



BOURNEMOUTH SCHOOL  
FOR GIRLS

**Parent**

**Information**

**2018-2019**

<b>CONTENTS</b>	<b>PAGE</b>
Introduction	2 - 4
Keeping in touch with the school: contact details	5 - 6
Maintaining contact with the school	7
Absence from school	7
Keeping in touch with parents	7
Term dates for 2018 – 2019	8
Dates for the school year	9
Academic review programme details	10
Homework	11
Assessment and marking	12 - 14
Reward system	15
School's expectations	16
Behaviour Incidents Policy	17 - 19
Copy of guidance for pupils on stopping bullying	20 - 21
Copy of Home School Agreement for reference	22
School uniform	23 - 25
Requests for leave of absence	26

## **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.

This booklet provides parents with the key dates and details about how the school will support your daughter's learning. Supporting year group booklets with important course information can be found in this section of the school website.

## **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.
- 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 and her deputy is Mrs M Braye.

## **PARENT-SCHOOL ASSOCIATION**

Is an active association, committed to building good relations between the school, parents and the wider community. We hold regular events at the school with the help of the staff and pupils. Regular events include the Art and Craft Fair and quiz nights.

Our main aim is to raise money for the school to help provide facilities not normally included in statutory funding and over the last few years we have contributed to a number of successful projects. For example, we have purchased a new minibus for the school, refurbished the school hall, provided new cycle storage facilities and new computer facilities. We are constantly working towards supporting the development of school sporting facilities.

We also support school functions by providing refreshments at various social evenings and concerts, as well as arranging discos for the girls.

All parents are members of the PSA and we would like to encourage you to take an active interest in our activities. You will receive newsletters and information about future events – and occasional requests for assistance. Please come and join in – it does help the school, and ultimately your child's education, and it can be fun!

Our Annual General Meeting will be held in September and we always welcome new members and new ideas. It is an informal and friendly evening, so please come along, meet other parents and enjoy a glass of wine and 'nibbles'. The PSA has an important role in the school and we hope you will take an active interest and offer your support.

### **Key Dates for the Autumn term include:**

**Saturday 17<sup>th</sup> November**      PSA Art and Craft Fair – an early opportunity to buy some unusual high quality Christmas presents.

## 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 your daughter's progress and welfare.
<b>Head of Subject Department</b>	For any subject based queries.
<b>Head of House</b>	For other concerns about your daughter's progress and welfare.
<b>Ms A Collins</b>	Deputy Headteacher with responsibility for all Safeguarding and Special Needs issues. With oversight of Parks and Rossetti House.
<b>Mrs M Braye</b>	
<b>Mr D Sims</b>	
<b>Mr A Brien Headteacher</b>	Deputy Headteacher, Deputy Safeguarding Lead. With oversight of Austen and Curie House.
	Deputy Headteacher with responsibility for curricular matters and transport to school. With oversight of Franklin and Shelley House.
	For more serious or confidential matters.
	Mr Brien is also available daily from 8.00 – 8.15 a.m. without an appointment for any urgent worries or concerns.

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.

There is a full staff teaching list printed in the front pages of your daughter's planner, for your information.

## KEY CONTACTS:

Headteacher: Mr A Brien

Deputy Headteacher: Mr D Sims

Deputy Headteacher: Ms A Collins

Deputy Headteacher: Mrs M Braye

Head of Sixth Form: Mrs L Holman

Head of Austen House Mrs C Owen      [cowen@bsg.bournemouth.sch.uk](mailto:cowen@bsg.bournemouth.sch.uk)

Head of Curie House Miss L Cooper      [lcooper@bsg.bournemouth.sch.uk](mailto:lcooper@bsg.bournemouth.sch.uk)

Head of Franklin House: Mrs S Mantle      [smantle@bsg.bournemouth.sch.uk](mailto:smantle@bsg.bournemouth.sch.uk)

Head of Parks House Mrs M Vincent      [mvincent@bsg.bournemouth.sch.uk](mailto:mvincent@bsg.bournemouth.sch.uk)

Head of Rossetti House Mrs S Turner      [sturner@bsg.bournemouth.sch.uk](mailto:sturner@bsg.bournemouth.sch.uk)

Head of Shelley House Mrs S Davies      [sdavies@bsg.bournemouth.sch.uk](mailto:sdavies@bsg.bournemouth.sch.uk)

School telephone number:    01202 526289

School fax number:            01202 548923

School e-mail address:        office@bsg.bournemouth.sch.uk

School Website:                www.bsg.bournemouth.sch.uk

Pupil absent e-mail address: pupilabsent@bsg.bournemouth.sch.uk

## 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, our preferred method of contact is by email using the address below. Please let us know each day your daughter is absent from school.

- Email [pupilabsent@bsg.bournemouth.sch.uk](mailto:pupilabsent@bsg.bournemouth.sch.uk)

This email will then suffice as written confirmation and no further letter is needed.

- Alternatively please telephone the school **by 8.30am on the morning** of the absence and then give your daughter a letter of explanation to bring to school upon her return.

Requests to attend dental or hospital appointments, which cannot be made out of school hours should be emailed in advance of the appointment to [pupilabsent@bsg.bournemouth.sch.uk](mailto:pupilabsent@bsg.bournemouth.sch.uk)

**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.

## KEEPING IN TOUCH WITH PARENTS

We try very hard to keep parents as fully informed as possible about their daughter's progress and the life of the school. However, sending written information home can be rather 'hit and miss' with information often going missing on the way! We are also increasingly aware of the environmental impact of the amount of paper we use.

We use an email service which enables us to send letters and messages direct to parents by email. 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!

The email service is intended for more general home-school communications; personal letters will be posted to you.



## TERM DATES 2018 - 2019

### Autumn Term 2018

Autumn Term starts	Tuesday 4 <sup>th</sup> September 2018 (For Years 7, 12 only)
	Wednesday 5 <sup>th</sup> September (Whole school)
INSET Day	Friday 21 <sup>st</sup> September
Half Term	Monday 22 <sup>nd</sup> – Friday 26 <sup>th</sup> October
Founders' Day	Tuesday 18 <sup>th</sup> December (Holiday for Year 7 pupils only)
Autumn Term ends	Thursday 20 <sup>th</sup> December <b>Term ends at 15.35pm</b>

### Spring Term 2019

Spring Term starts	Monday 7 <sup>th</sup> January 2019
Half Term	Monday 18 <sup>th</sup> – Friday 22 <sup>nd</sup> February
Spring Term ends	Friday 5 <sup>th</sup> April <b>Term ends at 12.45pm</b>

### Summer Term 2019

Summer Term starts	Tuesday 23 <sup>rd</sup> April 2019
May Bank Holiday	Monday 6 <sup>th</sup> May
Half Term	Monday 27 <sup>th</sup> May – Friday 31 <sup>st</sup> May
INSET Day	Thursday 4 <sup>th</sup> July
Summer Term ends	Friday 19 <sup>th</sup> July <b>Term ends at 12.45pm</b>

## **DATES FOR THE SCHOOL YEAR**

### **SCHOOL PHOTOGRAPHS**

For Year 7 and Year 10

Monday 10<sup>th</sup> September 2018

### **PARENTS' EVENINGS**

Year 7 Meet the Tutor Evening

Thursday 27<sup>th</sup> September 2018

Year 12 Meet the Tutor Evening

Wednesday 3<sup>rd</sup> October 2018

Sixth Form Open Evening

Thursday 1<sup>st</sup> November 2018

Year 11

Wednesday 14<sup>th</sup> November 2018

Year 9 and Options Talk

Wednesday 23<sup>rd</sup> January 2019

Year 7

Thursday 7<sup>th</sup> February 2019

Year 10

Wednesday 6<sup>th</sup> March 2019

Year 8

Monday 25<sup>th</sup> March 2019

### **EXAMINATION DATES**

Year 11 GCSE Mocks

Tuesday 8<sup>th</sup> January – Friday 18<sup>th</sup> January 2019

Year 10 Exams

Tuesday 23<sup>rd</sup> April – Friday 3<sup>rd</sup> May 2019

Year 7, 8 & 9 Exams

Tuesday 4<sup>th</sup> June – Friday 7<sup>th</sup> June 2019

Year 12 Exams

Monday 3<sup>rd</sup> June – Monday 10<sup>th</sup> June 2019

## ACADEMIC REVIEW PROGRAMME DETAILS

### 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.

### 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. 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.

### 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.

### 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.

## **HOMEWORK**

Homework provides the opportunity for students to show and evaluate their own progress and understanding.

### **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.
- Revision homework will be given prior to assessments/tests if appropriate. Homework tasks may include teacher marking / self-marking / class discussion or presentation.
- 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 - 1 ½ hours each day
Year 8	1 ¼ - 1 ¾ hours each day
Year 9	1 ½ - 2 hours each day

### **Years 10 - 11**

- Your daughter should be spending the following times on homework:

2 - 3 hours per night

## ASSESSMENT AND MARKING

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>

## COMMITMENT TO LEARNING

	IN THE CLASSROOM	OUTSIDE THE CLASSROOM
<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 an academic year.



## **SCHOOL'S EXPECTATIONS**

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

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. You are not allowed to eat in corridors, please use the dining room or your form room at interval and lunchtime.

### **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, 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 contacted to come and collect the mobile phone. Do not use your mobile phone in the mobile phone free zone areas.



### **Standards of dress**

We expect all pupils to be smart and wear the correct uniform.

## Behaviour Incidents

Student Incidents	Scale of Escalation	Actions taken	Follow up
<p><b>Low Level Behaviour</b></p> <ul style="list-style-type: none"> <li>• Late for lessons / roll call</li> <li>• No planner</li> <li>• Planner not signed</li> <li>• Lack of school equipment</li> <li>• Low level disruption</li> <li>• Disrupting the learning of others</li> <li>• Refusing to follow instructions</li> <li>• Defiance- one off resolved</li> <li>• Unacceptable language</li> <li>• Incomplete homework/ no homework</li> <li>• Homework missing</li> <li>• Homework poor standard</li> <li>• Missing classwork</li> <li>• Work not caught up</li> <li>• Coursework deadline</li> <li>• In danger of missing coursework deadline</li> <li>• Dishonesty</li> <li>• Swearing near staff</li> <li>• Uniform one off resolved</li> <li>• Makeup one off resolved</li> <li>• Jewellery one off resolved</li> <li>• Hair styles / dye</li> <li>• Shoes - one off resolved</li> <li>• Chewing gum</li> <li>• Eating in the corridors</li> <li>• Littering</li> <li>• Form room tidiness</li> <li>• Other minor infringements</li> </ul>	<p style="text-align: center;"><b>Stage 1</b></p> <p style="text-align: center;"><b>Low Level Poor Behaviour</b></p> <p><u>Action by:</u></p> <ul style="list-style-type: none"> <li>• Subject teacher (if during lesson)</li> <li>• Form tutor (if during tutor time)</li> <li>• Staff member ('on the spot')</li> </ul>	<ul style="list-style-type: none"> <li>• Send student to reception for replacement uniform item / removal of make-up, nail varnish</li> <li>• Confiscate mobile phone, take to reception</li> <li>• Subject teacher/tutor detention – break or lunchtime</li> <li>• Community service within department</li> </ul>	<ul style="list-style-type: none"> <li>• For detentions – HOD/HOH to complete detention form at reception to be sent home</li> <li>• Record detentions on SIMS</li> </ul>

Student Incidents	Scale of Escalation	Actions taken	Follow up
<p><b>Medium Level Behaviour</b></p> <ul style="list-style-type: none"> <li>• Persistent disruptive behaviour/Persistent failure to complete homework</li> <li>• Persistent failure to submit work of a satisfactory quality</li> <li>• Persistent failure to meet deadlines</li> <li>• Leaving the room without permission</li> <li>• Persistent lateness</li> <li>• Missed class teacher/HOD detention</li> <li>• Persistent incorrect uniform</li> <li>• Rudeness and being offensive</li> <li>• Truancy (on site)</li> <li>• Walking off on staff</li> <li>• Swearing at a student</li> <li>• Damage to school property</li> <li>• Bullying- one off</li> <li>• Encouraging fighting</li> <li>• Inappropriate use of Social Media (first offence)</li> <li>• Smoking</li> <li>• Being in the company of smokers</li> <li>• other</li> </ul>	<p style="text-align: center;"><b>Stage 2</b></p> <p style="text-align: center;"><b>Medium Level Poor Behaviour</b></p> <p><u>Action by:</u></p> <ul style="list-style-type: none"> <li>• Subject teacher</li> <li>• Form tutor</li> <li>• Staff member</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• Head of Department</li> <li>• Head of House</li> </ul> <p><b>Referrals to HOD/HOH</b></p> <ul style="list-style-type: none"> <li>• Department detentions</li> <li>• School detentions</li> <li>• Letters home to parents</li> <li>• Seclusion</li> <li>• Fixed time exclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from lesson to work with HOD</li> <li>• Departmental detention - lunchtime or after school</li> <li>• HOH detention - lunchtime or after school</li> <li>• Community service</li> <li>• Internal seclusion until problem resolved</li> <li>• <b>Fixed term exclusion</b> (only used in exceptional circumstances at discretion of Headteacher)</li> </ul>	<ul style="list-style-type: none"> <li>• For detentions – HOD/HOH to complete detention form at reception, to be sent home</li> <li>• Reception record detention on SIMS</li> <li>• Student placed on subject report / behaviour contract</li> <li>• Parents to be contacted by phone / email</li> <li>• Students and teachers involved to work together to resolve issues before next lesson where possible</li> <li>• Record incident and action taken on SIMS</li> <li>• Inform Tutor/HOD/HOH by email</li> <li>• HOD or Headteacher to contact parents and other relevant outside agencies</li> <li>• Student placed on relevant subject report / behaviour contract</li> <li>• Parent/school meeting arranged</li> <li>• Student and teachers involved to work together to resolve issues before student returns to lesson</li> </ul>

Student Incidents	Scale of Escalation	Actions taken	Follow up
<p><b>High Level Behaviour</b></p> <ul style="list-style-type: none"> <li>• Persistent disruption to learning</li> <li>• Persistent truancy</li> <li>• Truancy (offsite)</li> <li>• Persistent refusal to change uniform</li> <li>• Repeated failure to attend detentions(x3)</li> <li>• Swearing at a member of staff</li> <li>• Threatening/abusive towards a member of staff</li> <li>• Threatening/abusive towards a student</li> <li>• Behaviour considered to be dangerous</li> <li>• Risking the safety of themselves/others</li> <li>• Assault against a student/staff member/other adult</li> <li>• Fighting</li> <li>• Persistent bullying</li> <li>• Racist incident</li> <li>• Bringing the school's name into disrepute</li> <li>• Persistent misuse of social media</li> <li>• Theft</li> <li>• Possession of an offensive weapon in school</li> <li>• Using alcohol (in school or on a school trip)</li> <li>• Encouraging others to use alcohol</li> <li>• Using drugs in school</li> <li>• Dealing in drugs in school (including where no money changes hands)</li> </ul>	<p><b>Stage 3</b></p> <p><b>High Level Poor Behaviour</b></p> <p><u>Action by:</u></p> <ul style="list-style-type: none"> <li>• Subject teacher</li> <li>• Form tutor</li> <li>• Staff member</li> </ul>  <ul style="list-style-type: none"> <li>• Head of Department</li> <li>• Head of House</li> </ul>  <ul style="list-style-type: none"> <li>• Senior Leadership Team</li> <li>• Headteacher</li> </ul>	<p>Only used in exceptional circumstances at discretion of Headteacher:</p> <ul style="list-style-type: none"> <li>• <b>Fixed term exclusion</b></li> <li>• <b>Permanent exclusion</b></li> <li>• <b>Possible police involvement</b></li> </ul>	<ul style="list-style-type: none"> <li>• Record detention on SIMS</li> <li>• SLT to contact parents and other relevant outside agencies by phone, email or letter as appropriate</li> <li>• Parent/school meeting arranged</li> </ul>

## GUIDANCE FOR PUPILS ON PREVENTING BULLYING

Below is a copy of the School's Guidance for pupils on preventing bullying which is printed in the front of the Pupil Planner.

### How can we all help prevent incidents of bullying?

- Show respect for all people at all times.
- Take care with the language you use. Consider how others might interpret your actions and words.
- Do not tolerate any incident of bullying.

### What is bullying?

Bullying is usually a deliberate desire to upset or hurt and put a person under stress. Sometimes this can be unconscious and not intended, but if a person's actions cause discomfort, pain and upset then it is still bullying. The most common cause of bullying occurs in school **when friends fall out.**

### Bullying:

- hurts
- is threatening
- frightens
- makes the person feel less good about themselves
- Sometimes the bully will get others to gang up on the victim

### Bullying comes in a variety of forms:

<b>Physical</b>	e.g. hitting, kicking, spitting
<b>Verbal</b>	e.g. frequent name calling, repeated teasing, insults or threats and unacceptable comments about gender, disability, appearance, race or sexuality.
<b>Isolation</b>	e.g. exclusion from discussions/activities by those they believe to be their friends
<b>Damage to property or THEFT</b>	e.g. interfering with belongings, vandalism and theft of property or physical threats so that the victim parts with property.
<b>Cyber</b>	e.g. malicious messages via texting/social networks

### What can you do if you are being bullied?

- Try not to show that you are upset. It is hard but a bully thrives on someone's distress or fear.
- Walk away, and go straight to a teacher or other member of staff. Teachers will take you seriously and will try to deal with the bullies in a way which should end the bullying and not make it worse.
- If possible tell your parents. They should be able to give you advice and will talk to your teacher/tutor if you have not done so already.
- Talk to a friend you really trust.
- Stay with a group of friends whenever possible; you will feel less vulnerable.

### **Cyber bullying**

- If you are receiving unpleasant messages **STOP THE CONVERSATION** and **DON'T SEND MESSAGES BACK – IT'S WHAT THE BULLY WANTS.**
- Do not delete the messages and report the incident to someone at school or your parents.

### **What can you do if you know someone who is being bullied?**

- Don't join in with the group if someone is being bullied or pretend to be friends with the bully.
- Make your support known to the victim. Watching and doing nothing can look as if you are on the side of the bully. It makes the victim feel more unhappy and on their own. Move away from the bully. If it is getting violent, find help.
- Tell an adult immediately. Teachers will deal with the bully without getting you into trouble.

### **People you can go to if you are being bullied.**

- Talk to a member of staff, a friend or your parents. Don't bottle things up. Nothing can be done if you don't talk about it. Things **CAN** be sorted out if you talk about it.
- Talk to your tutor or Head of House.
- Notes can also be pushed under the Head of House office door, or send an email to your Head of House.
- If bullying occurs on the bus by pupils from another school, let your Head of House or Mr Sims know and the school will be contacted.

**NOTE:** Don't be afraid to report bullying.

**REMEMBER IF A PERSON IS BULLYING YOU AND MAKING YOUR LIFE UNPLEASANT THEN THEY WILL PROBABLY DO THE SAME TO OTHERS.**

When an incident is reported it will be dealt with by the school firmly, fairly and as confidentially as possible.

## 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)

## SCHOOL UNIFORM

Pupils are expected to be neat, tidy and appropriately dressed for a place of work and study. At BSG we are very proud of our smart uniform and we work hard to maintain high standards of dress. We rely on the support of parents in upholding our tradition of smartness.

Please find below details of the school uniform for both winter and summer. Items marked with an \* are only obtainable from our official supplier – Stevensons of 148-150 Seabourne Road, Southbourne, Bournemouth (telephone 01202 425192). You can also buy uniform from the online shop [www.stevensons.co.uk](http://www.stevensons.co.uk)

If you are eligible to claim for a school uniform grant, details can be found in section 2 of this booklet.

The Parent School Association organises sales of second-hand uniform. Our next second-hand uniform sale will be on Monday 25<sup>th</sup> June between 3.30pm and 5pm.

All items of clothing and any other property brought into school **must be clearly marked with the owner's name**. (We recommend that woven name tapes should be used where possible.)

\* Marine Blue Jacket One style – to be worn by all pupils in Years 7 – 11.

\* Marine Blue Skirt Two styles available  
*The skirt length should be no more than 8cm above or 8cm below the knee (measured from the middle of the knee). The design of the skirt should not be altered in any way.*

\* Marine Blue Trousers Low waisted

\* Blouse Blue and white striped cotton - long sleeved  
short sleeved fitted

\* Pullover Marine blue with reinforced ribbings – V neck

Coat/Jacket Hooded tops are not permitted. Denim jackets should not be worn to school and coats should be removed in school.

Socks or Tights White, navy or black  
Beige, navy or black.  
*Tights or socks must be worn. Bare feet are unacceptable.*

Headscarves Many Muslim pupils choose to wear a headscarf. This must be plain black, white or blue. No part of the face may be covered.

Shoes Plain black, leather, flat or low, broad heeled (heels must be no more than 5cm at the back) shoes. *Shoes with open toes, sling backs or no back are unsuitable for school, as are fabric or other flimsy shoes.* Trainer type shoes (Vans or similar) are not appropriate. Trainers may



only be worn for PE and Drama and must not be worn to/from school unless cycling.

Science/Technology Overalls In Science, laboratory coats or aprons are loaned to pupils when necessary.

For Food Technology, pupils need to bring their own apron. Hygiene regulations insist that this apron must not be the one used for other areas of Technology. Disposable ones can be purchased in lessons.

For Technology work with resistant materials and Art a protective over-garment will be required (an old shirt would suffice).

Any requests for amendments to an individual girl's uniform on the grounds of religious or other reasons should be made in good time to the Headteacher who will review them on a case by case basis, referring if necessary to the Governing Body.

## GENERAL

Appearance Pupils below Year 10 are not allowed to wear **ANY** make-up. Pupils in Years 10 and 11 and above are allowed to wear discreet make-up. Nail varnish may not be worn. Hair styles and colours should not be extreme. Hairbands, if worn, should be either navy blue or black.

Watches If worn must be engraved or otherwise clearly marked with the owner's name.

Earrings **One plain** 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. **NO other piercings are acceptable.**

Other jewellery The rule is that no jewellery other than earrings may be worn 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 If money is brought to school, it must be carried at all times and must not be left in school bags.

Valuables Valuable items should **NOT** 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>No plimsolls.</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.

### TRIPS, RESIDENTIAL VISITS & NON-UNIFORM DAYS

Clothing for day visits and residential trips must be smart casual. This means that beachwear is unacceptable. School uniform may be required on certain visits as notified by the trip leader.

This code also applies to any non-uniform days, unless otherwise instructed.

- No shorts
- No shoestring / strapless tops / vest tops
- No flip-flops or shoes without a strap to support the heel
- No leggings to be worn unless covered with a respectable length top or skirt
- Jeans are acceptable but must not have holes or tears
- No dresses and skirts with holes or tears
- Dresses and skirts must be of a respectable length
- No fancy dress unless part of a themed day (e.g. World Book Day)
- No offensive logos

Anyone who does not follow the regulations on non-uniform days will be sent home to change.

For day trips pupils may be refused permission to attend the trip if their clothing is unsuitable and does not adhere to the code above.

For residential trips staff have the right to ask pupils to change if they do not adhere to the above dress code.

## REQUESTS FOR LEAVE OF ABSENCE

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.