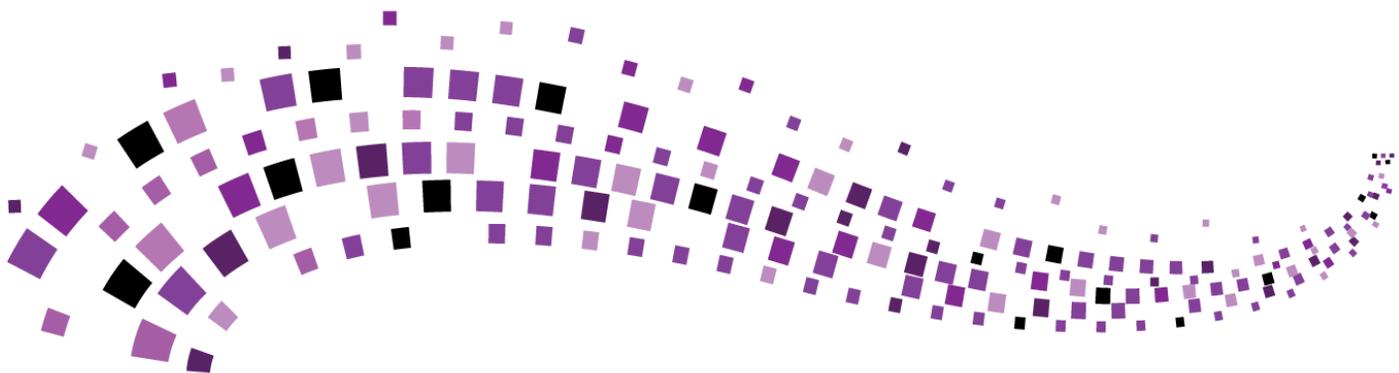




Stratford Girls' Grammar School Main School Pastoral Handbook

for Years 7-11

2018-19



SGGS strives to ensure that every student has the opportunities to both flourish and excel. As valued stakeholders, we hope that this handbook (and the policies that are on the school website) will provide you with a convenient reference tool which broadly sets out how students are cared for here at SGGS.

Communication

Students thrive when they know that home and school understand what is happening in their lives and that they feel fully supported by everybody who has responsibility for their care. We ask that you keep us fully informed of any concerns (either personal or academic) that might impact upon students so that we can respond appropriately and ensure that the correct support is in place. The school calendar is on the school website. We send a weekly Parents Bulletin via email which contains important updates and details to keep you informed as the school year unfolds.

Student Concerns

In normal circumstances, please direct all concerns to the Main School Pastoral Support Officers via email at pastoral@sggs.org.uk. In case of emergencies, you can phone the Pastoral Office directly on 01789 293759 extension 167 or extension 152. They will then triage the concern to the most appropriate person in the school to manage the situation effectively.

We endeavour to respond within two working days of an enquiry, so please be patient with us during this time, but if you have not had a response within this time frame then do contact us again to ascertain what is happening. Occasionally, there are circumstances when the issue is more urgent, and we will do all we can to act immediately.

If we need to be in touch with you or respond quickly to a student's need, we will use the information that we are given on the data capture sheet that you return at the beginning of each year. It is essential that this information is accurate and if, during the year, there are changes to your personal circumstances please inform us immediately. It is also essential that we have additional sets of emergency contact details in order that we can contact the relevant person as soon as possible, in the unlikely event that we cannot reach priority 1 or 2 (Adults with parental responsibility).

Absence

A crucial part of keeping students safe is being aware whether or not they are going to be in school. Please give us details of an expected absence (medical appointments etc) as soon as known, or by 8.00am for overnight illness or lateness:

Use the school website via the report absence link at the top of the page or by email to absences@sggs.org.uk (from your priority email address)

We will need to know the reason for the absence and when a return to school is expected. The website link asks you for this information, but please do include these details if you are emailing. If there is an unexpected absence for a public examination; please phone reception on 01789 293759 after 8.30 am so we can inform the invigilation team.



Attendance at school is closely linked to academic performance and social well-being. We monitor absences closely and are both guided by - and report on - the following thresholds:

98% or above is considered excellent

96% to 97.9% is considered good

95% to 95.5% is considered satisfactory

95% to 90% is below the school average and will trigger contact from the school

90% or below is a cause for concern and will require intervention strategies (90% attendance equates to ½ a day off per school week)

95%	=	47 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
90%	=	95 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 day
85%	=	142 LESSONS MISSED EACH YEAR 24 days in total or 4 weeks and 4 days
80%	=	190 LESSONS MISSED EACH YEAR 32 days in total or 6 weeks and 2 days

ATTENDANCE MATTERS

**WHAT DO YOUR
ATTENDANCE
FIGURES
ACTUALLY MEAN?**

BE SMART BE THERE!

Percentages based on 190 academic days

Any requests for absence during term time should be addressed directly to the Headteacher in writing (via her PA, Mrs Pearson pearson.j@sggs.org.uk) and will require exceptional circumstances for permission to be given. Holidays in term time are not permitted.

If a student is absent due to illness the main priority is for them to use the time to recover and get back to full strength. If a student is off for more than three days, when they return they should ask a friend/buddy about the work missed and catch-up and copy up notes. If a student is absent for more than three consecutive days their parents/carers should contact their Head of House to arrange for work to be sent home if appropriate. If there is an extended planned absence, the student should speak to individual class teachers before the absence to ascertain what work should be done.



Illness

If a student becomes ill during the school day, they should let their subject teacher know and then come to the pastoral office (G5). Someone will then call home for the student to be collected if necessary. Due to safeguarding requirements, students are not allowed to contact parents via their own mobile phone to request to be picked up.

If it is necessary for a student to take medication at school then the pastoral team should be informed and medication will be kept for them. They can come to the pastoral office at the appropriate time to take their medication. If a student carries an Epipen then the school should be informed in writing and the student should be in possession of their own Epipen. The school should also be provided with a second Epipen, which will be kept in the medical cabinet in the Garrett building, which is easily accessible to all staff in the event of an emergency, when the epipen will be administered and 999 will be called. Staff have regular epipen training. It is the responsibility of the parent/carer to ensure that all medication is in date.

ParentPay

ParentPay allows ease of payment for school trips and other costs as they arise. In the Dining Room, the students use a biometric cash-free system to buy food and drinks using finger-tip readers at the pay points. Each student is enrolled using an encrypted code created from one of her fingerprints. The system stores this code - not your daughter's fingerprint. Students can add funds to their account using cash or you can top up your daughter's account using ParentPay on the website. We want to be as supportive as possible towards each student so if there are financial pressures at home please contact our Business Manager Mrs J Wright wright.j@sngs.org.uk who will do all she can to help.

Site Security

Students must always sign in and out of school at reception if they arrive or depart outside of the normal school hours. Likewise, if you ever need to come onto the school site please always immediately report to reception and sign in.

Parents and carers are not allowed to bring their cars on site during the school day, and we ask you to be mindful and considerate of our neighbours and the broader road safety implications when dropping off or collecting students from school. The pedestrian entrances to the school are via the back gate (opening onto Shottery Fields) or via the Quiney's Road entrance from Shottery Road. The bus turning circle entrance is for vehicle access only, for obvious safety reasons.

There may be occasions when students need to be driven onto the school site (perhaps if someone has had an accident and is on crutches). Please contact the Pastoral Office on such occasions so that we can put the relevant risk assessment in place. Students should not be on site before 8.30am when Reception opens. If a student does arrive before 8.30am then they should go to the Dining Room. The Library is open from 8.30am. Students should leave the site promptly at the end of the school day and there is no formal supervision after 4.10 pm.



Strategic Leadership for Progress and Well-Being

This is provided by the Heads of House, supported by their tutor teams:

Cygnus

Mrs E Stringer
stringer.e@sggs.org.uk

Orion

Dr S Griffiths
griffiths.s@sggs.org.uk

Phoenix

Mrs K Steele
steele.k@sggs.org.uk

Ursa

Mr D Giles
giles.d@sggs.org.uk

Progress and Well-Being Team

Students are allocated to a tutor group where they will stay throughout their time at SGGs. We run a vertical tutoring system which means that students from Year 7 through to Year 13 are guided and supported together by their tutor. We believe that this provides a cohesive and supportive environment in which students can flourish. For all students, their primary point of contact for issues or concerns is either their tutor or our Pastoral Officers; but we also recognise that they can find immense support from the insight of older students.

The vertical tutoring system facilitates the very highest standard of pastoral care. The day to day atmosphere around the school is wonderful and students mix very well with students in other year groups. Students (and staff) develop a genuine sense of belonging in their Houses; feelings which are reinforced through numerous competitions and a Winter and Summer House Festival. Students will meet as a vertical tutor group during tutorial sessions and SMSC (Spiritual, Moral, Social and Cultural development) lessons. Year 7 will be taught PSHE as a House by their Head of House once a week. This allows the students and the Heads of House to get to know each other very well. All other year groups will be taught PSHE in their teaching groups.

There are also whole house assemblies on a regular basis, where all year groups will meet together as a House. These run alongside Whole School Assemblies and Year Group Assemblies.



There are four houses: Cygnus, Orion, Phoenix and Ursa, each with 8 tutor groups (making 32 in total).

Tutor Groups and Bases 2018-2019					
CYGNUS- Mrs Stringer		ROOM	ORION- Dr Griffiths		ROOM
	Tutor			Tutor	
CY1	Mr Ajimal	G1	OR1	Mrs Burdett	S1
CY2	Miss Crofton	G15	OR2	Mrs Collins	F5
CY3	Miss Dent	H7	OR3	Mrs Parker	P2
CY4	Mr McAnaney	H6	OR4	Mrs El-Bekai	G19
CY5	Mr Mahony	P4	OR5	Dr Geden	F9
CY6	Miss Rivas	G8	OR6	Mrs Horne	G12
CY7	Mr Vaughan	F6	OR7	Mr Kuhn	G13
CY8	Mrs Whorlow	P3	OR8	Mrs Whan	P1
PHOENIX- Mrs Steele		ROOM	URSA- Mr Giles		ROOM
	Tutor			Tutor	
PH1	Mrs Edwards	F2	UR1	Ms Toy	G2
PH2	Mr Flaherty	T1	UR2	Miss Bateman	G4
PH3	Mrs Hillier	F4	UR3	Miss Berry	G3
PH4	Miss Jasserand	G6	UR4	Mrs Brooks	G17
PH5	Dr Jones	G9	UR5	Mr Fletcher	G14
PH6	Mrs Litterick	G16	UR6	Mr Price	F11
PH7	Mr Richardson	F8	UR7	Mrs Newbold	F1
PH8	Ms Wood	G7	UR8	Mrs Bradley	G18

Safeguarding

The safety and well-being of the students in our care is of paramount importance and at the forefront of the rationale behind all that we do.

In order to help keep students safe all staff wear purple lanyards with their photograph and name and role within the school. Sixth form students also wear lanyards, the colour of which will change each year. (Academic year 2018-19 their lanyards are yellow).

Visitors to the site will also be asked to wear lanyards- regular visitors such as peripatetic teachers who have been DBS checked will be given green lanyards to wear whilst on site and all other visitors will be issued with red lanyards, after they have signed in. Students should report any adult who they see in school without a lanyard to a member of staff.

Mrs J Cornell and Mr C Hall are DSL (Designated Safeguarding Leads)
All House Heads and the Head of Sixth Form are also fully DSL trained.



Standards

We both expect and enjoy the highest standards of attendance, behaviour and conduct at SGGs. Our progress team seek to instil confidence and understanding in our students and we want them to develop a genuine sense of pride and belonging here at SGGs. That starts with the highest standard of uniform which fosters 'pride in the badge' and, we expect students to comply with all the regulations set out in the Uniform Policy. It is school policy that uniform is worn at all times during the school day as well as at all out of hours school events unless directed otherwise by the school. Uniform should be worn correctly to and from school as the impression our students give in the community is of extreme importance. This includes the correct shoes and skirt length as laid out in our Uniform Policy. Make-up and nail varnish in KS3 are not allowed and students will be asked to remove it should they not adhere to the rules. In KS4 the rule is that discreet make-up may be worn but a student will also be asked to remove make-up should it be noticeable. Nail varnish is not allowed.

Rewards and Sanctions

We encourage students to be self-disciplined and considerate of everyone. We also expect them to participate fully in school life and to try their hardest to ensure they prosper and fulfil their potential. We reward them with merits. Behaviour points are used to advise them that they are falling below required standards. If they receive three behaviour points in a half term, this is then referred to their Head of House who will then take appropriate action. These are all logged electronically.

We take a solution-focused approach which helps students to reflect upon their actions, take responsibility for them and then make better choices in the future. Occasionally, students will be placed in a Head of House Detention and if necessary further sanctions will be taken by the Senior Leadership Team. We will, of course, ensure that parents/carers are fully aware of any disciplinary measures that might be taken, as we value their support and recognise that it is integral to developing a healthy level of self-discipline in each student and engagement with school.

Merits accumulate until students receive a Bronze, Silver or Gold certificate for the merits they have accrued. The end of term assembly is greatly anticipated, especially when the Brownhill Cup is awarded to the House with the greatest number of House Points (which include merit totals). The highlight of the final assembly of the year is when the Brownhill Trophy is awarded to the House that has secured the largest total over the academic year.

Assessment

Assessment at SGGs is designed to support achievement and identify where students might need extra support. We are mindful that assessment systems need to be consistent between subjects, and so have adopted a whole-school approach that can be easily understood by both students and their parents/carers.

In Year 7, students come to us with transition information from their previous school. Not all will have taken KS2 SATS however, so all Year 7 take a MidYIS baseline assessment in their first term at SGGs. This assessment provides us with an initial, comparable baseline - it is not an assessment that requires any



preparation, and to avoid any undue anxiety we do not give the students advance warning. The results are sent home to parents/carers. We do not use MidYIS to set or stream the students as this is a high-achieving school where the expectation is that all students will do well.

There is an initial 'Meet The Tutor' evening in October for Year 7s, which will review your daughter's settling-in at SGGs, the Progress Evening will then follow after Christmas. In terms of more formal evaluation, in the new year subjects will have completed a number of assessments and will use these to give each student a Subject Assessment Band (SAB) for each of their subjects. These SABs represent the progress that staff expect the students to maintain up until the end of Year 9, when we switch to GCSE targets. As one might expect in a high-achieving grammar school, these SABs all relate to high levels of achievement. The SABs are as below:

Subject Assessment Band	Descriptor
4	Progress equivalent to the top 5% nationally
3	Progress equivalent to the next 15% nationally (top 20%)
2	Progress equivalent to the next 20% nationally (top 40%)
1	Progress equivalent to the next 10% nationally (top 50%)

These SABs are not used on their own to set or group students by ability. Rather, they are used in reports home to indicate whether students have maintained, accelerated or slowed in their progress. Progress is not linear, and so it is to be expected that there might be some variation in a student's SAB as they progress from Y7 to Y9. Progress home is reported in an interim (data-based) report, a full report and a Progress Evening when parents and carers are invited into school to meet your daughter's subject teachers. These reporting points are spread over the course of the year to ensure you have a steady flow of information about your daughter's progress at SGGs.

At KS4 progress is measured using target grades from the Fisher Family Trust (FFT) - a respected educational charity which works with the national dataset to set benchmark targets for students. FFT use KS2 SATS to help set the targets. If students did not sit KS2 SATS, teaching staff will set targets for them by benchmarking them against their peers, and by also using our own baseline data. Our Introduction To GCSE's evening in September gives more information about the target-setting process.

Progress against the targets grade is reported back to parents/carers in interim reports, full reports, an exam report (after the Y10 internal exams which fall after May half-term) and the Progress Evening. Moving into Year 11, the trial exams last a fortnight and are currently calendared for December. Based on the students' work completed to the reporting date, their assessments and their attitude to learning, staff use their professional judgement to indicate whether students are likely to hit or exceed their target grade. Should the student be likely to miss their target grade constructive feedback will be given as to next steps she can take. In this way parents/carers have a clear indication about the students' likely final grades and effective discussions about progress can take place. Should you have any concerns about your daughter's progress, please contact her Head of House.



Reporting

Besides reporting against SABS or target grades, interim reports and full reports will also indicate their progress against two Learning Characteristics which are key to success at school:

Learning Characteristic	For Staff / Girls / Parents
Attitude to Learning	This covers the students' engagement, participation and behaviour in lessons, as well as their positivity, focus and resilience. It also includes how they learn from feedback.
Management of learning	This covers the students' work completed in class and for homework, the punctuality of their work, and how their organisation supports their learning.

Progress against these Learning Characteristics will be graded as below:

Grading	Coding
Exceptional	E
Meets Stratford Girls' Grammar standard	M
Improvement required	I

Should improvement be required, constructive next steps will give more feedback from staff. This is a new reporting system for academic year 2018/19 and so may well be subject to review during the year. Links for all reporting dates are on the school website under Parents / Reporting Progress..

Homework

We supply a planner which provides each student with a means of keeping a record of what they need to do, and more specifically to record their homework tasks. It also enables efficient communication between the student's tutor and home. Students must always write up the homework that they are given and, when there is none set, this should also be noted too. If no homework is set then pupils could use the allocated time to consolidate their learning in that subject. Homework should always be set in accordance with the homework policy. We expect parents/carers to sign the diary each week, and add any comments that will help us understand any issues the student might be facing. The Homework Timetable can be found on Moodle and they are also available on the website under the Years 7 to 11 tab.

The tutor will also check the planner and sign it accordingly. They might also add a comment that will help the parent/carer understand how we are responding to any needs that might have been raised. Homework is an opportunity for students to extend and deepen their learning. We do not expect students to spend more time on homework than is stipulated in the policy. If you have concerns regarding homework then the planner is the ideal tool for you to raise these concerns.



Mobile Phones and E-Safety

At SGGGS, we take an educational approach to the digital world. We operate a Bring Your Own Device To School Policy (BYOD) and students must adhere to our Acceptable Use Policy (AUP) which appears on all school-based login screens. Mobiles phones are only to be used in lessons for educational purposes and under the direction of staff. We allow the use of phones outside the buildings before and after school and during break/lunchtimes but at no other times or inside buildings. No pictures or recordings are permitted on site at any time.

We accept no responsibility for phone loss or damage, so students should make sure they are secure in their locker. Inappropriate use will mean that the phone is confiscated and it can be collected from their Head of House (at the end of the school day) who will implement the most appropriate sanction.

Lockers

In order to develop personal organisation, students can hire a locker. A company called Independent Locker Solutions provides this service to SGGGS, and students can rent their locker on an annual basis. Please note that they are a separate entity from SGGGS and all dealings will be directly with ILS. More information and details about booking can be found on their website: www.ilsschools.co.uk

The School Day

08.55 – 09.45	Period 1
09.45 – 10.40	Period 2
10.40 – 11.05	BREAKTIME
11.00 – 11.50	Period 3
11.55 – 12.45	Period 4
12.45 – 13.45	LUNCHTIME
13.45 – 14.10	Tutorial or Assembly Time
14.10 – 15.00	Period 5
15.05 – 15.55	Period 6
15.55	END OF THE SCHOOL DAY

On **Tuesdays**, we have an **extended lunchtime** from 12.45pm until 2.10pm to allow for enrichment activities and clubs to take place.

There are a large variety of clubs and extra-curricular activities which are offered to students at lunchtimes and after school. These are run by staff and other students. We very much encourage students to take part in as many activities as possible to make use of every opportunity available to them.



Year Group Social Spaces For Lunchtime

Year Group	Room	Room	Room
7	P1	P2	P3
8	G7	G8	G9
9	G17	G18	G19
10	G12	G13	G16
11	G1	G2	G3

Room	
G4	SUMS (Maths)
F10	Prayer Room
G15	Private Study Area and Library Overspill. Supervised by Sixth Form Mentors
H5	Ch@ and SENCO Drop-In
H7	DSG Speakers and Debating Society

Bookable Rooms	H6	P4	G6
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Socialisation

We provide designated rooms (see above) for students to interact with their peers and they are free to use the outside spaces too, including the central lawn when weather permits. Food must be consumed only in the dining spaces or outside. There are duty staff who supervise at break and lunchtimes to ensure that social time is both orderly and provides students with a welcome opportunity to relax and socialise within their daily timetable. The library is also available for private study or some quiet down time.



Useful Contacts

Headteacher's PA	Mrs J Pearson	pearson.j@sggs.org.uk
Pastoral Support Officers	Mrs A Curtis Mrs N Male	pastoral@sggs.org.uk
Receptionist	Miss N Dancer	dancer.n@sggs.org.uk
Deputy Headteacher	Mr J Blackwall	blackwall.j@sggs.org.uk
Assistant Headteacher Achievement & Aspiration	Mr A Madden	madden.a@sggs.org.uk
Assistant Headteacher Progress & Wellbeing Designated Safeguard Lead (DSL)	Mr C Hall	hall.c@sggs.org.uk
SENDCo	Ms. A Swales	swales.a@sggs.org.uk
Head of CYGNUS	Mrs E Stringer	stringer.e@sggs.org.uk
Head of ORION	Dr S Griffiths	griffiths.s@sggs.org.uk
Head of PHOENIX	Mrs K Steele	steele.k@sggs.org.uk
Head of URSA	Mr D Giles	giles.d@sggs.org.uk

Relevant policies are set out on the SGGS website in the 'About Us' location



