and specialist eg science or PE)
- take personal responsibility for one's own learning – including keeping on task in lessons, making adequate preparation, and completing subsequent follow-up work
- arrive on time for lessons, with the correct resources; know that arriving late for lessons three or more times in one week will result in an after-school detention (4.00 – 5.00) and a letter sent home to parents giving 24 hours' notice of detention
- know that disruption of lessons will not be tolerated – pupils may be asked to leave or be withdrawn from a lesson, and an IEP (Individual Education Plan) or PSP (Pastoral Support Programme) may be produced
- take good care of textbooks and other school equipment – and the school environment
- take responsibility for catching up on work missed following any absence
- ensure that mobile phones are switched off during the formal parts of the school day: in lessons, assemblies and meetings.

2. Homework

Homework provides an important extension to work during the school day, and opportunities for further development, practice, consolidation or research, for example. The following guidelines apply:

- always attempt to complete homework on time and as required
- inform staff, as soon as possible, if there are any problems with homework
- be encouraged to negotiate with staff after an absence
- know that good work should always be rewarded in accordance with the Rewards and Sanctions policy
- know that unacceptable work will always be returned to be re-submitted by an agreed date
- in the case of work not handed in on time:
 - a late mark will be given (L)
 - the deadline may be re-negotiated and/or a detention may be given
 - late work will generally be marked and feedback given; but the subject teacher may in certain circumstances decide not to assess the work, in which case it will be recorded as not-marked (NM), and a letter will be sent home to inform parents
 - further sanctions may follow for regular offenders (see Procedures sheets)

3. Uniform

Uniform is worn to reflect a sense of pride and belonging. All girls are expected to comply with uniform regulations, whether in Year 7-11 or in the sixth form:

- there is a uniform list with which girls should comply (and this includes sixth form)
- the uniform list is available on the school website, in the school prospectus or from the school office, and copies are posted in all form rooms
- girls are given a first verbal warning if uniform rules are not adhered to; a letter is sent home or a phone call made to parents if a further offence occurs; and if the problem still persists, parents are asked to collect their daughter from school (or the girl is sent home, if in the sixth form) in order to change into uniform
- jewellery – details can be found on the uniform list. If the rules are not followed then one verbal warning is given, followed by confiscation of the item/s for at least a half term
- hair should be of a colour within the natural spectrum and in a style that is not extreme and should be tied back for practical lessons and when necessary for health and safety.

4. Out of lessons

Positive, caring behaviour is expected at all times – and respect for others – whether in lessons or outside. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place. Within school:

- girls must go into assemblies quietly, sit quietly in assembly as others enter and then leave in a quiet and ordered manner at the end of the assembly
- girls must move in a sensible and calm manner between lessons and around the school premises.

5. Cigarettes, alcohol and illegal substances

- Smoking is not allowed anywhere on the school site (for adults as well as girls), on any school trip, or by any girl in school uniform anywhere; and smoking is illegal under the age of 16. Help is available to girls in the sixth form through the Arden Medical Centre.
- Girls are forbidden to have or to consume alcohol or other illegal substances on school premises, or to come to school having consumed alcohol or other illegal substances.
- Any student found dealing in illegal drugs on school premises will face permanent exclusion; any student found in possession of illegal drugs on school premises could face permanent exclusion.
- Breaches of any of these rules will be taken very seriously and dealt with initially by the Heads of House and ultimately by the Headteacher.

See also: Anti-Bullying Policy
 Rewards and Sanctions Policy
 Behaviour Policy: Procedures and Protocols

Anti-Bullying Policy

Aim

The school aims to develop and maintain a climate of trust and openness. It seeks to make the unacceptable nature of bullying and its consequences clear to all involved, whether they are pupils, parents or staff. All members of the school community should respect each other and their individuality.

Definition

Bullying is a subjective experience and can take many forms. It involves any sort of intimidation, physical, mental or verbal which causes an individual to feel unhappy, fearful or insecure.

The Anti-Bullying Alliance defines Bullying as “The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim”.

Examples of bullying

- name calling, taunting and mocking
- making threats
- exclusion from social groups
- taking, damaging or hiding belongings
- extreme or persistent criticism
- chain letters
- negative, sexist, racist, homophobic or religious comments
- deception
- spreading hurtful and untruthful rumours
- physical harm such as kicking, hitting and pushing

These actions can take place face to face, via third parties or by electronic means such as unpleasant texting, emails, web pages entries, or circulating pictures of victims. So-called cyber-bullying is addressed in more detail later in this document.

Children, young people and adults can all bully, be bullied or switch roles. They may also be bystanders while others are bullied.

This policy applies inside school, when on school visits and residential trips, and when travelling to and from school.

The school actively promotes a shared vision about bullying to ensure that the whole community knows how to respond fairly and consistently when bullying occurs. We try to minimise the incidence of bullying in school through:

- clear emphasis on the value of strong pastoral leadership and tutor engagement
- tutor groupings (organised vertically from September 2011) promoting positive role modelling and mentoring
- use of the curriculum, in particular PSHE and Citizenship, but also in other areas such as English, Drama, Geography, History, PE and RE
- team building – within forms, across year groups, on school trips and wherever opportunities arise
- rewards for good citizenship
- extra-curricular activities including sport and music
- raising awareness using themed assemblies, displays and teacher training

Procedures in the event of bullying taking place

Bullying is too important to ignore. Bullying can be reported to any member of staff or to a school prefect. Reports of bullying will always be accepted. It is very important that incidents of bullying are

communicated to those who need to be made aware – eg prefect, form tutor, Head of Key Stage/Head of House and parents. This applies even where an incident has been dealt with effectively.

The person who is being bullied should be encouraged to talk the incident through and then to write a report of the incident including their feelings at the time. Any onlookers should also be encouraged to write a report. The report should include date/s and time/s.

If the incident has been reported to a prefect they must pass on the information to the form tutor promptly. A member of staff other than the Head of Key Stage/Head of House may deal with the incident themselves or they may feel that is more appropriate to pass on the information directly to the Head of Key Stage/Head of House. In any event, the Head of Key Stage/Head of House should be informed (either in the form book or by email /SIMS Behaviour Manager) to assess the overall picture.

At the discretion of the staff member concerned, the bully will be approached and asked to describe the incident/s and also write a report in the same way as the victim has already done. The Head of Key Stage/Head of House (or other member of staff) will decide on the most appropriate course of action. This may include contacting parents.

Records will be kept at each stage (using Behaviour Manager from September 2011) and after a short period of time, not exceeding two weeks, the matter will be followed up to assess the success of the action taken. At any point the victim can report back to the member of staff if matters have not improved or worsened.

If the issue is not resolved in this way the Assistant Headteacher (Community) will be informed and decide upon the best course of action. This would normally involve interviewing the bully and the victim separately (with the option of bringing the parties together provided the victim agrees). Parents will be kept fully informed and may wish to come into school to resolve the matter. A contract of behaviour maybe required with a timescale for monitoring and a set review date. An IEP or PSP maybe produced by the SENCO as part of this process. The Headteacher will be briefed fully by the Assistant Headteacher at each stage of the process and may wish to meet with or write to parents directly.

For very serious or persistent bullying, outside agencies may be involved. This could include one or more of the following: police, educational psychologist, social workers, and other educational workers. In this situation, a case conference would be arranged with the outside agency, parents and children. Parents may be asked to contribute to the cost of involving an outside agency.

Cyber-bullying and Social Networking Awareness

As stated previously, bullying can take place by electronic means, using texts, emails, web pages and pictures. The school regards this as a serious issue as it can be extremely hurtful for the victim, not least because they can be accessed in the safety of their own home. There is a Use of the Internet Policy in place with appendices containing rules for responsible use and a user agreement.

Cyber-bullying in school

The school views any cyber-bullying involving verbal abuse via text, social networking sites, emails etc which takes place in school as a violation of the anti-bullying policy. Any such violation would be viewed with the same degree of seriousness as if it were in person. Pupils should feel comfortable in approaching any member of staff with cyber-bullying issues that impact upon their school life and are aware of who they can report incidents to.

Cyber-bullying in the home

This is often a sensitive and difficult issue for schools to deal with. In reality, cyber-bullying usually occurs in the home and parents are best placed to monitor correct use of the internet, support the victim and take the necessary steps to address the issue. When tensions spill over into the school environment, pastoral staff will be able to mediate between girls, inform parents if appropriate and respond proportionately according to the circumstances. The school notes that:

- sometimes girls can be naïve about the types of details they share via emails, text or facebook eg personal details or photographs.

- tensions can occur when friendships are changing or breaking down. These can have significant impacts upon school life, with implications for academic progress and wider friendship networks.

Cyber safety – advice communicated to girls

- Don't share your password.
- Be wary of the content of your profile. Social networking is a great way to share photos and other media but keep in mind that whatever content is on your profile can be printed and shared via the internet – including photos, personal information and friendship lists.
- Inappropriate images or abusive comments/messages should be reported directly to the social networking sites and your parents.

Cyber safety - advice communicated to parents

- Keep your computer located in a open, social space.
- Monitor the amount of time your daughter spends on the internet.
- Be aware of changes in behaviour, habits or diet.
- Discuss regularly and openly with your daughter.
- The school newsletter informs parents of developments and useful information in the media and signposts any cyber-safety events in the locality

Cyber code of conduct

- Don't type anything that you wouldn't say to a person face to face.
- Be aware that written text, viewed in isolation, can be misinterpreted or misunderstood.
- If you do receive abuse, don't retaliate.
- Report any abuse immediately to the social networking site, your parents and a member of staff if appropriate.

The cyber-bullying section of the Anti-Bullying Policy was designed in consultation with the Student Council under the supervision of the Student Leadership Team.

Policy revised May 2011

Mobile Phone and Camera Policy

Girls are permitted to bring mobile phones to school because they allow peace of mind in many situations. However, it is important that the normal school working day should not be interrupted by mobile phones. Girls should only bring cameras into school for specific events (such as art exhibitions) and photographs may only be taken (by camera or by mobile phone camera) with the explicit permission of staff.

The following rules apply:

- All mobile phones should be switched off and not used during lessons, assemblies and meetings (staff and Girls). The sending or receipt of phone or text messages during these times is forbidden
- No photographs should be taken of staff or Girls using mobile phones or cameras without the explicit permission of staff
- Mobile phones are banned from examination rooms
- Any pupil who uses a mobile phone, iPod, MP3 player or camera during a lesson or school activity without staff permission will have the item confiscated and returned at the end of the school day by their Key Stage Leader
- Persistent offenders will lose the privilege of having their mobile phones (etc) in school altogether
- School will not be held responsible for loss or damage to mobile phones (or iPods, MP3 players or cameras); parents should ensure that they are covered for loss or misuse.

Revised February 2008

Updating Information

Please contact the main school office as soon as possible if there are any changes in personal details.

This can be done via a phone call or in writing or by completing the enclosed SIMS (School Information Management System) Form. It is vital that all the information held at school is as up to date as possible. Your assistance with this is much appreciated.

Confidential information for school records. You will have completed this form when your daughter first joined the school.
Note: Some of this information will be entered in a computer database to be used for various administrative purposes within the school and contact details will be shared with FOS (our Parents' Association). **If any of the details required below change, please let the school know as soon as possible.**

Child's details: Surname Forename

Middle name Chosen name Date of birth

Address

..... Post code

If there is a regular arrangement for the child to live at more than one address in any one school week, please supply details

.....

Sister in school Other brothers and sisters *eg 1 older brother, 2 younger sisters*

.....

Previous school State Independent (please tick)

Address

Postcode..... Telephone no. Date of leaving

Ethnic origin (eg White British,Indian,African,Chinese etc)

Language spoken at home (if not English)

Name of doctor Tel no

Surgery address

Medical condition *eg asthma*

.....

..... Child's NHS number

Does the child have a Specific Learning Difficulty (SPLD) or other Special Needs?

.....

Has the child been given extra time for SATs? If so, please give details

.....

Have any special reports or tests been completed on the child? If so, please give details and attach a copy

.....

Has the child been medically diagnosed with a disability? If so, please give details

.....

Parents'/Guardians' details (delete the title which does not apply)

Mother's surname Initials (Mrs/Miss/Ms/Dr)

Father's surname Initials (Mr/Dr)

Home telephone no email

Occupational background: Mother Father

Emergency daytime contact :

Mother's tel no Father's tel no

Other contact: Name Tel no Relationship

Address

Email address/es

Transport Arrangements (please tick)

Car - sole passenger	
Car - sharing passenger	
Walk	
Cycle	
Public service bus (+bus no)	
School bus (+bus no)	
Taxi	
Train	
Other	

Parental information if different from above (Parent living at separate address) for additional school report

Surname Initials (Mr/Mrs/Ms)

Address

.....

..... Tel no.....

Is there any additional information which you feel it would be helpful for us to know?

.....

.....

.....

.....

Signature Date

Home School Agreement

All girls joining the school in September have already signed this agreement, with their parents. Since the Agreement has been reviewed and revised this year, I would also ask that the parents of girls in Years 8 to 11 inclusive discuss the Agreement with their daughters and sign and return a copy to school. There is a slightly different sixth form Home-School Agreement which is signed at the beginning of Year 12.



Stratford-upon-Avon Grammar School for Girls Home-School Agreement: Years 7-11

To in form and her parents/guardians

1. What the school undertakes to provide for students:

- the opportunity for a broad and balanced education, by providing appropriate teaching and encouraging independent learning
- to set, mark and monitor class and homework
- to encourage each student in her learning
- to prepare each student to sit public examinations appropriate to the progress made on each course
- to assess progress regularly and, in addition to providing regular feedback to the student herself, to report to parents through at least a full annual report, an annual parents' evening when progress can be discussed and interim reports as appropriate
- to inform parents about target-setting and associated reviews
- to provide information, advice and guidance about careers and continuing into further/higher education
- to let parents know about any concerns or problems that affect their child's work or behaviour
- to contact parents if there is a problem with eg attendance, punctuality, equipment or school uniform
- to keep parents informed through letters, newsletters and notices.

2. What the student agrees to do:

- to attend school regularly, on time and properly equipped, and to take a full part in school life
- to take full advantage of the educational opportunities offered by the school
- to strive for excellence: to complete all set work by agreed times, to meet all course requirements and to make a real effort to maintain high standards of work in all areas
- to support and adhere to all school policies, and to maintain a high standard of behaviour.

3. What the parents/guardians agree to do:

- to support my/our child in her learning, including homework and other opportunities for learning outside school
- to ensure that my child attends school regularly, on time and properly equipped
- to let the school know about any concerns or problems that might affect my/our child's work or behaviour
- to support all school policies and guidelines, especially those concerning behaviour, attendance, uniform and homework
- to attend parents' evening and discussions about my/our child's progress
- to get to know about my/our child's life at school.

Signed (Student)

Signed (Parent(s)/Guardian(s))

Signed(Headteacher)

Parents can always arrange for an appointment by telephoning the school.

Health and Safety Arrangements

We constantly update our Health and Safety arrangements in school.

If your daughter has any special medical problems that the school needs to be aware of please:

- let us know the name and symptoms of the condition
- provide Instructions for how to treat the condition
- supply inhalers, pills, medicine, epipen as appropriate. These **MUST** be **CLEARLY NAMED** and will be kept in the school office for use in emergency and taken on school trips when necessary
- record the use by date, keep a note of when to renew these and do so when appropriate
- let the PE Department have a separate supply for use when school office is closed or when teams are off-site if your daughter is involved in extra curricular sport.

Asthma

Some students are very casual about not bringing their inhalers to PE lessons.

Please make sure that the school office has a named inhaler for use in an emergency.

Paracetamol

The school is no longer able to dispense paracetamol to students.

Emergency Action

Emergency Action - eg severe weather or flood

The school's policy in situations where emergency action might need to be taken to ensure the health and safety of members of the school community follows. It is our policy to remain open if at all possible as long as we can provide heating, meals and a safe environment.

Should the need arise to close the school before the start of the school day, information will be posted on the home page of the school website (www.stratfordgrammar.co.uk) by 7.15 am and regularly updated. This is the simplest and most effective way to communicate messages simultaneously to the whole school. However, other means of communication will also be used: announcements will be made on the school telephone (choose option 7 for "the weatherline") and on local radio (BBC Coventry and Warwickshire 94.8 FM 103.7 FM 104 FM (at 7.15 am); and Touch FM (formerly The Bear) 102 FM. If you have registered for Schoolcomms communications you will receive an email and text message informing you of the closure.

The need may arise to close the school early but after girls and staff are on site – eg as a result of severe weather. We would normally expect girls to travel home by their usual means, and would therefore release those who walk home or to the station as soon as school is closed. All girls will be expected to sign out with their form tutor if leaving before the end of the usual school day. The buses will generally be called early in these circumstances, and girls waiting for buses can wait safely in school until their appropriate bus arrives. However, other means of transport home will be considered if appropriate (eg lifts with friends or staff). A sensible decision will be taken in consultation with your daughter. Please ensure that your daughter has emergency contact details, and also that the emergency contact details we hold in school are up-to-date. It would be very helpful if you could discuss with your daughter all the possible courses of action she could take in the event of such an early closure when the homeward journey could take much longer than usual. It might, for instance, be sensible to arrange to stay with a friend who lives nearer the school. Senior staff will stay in school until all girls have left. We would aim to post information on the school website as soon as practical; and information will certainly be posted on the school website concerning the following school day, whether school is to be open or not.

I would be grateful if you could return the acknowledgement slip to Student Services to confirm receipt of this information.

Updated June 2011

School Fund

The school fund has always been very well supported by parents, and the governors and management of the school are, as always, very grateful for this support. The fund directly benefits the girls at this school, and has enabled us to provide items that we could not fund from the school budget. I have listed below just a few things that the school fund has supported recently:

- Provision of new science classrooms and equipment
- First aid courses
- Memberships and subscriptions to organisations such as the National Trust, the Engineering Development Scheme and the Shakespeare Birthplace Trust
- Musical activities
- Prizes for World Book Day
- Student Planners

These items are in addition to the huge sum of over £15,000 which went directly into the classroom for textbooks and other resources. As you can see, we greatly value parents' donations, and always spend them prudently.

The autumn term payment is now due. Parents are asked to enclose payment with the separate reply slip and send to the school office (the payment postbox is situated outside the office door) as soon as possible. It would greatly assist the office if parents would consider paying for the whole year at once.

Autumn Term only	£25.00
School Year 2010/2011	£75.00

If parents are unable to pay the school fund, please contact the Head Teacher in writing and there will be no further request this year. The school is very grateful for your contribution and the continued support of parents.

Gift Aid

More cash for our school at no extra cost to parents!

As noted above, the school fund has been very well supported by parents over the last few years, which has enabled the school to purchase extra resources for pupil that would otherwise have been impossible. The governors of the school are very grateful for this continuing support.

As the school fund is a registered charity, we can now claim back income tax paid on parental contributions. This will increase the value of your donation by 28p for every pound paid, which will make your contribution even more worthwhile. In order for the school to do this, a Gift Aid Declaration must be completed by eligible donors.

Therefore, for new parents, please find enclosed a suitable Gift Aid Declaration for your perusal, and if you pay income tax, your completion. We would be most grateful if you would seriously consider returning the form, as it will make a difference to our school. For parents who have not already done so and would like to complete a Declaration form, please ask your daughter to collect a form from the school Office.



Stratford-upon-Avon Grammar School for Girls

A Specialist College for Language and Science

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Tel (01789) 293759
Fax (01789) 264572
admin4002@we-learn.com
www.stratfordgrammar.co.uk

Headteacher
Ms K.J. Barnett M.A.

July 2011

Dear Parents

Permission slip for local visits, performing arts in Stratford, and sports fixtures

We are constantly trying to make our systems more efficient, and to save you more time. We would therefore like to create a blanket one-off permission slip for the very local and very regular trips, especially those that are free. This would mostly include trips to Stratford-upon-Avon, for example showing round French Exchange students; performing arts activities based in Stratford-upon-Avon, for example the choir singing at the Civic Hall; and all sports fixtures. This blanket permission slip will not cover trips that require payments, or overnight stays, or trips abroad. The permission slip will be for your daughter's entire schooling, unless, for whatever reason, you withdraw permission.

This blanket permission slip will only be accepted in conjunction with an up-to-date OSA2 (see page 43), which will still be an annual requirement, and with the understanding that you still have a duty to inform the school of any updates that may occur throughout the school year with respect to addresses, contact details and medical status.

Your daughter's involvement in such trips will be communicated to you through either a letter or an email or through a notice on a department board (especially for performing arts and sports fixtures); any concern about your daughter's participation in such events should be in the first instance directed to the group leader of that trip – usually the Head of the relevant Department.

I would therefore be grateful if you could sign and return the consent form in the reply slips pack.

If you have any further questions please do not hesitate to contact me by email.

Yours sincerely

Miss Griffiths
Educational Visits Coordinator
griffiths.m4@we-learn.com





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Headteacher
Ms K.J. Barnett M.A.

June 2011

Dear Parents

Extra-curricular programme and school trips

We believe that education is about more than just exam results and this is reflected in our strong tradition of offering the girls an array of trips and clubs. We want all girls to have new experiences in order to broaden their horizons, learn new skills and develop active friendships through team work. All of these experiences are created in our extra-curricular programme through regular clubs to residential stays.

Please find attached a list of proposed trips for the next academic year and a list of those trips that are likely to happen throughout the school, as well as a list of regular lunchtime and after-school activities. It is important to note that both trips and clubs can change from time to time, especially those that may be affected by the weather so this information is a guide to what we offer. We strongly encourage all girls to try and participate in at least one club during the week. Girls will find out more about these clubs in September and how to join.

Also attached to this letter is our Medical Consent form (see Form OSA2, p.42). This form is central to the organisation of all after school clubs and trips. We urge all parents to give us as much information as possible relating to any medical problem or dietary requirement on this form. This form must be returned on the first full day of term, **Wednesday 7th September 2011**. The form can be updated at any point in the school year.

If you have any further questions about clubs or school trips, please contact your daughter's Head of House.

Yours sincerely,

Miss M Griffiths
Education Visits Coordinator.



Extra Curricular Clubs for Year 7 girls 2011/2012

Some clubs change with the terms, the facilities or the sporting season.

	Before school	Lunch times	After school
Monday		Gymnastics Club Junior Jazz Band	**Tennis 4-6pm*
Tuesday		Badminton & table tennis Club Junior Orchestra	<i>(some sports matches)</i>
Wednesday	Fitness (<i>running, rowing, circuits</i>)	Hockey Club Science Club	Rowing 4-5.30pm* <i>(some sports matches)</i>
Thursday		Fun Ball sports (<i>eg dodge ball</i>) Choir Practice	Netball 4-.5.30pm <i>(some sports matches mostly netball)</i>
Friday		Netball Club	**Hockey 4-5.30pm <i>(some sports matches mostly hockey)</i>

*These are paid clubs as external coaches are employed.

** These clubs are based at the High School Facilities, therefore collect is from in front of the Sports hall.

School trips for year 7 2011/2012

October	Art trip	£20 approximately
December	Theatre Visit	£20 approximately
March	Geography Field trip	£15 approximately
June	Science Space centre trip	£15 approximately
July	One week residential to France	£400 approximately

Other school residential trips (all are subject to change)

Type of trip	When you daughter might go	Approximate estimated costs
Yr8/9 Netball weekend (annual)	2012/2013	£100
Yr8/9 Hockey tour (annual)	2012/2013	£400
Yr8/9 Ski trip (biannual)	2014	£800
Yr8-13 Music tour (biannual)	2014	£300
Yr9 Activity Week to PGL (annual)	2013/2014	£400
Yr10 Duke of Edinburgh's Award (annual)	2014/2015	£50
Yr10/ 11 French Exchange (annual)	2014/2015	£200
Yr10/ 11 German Exchange (annual)	2014/2015	£200
Yr10/ 11 Spanish Exchange (annual)	2014/2015	£200
Yr10/11/12 Sports Tour, World wide (triannual)	2016	£3000
Yr11/12 Creative Writing, India (biannual)	2016	£2000
Yr12/13 Science exploration, World wide ((biannual)	2017	£3000

School Trips Payment

We recently completed a review of our procedures for collecting money for trips. This review encompassed both safety and administration aspects and with regard to the latter, we would be grateful for your support.

We ask that all payments for trips/visits be posted into the post-box next to the door of the school office and not given to members of staff. A receipt will then be issued if required. **No cash is to be put in this box.** Any cash (to maximum of £10) should be given to a member of the office staff and a receipt will be given. Payments should be made, where possible, by cheque and should be in a sealed envelope marked with your daughter's name, form and the name of the trip. If paying by cheque for two separate events, we would be grateful if you could issue two cheques.

An exemplar sheet is attached

Should you feel that you qualify for financial assistance with a trip, please contact the Headteacher directly.

EXAMPLE

Payment Sheet for Moon Visit

(Please make cheques payable to Stratford-upon-Avon Grammar School for Girls, tear off the appropriate slip and return to the post box outside the school office in a sealed envelope with your daughter's name, form and visit title.

Moon Visit - Easter, 13th - 20th April 2020

3rd Payment - £250

Date 13th February 2020

Name Form

✂-----

Moon Visit - Easter, 13th - 20th April 2020

2nd Payment - £250

Date 13th December 2020

Name Form

✂-----

Moon Visit - Easter, 13th - 20th April 2020

Deposit £100

Date of payment 13th October 2020

Name Form

Please sign and return slip on the separate sheet to Student Services

Parental Consent Form for Photography and Images of children

For new parents, please fill in the separate sheet regarding the following:

**Stratford Grammar School for Girls:
Consent Form for Recording Images of Children**

Dear Parent or Carer

During your daughter's time with us we may wish to record images/film images and audio of activities that involve your daughter. The images may be used for displays, publications and on a web-site by us, by WCC or by local media.

Images and audio will only take place with the permission of the Headteacher, and under appropriate supervision. When recording images and audio, carried out by the news 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 images and audio of your child, we need your permission. **Please answer the questions below, sign and date the form and return it to the school.** You can ask to see images of your daughter held by the establishment. You may withdraw your consent at any time by writing to the school.

Name of child (Block Capitals) :		
Name of person responsible for the child:		
I understand that: <ul style="list-style-type: none"> o the local media may take images and audio of activities that show the school and children in a positive light eg drama and musical performances, sports and prize giving; o photographers acting on behalf of the school or WCC may take images for use in displays, publications or on the school, WCC or school-authorized websites; o embarrassing or distressing images will not be used; o the images will not be associated with distressing or sensitive issues; and o the establishment will regularly review and delete unwanted material. 		
I give my consent for images to be taken and used:	<i>please tick:</i>	
	YES	NO
a) internally within the establishment		
b) in a county-wide context (e.g. in a library)		
c) including child's name		
d) externally (eg within the media)		
Signature of person responsible for the child:		
Relationship to the child:		
Date (Date/Month/Year):		

NB There may be other circumstances, beyond those identified above, in which images and audio of children are requested. The school recognises that in such circumstances specific consent from you will be required before recording of children can be permitted. If you wish to attend school functions and take images of your and other people's children please take appropriate images, be sensitive to other people and try not to interrupt or disrupt concerts, performances and events. Thank you.

Please return form to Student Services