

**BOURNEMOUTH SCHOOL FOR GIRLS  
PARENT INFORMATION**

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## **INTRODUCTION**

We believe that partnership between parents and school is essential to the well being and academic progress of your daughter. What you can expect to happen during the year and how you can help and be involved are explained in this booklet.

It contains all the important information about the courses your daughter will study in Year 8 and all the key dates and details about how the school will support your daughter's learning.

## **SCHOOL ETHOS**

Our school is committed to achieving the highest academic standards through a broad and balanced education within a stimulating environment.

We also believe academic excellence goes hand in hand with the moral, spiritual and cultural development of the whole person.

We want to nurture the individual talents of all our pupils so that they are able to make a difference in the wider world.

We want our pupils to be:

- happy
- enquiring
- highly motivated
- determined
- able to reach their full potential
- mindful of the needs of others
- polite, tolerant and helpful
- proud of their school

We want our pupils to:

- work hard and aim high
- take responsibility
- show respect
- enjoy learning

## HOW DO I KNOW HOW MY DAUGHTER IS DOING, HOW CAN I SUPPORT HER LEARNING?

- Talk to her!
- Ask about her homework and the work she is doing in class.
- Ask her about the targets which will be set with her on at least a termly basis following tutor's interviews.
- She will receive regular feedback from homework, tests (often called common assessment tasks or CATS) and her school examinations. Marks for these will be recorded in her planner.
- You can view your daughter's progress via the Parent Portal.
- Talk to us if you have any worries or concerns (see contact details).
- Make sure you come to Parents' Evening to discuss progress with her teachers.
- Come along to our Parent Information Evenings and also do support events such as concerts and productions.

## SAFEGUARDING AND CHILD PROTECTION POLICY

BSG follows the procedures set out by the Area Child Protection Committee, taking account of the guidance issued by the Department for Education.

BSG has a Safeguarding/Child Protection Policy which applies to all staff, governors and volunteers working in the school.

We aim to establish a safe and secure working environment in which children can learn by raising awareness of child protection issues and equipping children with the skills needed to keep them safe. We have procedures for identifying and reporting cases, or suspected cases, of abuse. The Designated Safeguarding Lead is Ms A Collins. Her deputy is Mrs S Kapoor.

## PARENT-SCHOOL ASSOCIATION

A very practical way in which you can help your daughter's learning is by supporting the activities of the Parent-School Association. The Parent-School Association runs a variety of activities and events throughout the year, which both raise money for the school and also provide enjoyment and fun social activities for both parents and girls.

Regular annual events include our Art and Craft Fair, disco, social events for parents, family quiz evenings, a pupil visit to Thorpe Park, the Year 11 Prom, and support for concerts and evening school events. In recent years the Parent-School Association has purchased a new mini bus for the school and 8 new computers.

You can help by joining our friendly committee, offering to help out on particular events or simply by coming along and joining in.

### Key Dates for the Autumn term include:

<b>Monday 3<sup>rd</sup> October</b>	Parent-School Association AGM 7pm in the school hall – an opportunity to find out more about the work of the PSA.
<b>Friday 4<sup>th</sup> November</b>	PSA Quiz
<b>Saturday 19<sup>th</sup> November</b>	PSA Art and Craft Fair – an early opportunity to buy some unusual high quality Christmas presents.
<b>Friday 9<sup>th</sup> December</b>	Year 7 & 8 Disco organised by the PSA

**KEEPING IN TOUCH WITH THE SCHOOL: CONTACT DETAILS**

At any time during the school year we warmly invite you to contact the school to ask about anything you want to know. It is also important that you tell us about circumstances at home or anxieties you have about your daughter's progress. If in doubt, please do ask.

When you ring the school you will speak to the receptionist who will pass you on to the appropriate person as follows:

<b>Form Tutor</b>	the first contact for all routine issues and concerns about progress and welfare.
<b>Head of Subject Department</b>	for any subject based queries.
<b>Head of House</b>	for other concerns about progress and welfare.
<b>Ms A Collins</b>	Deputy Headteacher who has responsibility for all Safeguarding and Special Needs issues.
<b>Mrs S Kapoor</b>	Deputy Safeguarding Lead in Ms Collins absence.

**For more serious or confidential matters:**

<b>Mr A Brien</b>	Headteacher
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If we are not able to resolve any problems in school you are asked to write to the Chair of Governors care of the school.

**Heads of House:**

<b>Mrs C Owen</b>	Austen
<b>Miss L Cooper</b>	Curie
<b>Mrs S Mantle</b>	Franklin
<b>Mrs S Kapoor</b>	Parks
<b>Mrs S Turner</b>	Rossetti
<b>Mrs S Davies</b>	Shelley

Mr Brien is also available daily from 8.00 – 8.15 a.m. without an appointment for any urgent worries or concerns.

Your daughter's planner has a full teaching staff list printed in the front pages for your information.

**MAINTAINING CONTACT WITH THE SCHOOL**

The BSG pupil planner is very important in helping pupils organise their time and plan ahead. It is also a vital means of communication between home and school. In addition to the summary of homework set, pupils will be asked to record letters home, attendance, merits etc. Teachers or tutors may write memos directly for the pupil in the planner knowing that you will see them and you can use the planner to add your own comments for us to see.

If planners are to be used in this way it is vital that you as parents and we as tutors read them regularly. The school will set aside time during **morning registration once a week** for making sure this is done.

Please check and sign the pupil planner **each week** and use it to talk to your daughter about her progress. Help us make sure that she values it by looking after it and bringing it to each lesson.

**ABSENCE FROM SCHOOL**

In the case of unavoidable absence because of illness, parents should telephone the school **on the morning** of absence and then give their daughter a letter of explanation to bring to school on her return, or email the school office [office@bsg.bournemouth.sch.uk](mailto:office@bsg.bournemouth.sch.uk)

Requests to attend dental or hospital appointments which cannot be made out of school hours should be made in writing to the form tutor in advance of the appointment.

**If a pupil is unwell and needs to be sent home, parents will be telephoned by a member of staff and asked to collect their daughter.** Your daughter ***must not*** use a mobile phone to make these arrangements herself. In no circumstances will a sick pupil, below the Sixth Form, be sent home without the prior knowledge of her parents or the person who has been named as an emergency contact.

**SCHOOL WEBSITE / PARENT PORTAL / PARENTMAIL**

The school website [www.bsg.bournemouth.sch.uk](http://www.bsg.bournemouth.sch.uk) has the latest news about the school as well as information useful to parents, including the half termly newsletter. You will also be able to find links to our latest OFSTED report as well as an on-line version of the school prospectus and copies of school policies. Urgent messages about, for example, school closure in the event of extreme weather are also posted on the school website.

You can also access via the website, our **Parent Portal** which enables you to find out up-to-date information about how your daughter is progressing at school. You can follow the school on Twitter at @BSGupdate.

We would strongly encourage you to sign up to our **ParentMail® service**, which enables us to send you letters and messages direct by email. The service is intended for more general home-school communications - personal letters will be posted to you. Please let reception know your email details if you have not already signed up to Parentmail, or if your email contact details change. We hope the result of this will be that you will receive information from the school in a more reliable and efficient manner, and that you will not have to trawl through the contents of your daughter's school bag!

**IMPORTANT** – school messages will be sent from the email address [messages@parentmail.co.uk](mailto:messages@parentmail.co.uk) Please make sure you add this address to your email address books (or approved sender list) in order to prevent messages being blocked by your SPAM/JUNK filters.

**Term Dates 2016 - 2017****Autumn Term 2016**

Autumn Term starts	Monday 5 <sup>th</sup> September 2016	
Half Term	Monday 24 <sup>th</sup> – Friday 28 <sup>th</sup> October	
INSET Day	Monday 31 <sup>st</sup> October	
Founders' Day	Tuesday 13 <sup>th</sup> December	(Holiday for Year 7 pupils only)
Autumn Term ends	Friday 16 <sup>th</sup> December	<b>Term ends at 12.45pm</b>

**Spring Term 2017**

Spring Term starts	Tuesday 3 <sup>rd</sup> January 2017	
Half Term	Monday 13 <sup>th</sup> – Friday 17 <sup>th</sup> February	
INSET Day	Wednesday 15 <sup>th</sup> March	
Spring Term ends	Friday 7 <sup>th</sup> April	<b>Term ends at 12.45pm</b>

**Summer Term 2017**

Summer Term starts	Monday 24 <sup>th</sup> April 2017	
May Bank Holiday	Monday 1 <sup>st</sup> May	
Half Term	Monday 29 <sup>th</sup> May – Friday 2 <sup>nd</sup> June	
INSET Day	Friday 7 <sup>th</sup> July	
Summer Term ends	Friday 21 <sup>st</sup> July	<b>Term ends at 12.45pm</b>

**SCHOOL PHOTOGRAPHS**

For Year 7 and Year 10            Monday 12<sup>th</sup> September

Whole School Photograph        Tuesday 13<sup>th</sup> September

**PARENT CONSULTATION EVENINGS**

Year 11                                Wednesday 16<sup>th</sup> November 2016

Year 9                                  Thursday 19<sup>th</sup> January 2017

Year 7                                  Wednesday 1<sup>st</sup> February 2017

Year 10                                Thursday 9<sup>th</sup> March 2017

Year 8                                  Wednesday 29<sup>th</sup> March 2016

**EXAMINATION DATES**

Year 11 GCSE Mocks                Wednesday 4<sup>th</sup> January – Friday 13<sup>th</sup> January 2017

Year 10 Exams                        Tuesday 25<sup>th</sup> April – Friday 5<sup>th</sup> May 2017

Year 7, 8 & 9 Exams                Wednesday 7<sup>th</sup> June – Friday 9<sup>th</sup> June 2017

**THROUGHOUT THE YEAR**

- Subject teachers assess work and give feedback; this feedback is focussed on helping students improve.
- Tutors meet with each pupil at least once each term during assembly time to monitor progress. You will know when this meeting is from reading your daughter's planner and can see what the main points discussed have been from the summary your daughter has made. In addition, a record of each interview will be available via Parent Portal.

**THE AUTUMN TERM**

- Progress Checks are carried out for Years 7 – 11. At GCSE, grades for attainment are entered onto the pupil database for each subject studied and can be compared with targets. A commitment mark between 1 and 4 is also given. This information is available via Parent Portal. As national curriculum 'levels' have now been withdrawn, the school is devising a new system of assessment for Year 7 and 8 pupils. A detailed explanation of the BSG KS3 assessment system is given on the school's website (see Teaching and learning > KS3 assessment). Please also note that pupils in Year 7 are given a commitment grade only in the Autumn term and Year 9 pupils continue to be assessed using the legacy National Curriculum levels.

**THE SPRING TERM**

- Progress Checks are carried out for Years 7 – 10. Levels/grades for attainment and commitment are entered onto the pupil database for each subject studied. This information is available via Parent Portal.

**THE SUMMER TERM**

- BSG school examinations take place for Years 7 – 10. Exam results are given as percentages. These are sent out in the end of year report to parents.
- Subject teachers and tutors write an annual report which highlights strengths, areas for development and targets for improvement.
- Reports are issued to parents near the end of term. Parents should feel free to contact the school if they wish to discuss any aspect of their daughter's progress arising from the report.
- Parents may be invited to meet the tutor or Head of House if there is a need to discuss the report further.



**Years 7 - 9**

- In Years 7 - 9, your daughter will have a homework timetable telling her which homework is set for which night and how long it should take. She will not normally be expected to hand in homework the day after it is set.
- Homework in Years 7 - 9 should be done on the night on which it is set where possible. If your daughter is unable to complete her homework for any reason, she should explain this to her teacher the next day and make arrangements to complete it.
- Your daughter should not be spending any longer on homework than the time indicated by her homework timetable. If this is the case, she should ask her parent(s) to sign the homework to show that she has spent the allotted time on it.
- Homework will not be set for holiday periods or on an evening when pupils are also expected to be in school.
- The homework planner is a vital means of communication between home and school. Should you have any concerns over your daughter's homework, the planner is the first point of contact to communicate this to your daughter's tutor. It is important a parent signs the planner weekly.

The amount of homework set will be:

Year 7	1 - 1½ hours each day
Year 8	1¼ - 1¾ hours each day
Year 9	1½ - 2 hours each day

**Years 10 - 11**

- Your daughter should be spending the following times on homework:  
2 - 3 hours per night

Each subject area is very different in the skills it develops and therefore, within the school, each department has its own policy for marking and assessing work. Even within the same subject area you may find that different techniques will be used to mark different styles of work such as projects, short tests, essays, oral work etc. Some work will be marked in a way with which you are familiar, perhaps with a grade or mark if appropriate. However, some selected pieces of work will be assessed using comments, indicating that a particular level of competence in a skill has been reached.

The most important principle is that whatever marking system is used that the pupil understands the steps they might take in order to refine or improve their learning. They may also be given information about the level or grade at which they are currently working.

Your daughter's attainment and commitment to learning will be reported to parents via their individual Progress Check before Parents' Evening.

### **Commitment to Learning**

The commitment to learning will be decided on a 'best fit' basis under the following headings:

- Outstanding
- Good
- Inconsistent
- Inadequate

Detailed descriptors of these categories are given on the following pages.

## COMMITMENT TO LEARNING

	IN THE CLASSROOM	OUTSIDE THE CLASSROOM
<b>OUTSTANDING</b>	<ul style="list-style-type: none"> <li>• Eager to push the boundaries of her own learning</li> <li>• Confidently sets her own targets</li> <li>• Keen to try new things</li> <li>• Has a flexible approach to learning</li> <li>• Confidently selects and uses a range of resources</li> <li>• Keen and able to work independently</li> <li>• Fully focused on tasks</li> <li>• Prepared to ask challenging questions</li> <li>• Looks for ways to deal with difficulties</li> <li>• Perseveres when challenged</li> <li>• Takes a full and active part in group work, including the leadership role</li> <li>• Actively supports the learning of others</li> </ul>	<ul style="list-style-type: none"> <li>• Is enthusiastic and totally reliable</li> <li>• Has a passion for study</li> <li>• Completes research in advance of lessons to a very high level</li> <li>• Deepens her knowledge of topics studied in class and makes links with other areas of learning</li> <li>• Is able to direct her own research, without teacher guidance, confidently using a wide range of resources</li> <li>• Brings contributions to group work which take forward the learning of others</li> <li>• Homework is always completed and handed in by the deadline</li> <li>• Prepares thoroughly for assessment tasks</li> <li>• Actively seeks out experiences which extend her awareness of the subject</li> </ul>
<b>GOOD</b>	<ul style="list-style-type: none"> <li>• Approaches directed tasks with enthusiasm</li> <li>• Responds positively to all that she is asked to do, and to targets set together with the teacher</li> <li>• Responds well when asked to undertake challenging tasks</li> <li>• Is able to use a range of different resources</li> <li>• Is able to work independently</li> <li>• Focuses well on activities</li> <li>• Can tackle difficulties with encouragement</li> <li>• Asks and answers questions, but generally to consolidate rather than to extend knowledge</li> <li>• Will take on leadership roles in class when asked to do so</li> <li>• Participates positively in group work</li> <li>• Is generally prepared to volunteer information in debates and discussions</li> <li>• Appreciates links with other subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Works well on tasks between lessons</li> <li>• Completes research in advance of lessons to a level which informs her work in class and enables full participation in debates</li> <li>• Is able to research independently between lessons using a variety of sources</li> <li>• Using initial teacher guidance, can develop her learning beyond her experience in lessons</li> <li>• Completes preparation and research work which enables the teacher to develop that learning in class</li> <li>• Is reliable when preparing work for group activities</li> <li>• Is reliable about the completion of homework</li> <li>• Prepares carefully for assessments</li> <li>• Pursues suggestions given by the teacher for additional activities</li> </ul>

<b>COMMITMENT TO LEARNING</b>		
	<b>IN THE CLASSROOM</b>	<b>OUTSIDE THE CLASSROOM</b>
<b>INCONSISTENT</b>	<ul style="list-style-type: none"> <li>• Expects knowledge and understanding will be given to her rather than discovering it for herself</li> <li>• Depends on the teacher to set and monitor targets for her learning</li> <li>• Does not push herself beyond what can be easily achieved</li> <li>• Looks to or waits for the teacher to direct activities and provide resources</li> <li>• Does not always focus on tasks</li> <li>• Does not like moving 'out of her comfort zone'</li> <li>• Asks questions only infrequently</li> <li>• Does not volunteer information</li> <li>• Generally passive member in group activities</li> <li>• Is not able to make links across her learning generally</li> <li>• Reluctant to join in either class, or small group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Can follow teacher guidance for work outside lesson times</li> <li>• Selects only one or some of the possible tasks or resources suggested</li> <li>• Uses material from the internet or from books without selection or adaptation to fit tasks</li> <li>• Makes minimal contribution to preparation for group activities, preferring to rely on the contributions of others</li> <li>• Leaves lesson time tasks incomplete or unconsolidated, rarely reviewing what was covered</li> <li>• Is not always reliable about completing and handing in homework</li> <li>• Misses some deadlines without adequate reason or explanation</li> <li>• Relies on general recollection for assessments rather than detailed learning</li> <li>• Shows little or no interest in other activities related to the subject</li> </ul>
<b>INADEQUATE</b>	<ul style="list-style-type: none"> <li>• Lacks the drive to advance her own learning</li> <li>• Often responds negatively when asked to do things</li> <li>• Unwilling to engage with a range of approaches and resources even when they are provided</li> <li>• Rarely focuses fully on what she has been asked to do</li> <li>• Frequently requires teacher intervention to keep her on task</li> <li>• Is not prepared to make an effort to develop her own learning and does not respond to targets effectively</li> <li>• Behaviour often prevents herself or others from learning</li> <li>• Does not volunteer information in class</li> <li>• Does not support group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Makes little effort to work outside timetabled lessons</li> <li>• Often misses deadlines or leaves tasks incomplete</li> <li>• Comes to lessons without having done things which were set as preparation</li> <li>• Lets down others in the class by failing to complete preparation for group work adequately</li> <li>• Fails to prepare for assessments</li> <li>• Does not make any attempt to consolidate or to extend learning done in lessons</li> </ul>

**REWARD SYSTEM**

**Merits** are awarded for work or contributions to school life of a high standard. Merits may be given for:

- a piece of homework or class work which is awarded full or high marks
- sustained contributions to class discussion over a week's work
- a piece of work which shows excellent effort or commitment but which may not be awarded full marks
- a good contribution to an assembly or similar performance
- recognition of a helpful act to the school community

When **20** merits have been awarded you should show your planner to your form tutor and then take it to your Head of House. You will be given a Head of House's merit sticker for your planner and a commendation certificate.

With **40** merits, you will be awarded a certificate which you will be able to claim from your Head of House who will also write to your parents.

With **60** merits you will gain a certificate awarded by the Head Teacher who will write to your parents.

With **80** merits you gain a certificate from the Head Teacher who, in addition to the above, will arrange to have your name published in the newsletter.

With **100** merits you will be presented with a commendation certificate by the Chair of Governors.

Pupils achieving more than **120** merits will be awarded a special pen.

The following rewards are also available to all girls in the school:

**'Well done' postcards**

Heads of Department send these home to pupils for exceptional work or effort.

**Prizes**

These are awarded annually for *Attainment* and *Contribution to School Life*. There are also special awards for exceptional GCSE and 'A' level results.

**Attendance certificates**

These are awarded to girls who have 100% attendance in a term.

Below is a copy of the School's Expectations. Copies are displayed in each form room and printed in the Pupil Planner.

## EXPECTATIONS

As a school we have high expectations in terms of your behaviour and conduct in lessons, around school, on your journey to and from school and on school trips. We already have our Code of Conduct which underlines the principles on which we expect your behaviour to be based. We thought it important to give some specific examples:

### **Behaviour to and from school, on school trips and around the school**

We expect you to be polite and remember to say 'please' and 'thank you' to bus drivers, the lollipop man and all staff at school, whether they teach you or not. We expect you to do all you can to keep safe, by behaving sensibly and obeying instructions from all those adults responsible for you.

### **Tutor time**

You must be seated at your desk in your form room, having sorted out your books ready for your tutor to take the register at 8.35am. Planners must be kept neat and used only for school work.

### **Movement around the school**

When moving around the school, go straight to lessons quickly, calmly and quietly, keeping left in the corridors and on the stairs. Remember to hold doors open for others and say thank you to others who do this for you.

### **In lessons**

Your behaviour in lessons must always be such that it does not hinder either the learning of others or your own. You must always ensure you have all the correct books and equipment. In classroom based lessons, lower school pupils are expected to stand at the beginning of the lesson and to wait to be dismissed at the end, leaving the classroom tidy and ready for the next class. You must get your planner signed if you need to leave the lesson.

### **Interval and lunchtime**

Being allowed to use your form room at these times is a privilege, which will be taken away if you abuse it. You must act sensibly and quietly. Clear up your rubbish, using the appropriate bins and leave the classroom tidy. All girls are expected to take their turn in any rotas for classroom and whole school tidiness. You must not use the teacher's computer or write on the board or use any of the equipment which is in the classroom.

### **Mobile phones**

Mobile phones should only be switched on before/after school, at interval and at lunchtime.

You may be given permission by your teacher to use your device in some lessons.

Responsibility for the safekeeping of the phone belongs to the pupil. Photos may only be taken with the permission of the person being photographed. If your mobile phone goes off in a lesson/disturbs a lesson, it will be confiscated by the class teacher. Staff will take confiscated mobile phones to reception where your name and form will be recorded and your parents will be asked to come and collect the telephone.

### **Standards of dress**

We expect all pupils to be smart and wear the correct uniform as described in your planner. Make-up should not be worn.

## WHAT WILL HAPPEN IF I DO NOT FOLLOW THE SCHOOL'S EXPECTATIONS?

### What will happen if I

- **Do not have my planner signed?**
  - On the first occasion, you will have until the next day to have it signed.
  - If this does not happen or you forget to have it signed the following week, you will be in detention at lunchtime for 30 minutes.
  
- **Do not do my homework or I do not complete it to a satisfactory standard?**
  - If you fail to do your homework, you will be given a detention for half an hour, at lunchtime. This will be recorded in your planner.
  - If you persistently fail to do homework satisfactorily you will be referred to the Head of Department and you will be put into school detention for one hour after school and a letter will be sent home to your parents.
  - If you continue to not complete work, you will be referred to the Deputy Headteacher or Headteacher and your parents will be contacted.
  
- **Do not behave in lessons or disrupt others from learning?**
  - You will be warned by your subject teacher that your behaviour is unsatisfactory and the incident recorded in your planner.
  - If you continue to misbehave, you will be referred to the Head of Department and you may be sent to work in another teacher's classroom or put in detention.
  - If poor behaviour continues, you will be put in school detention for one hour after school and a letter will be sent home to your parents.
  - If you continue to misbehave, you will be referred to the Deputy Headteacher or Headteacher and your parents will be contacted.
  
- **Misbehave outside of lessons?**
  - You will be told by a member of staff that your behaviour is unsatisfactory.
  - If it is a serious incident, you will be referred to your Head of House which may result in you losing your free time and privileges.
  - If your behaviour continues to cause concern you will be put in school detention for one hour after school and a letter sent home to your parents or you will be referred to the Deputy Headteacher or Headteacher and your parents will be contacted.
  
- **Do not wear the correct uniform, or choose to wear jewellery or make-up?**
  - You will be reprimanded and told to put it right and a note written in your planner.
  - Jewellery will be confiscated and passed to your Head of House. If you are wearing make-up, you will be sent to your Head of House to remove it.
  - If it happens again you will be put in school detention for one hour after school and a letter sent home to your parents.
  - If you continue to ignore the uniform rules, you will be referred to the Deputy Headteacher or Headteacher, your parents will be contacted and you will be sent home to change into the correct uniform.
  
- **Seriously break the school rules e.g. bullying, rudeness, swearing, truancy, smoking, graffiti, theft or involvement in drugs?**
  - Your intervals and lunchtimes will be withdrawn for a set period. You may be put in school detention for one hour after school and a letter sent home to your parents.
  - For very serious incidents, you will be referred to the Deputy Headteachers or Headteacher for further action and your parents will be contacted. You may be excluded from lessons or excluded from school, either for a fixed period or permanently.

## 11. HOME SCHOOL AGREEMENT

### The School Commitment

How can we help your daughter to achieve her potential?

We will

- have high expectations for our pupils and do our utmost to support and encourage them
- maintain the highest quality of teaching and learning
- provide a stimulating, disciplined environment in which all pupils can learn effectively
- support the spiritual, moral and cultural development of our pupils
- provide a wide range of opportunities for learning and personal development
- ensure homework supports and enhances learning and provide regular feedback to pupils and parents on progress
- encourage pupils to take responsibility, rise to challenges and become independent learners

Signed



(Headteacher)

### The Pupil Commitment

These expectations apply at school, on school trips and on the way to and from school

- I will work hard and aim high
- I will behave with courtesy at all times, and ensure that my behaviour in school will always be such that it enables my own learning and that of others
- I will get to lessons on time and be ready to work
- I will look after all equipment lent to me and have all my equipment for lessons
- I will bring my planner to lessons
- I will produce all work to the best of my ability and meet all deadlines
- If absent, I will catch up on all work missed
- I will wear the correct school uniform
- I will turn my mobile phone off in lessons unless given specific permission to use it
- I will respect myself and others
- I will ask for help if there is any sort of problem
- I will look after my own belongings and will keep my valuables on me or I will hand them in for safe-keeping and respect other people's property
- I will take care of the school environment
- I will be responsible for clearing up after myself and I will eat only in designated areas of the school
- I will do all I can to keep safe, by behaving sensibly and obeying instructions from all those adults responsible for me
- I will keep safe when using the internet and will have due regard for the safety and happiness of others

Signed .....

(Pupil)

### The Home Commitment

How can we as parents support and help our daughter?

I/we will

- praise and encourage our daughter to do her very best
- support the school policies on behaviour and uniform
- ensure that homework is completed fully and on time
- check and sign the planner each week and use it to let the tutor know of any concerns
- ensure that our daughter arrives on time for school and attends regularly.
- avoid taking holidays during term time
- attend parents' evening
- encourage participation in a range of school activities
- support our daughter in keeping safe on the internet

Signed .....

(Parent/Guardian)





## GENERAL

Appearance	Girls below the Sixth Form are not allowed to wear <b>ANY</b> make-up. This includes nail-varnish. Hair styles and colours should not be extreme. Hairbands, if worn, should be either navy blue or black.
Watches	If worn <u>must be engraved or otherwise clearly marked with the owner's name.</u>
Earrings	<b>One plain</b> sleeper or stud may be worn in each lobe if ears are pierced; but these must be removed or completely covered for all forms of physical education. A suitable container will be needed. <b>NO other piercings are acceptable.</b>
Other jewellery	The rule is that <u>no jewellery other than earrings may be worn</u> or brought to school. The only exceptions are items of religious significance – crosses, stars of David, etc. (which should be on a long chain such that nothing is visible).
Money/Mobile phones	If money or a mobile phone is brought to school, <b><u>it must be carried at all times and must not be left in school bags or jackets left hung outside the classroom.</u></b> For safekeeping items may be given to the teacher at the start of i.e. PE lesson/exam - they will be returned to you at the end of the lesson/exam.
Valuables	Valuable items should <b><u>NOT</u></b> be brought to school.

**Parents should be aware that the Governors of BSG can take no responsibility for items of personal property left on school premises.**

Cyclists	Pupils cycling to school must wear a cycling helmet and secure their bicycle with a "D" lock or strong padlock.
School-bag	A suitable bag for carrying books is essential.

## PHYSICAL EDUCATION UNIFORM

* Skort	With BSG logo
* Blue Blouse	V neck with BSG logo and House colours
* Hooded sweat shirt <i>or</i>	Plain navy blue with BSG logo
* Rain top	Plain navy blue with BSG logo
Tracksuit Bottoms <i>or</i>	Plain navy blue
Sports leggings	Plain black, full length
Socks	A <u>spare</u> pair of white or navy socks for games
1 pair of gym/training shoes	Any colour. <b><u>No plimsolls</u></b>
Towel	Clearly marked with name
Swimwear (Year 7 girls only)	One-piece bathing costume (named), cap and towel

**Shin pads for Football are essential for health and safety reasons.**

## NAMING OF PHYSICAL EDUCATION EQUIPMENT

In order that property may be traced easily, every item brought to school **MUST** be clearly named. Gym/training shoes should also be clearly marked.

**PLEASE RETAIN THIS LIST FOR FUTURE REFERENCE**

Good attendance at school is clearly linked to good progress at school. The Government has now introduced some significant changes to attendance regulations for pupils at school.

The most important of these is in relation to term-time family holidays. Below is a quotation directly from the Department for Education Circular:

*'Amendments to the 2006 regulations **remove** references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that Headteachers **may not grant any** leave of absence during term time unless there are **exceptional** circumstances.'*

We draw your attention particularly to the second sentence of this paragraph. Clearly there are a number of situations which may constitute exceptional circumstances, and indeed may be unavoidable, for example attendance at a funeral. However, in general, I interpret 'exceptional' in this context as being of special value to the child which outweighs the loss of teaching time. This interpretation will have different parameters from one case to another, and whilst it will be important to look at the whole situation in making decisions about any individual request, requests for absence which are not 'exceptional' will be refused.

We will, of course, continue to authorise participation in sporting, musical or other cultural opportunities where appropriate. However, for example, under the new regulations, a holiday in term time simply because it is cheaper would not constitute exceptional circumstances.

May we therefore ask that you respect these regulations under which we must work, and that if you do need to take your child out of school during term time, you make very clear in your request how the circumstances are exceptional. If this is not clear, then under the legislation we will not be allowed to grant leave. Requests should be made on the Leave of Absence form, which can be found on the school website or from reception, and should be made in good time, normally at least a fortnight in advance.

**Only requests that are made on this form will be considered.**

In addition to this legislation, there are also regulations by which the imposition of penalty fines for parents and carers taking children out of school in unauthorised circumstances may now be imposed more strictly. If a parent does remove their child for an unauthorised absence, they may be referred to the Local Authority. This may, in exceptional circumstances, result in a Penalty Notice and fine (£60-£120 per parent/carer per child) being issued. You should be aware that continued unauthorised absence could lead to prosecution.