

Stretford
Grammar School

Aspirat primo fortuna labori

Parents Information 2024

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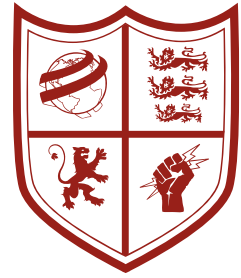
E-mail: admin@stretfordgrammar.com

www.stretfordgrammar.com

PARENTS INFORMATION

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Dear Parent/Carer

I would like to take this opportunity to extend to you a warm welcome to Stretford Grammar School. This is a very exciting time for us all. We are looking forward to working with all our students in order to provide them with the greatest opportunities that we can, and I hope that you and your child are looking forward to the challenges ahead.

We want all our students to leave Stretford Grammar School at the end of Year 13 having fulfilled their potential, so that they are prepared for the next stage in their careers. This not only means working hard to achieve excellent grades in public examinations – it also means developing all aspects of their personal and social development so that all our students can become responsible members of the community.

At the heart of the school's vision and values is our belief that we should give our best efforts first time: 'Aspirat primo fortuna labori'. This is embedded in our core values of **Aspiration, Endeavour** and **Respect**.

The school has a long-standing commitment to building a highly aspirational and harmonious community which supports students through a well-planned and dynamic curriculum to fulfil their future ambitions. Underpinning this aspiration is the belief that our students achieve their potential through hard work and endeavour, giving the best of themselves around the school in their interactions with each other and the wider community. Founded on mutual respect and courtesy, these values and expectations permeate all that we do from door to school to ensure our students can develop in an inclusive and caring school community where they become the very best that they can be.

Therefore, **our community** believes in:

Aspiration - we always give our best efforts in everything that we do.

Endeavour - we try to be the best version of ourselves through participating in the opportunities provided by school and the wider community.

Respect - we take pride in working in a harmonious community built on kindness and integrity.

It is also important that our students find something to excel in, and that is why I would urge you to support your child in participating in extra-curricular activities. There is a strong correlation between active students and achievement. In essence, busy students are successful students, and we want to provide every opportunity for your child to find something they can achieve in.

We understand that transition to secondary school can be a daunting one and that is why we place great emphasis on the role of the Form Tutor. It is their role to guide and support your child and this is an aspect of their work which we take very seriously.

Finally, we find that our students make the greatest progress when we work in partnership. We are here to challenge and support all our students to achieve their potential and your part as a parent/carer is incredibly important in ensuring that happens. Therefore, contained within this booklet is the information we believe will help you to support your child in fulfilling their ambitions. I urge you to read the booklet with your child in preparation for September as it outlines several of our processes and expectations.

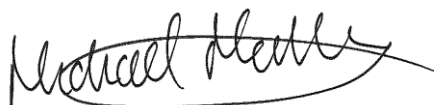
What follows is some basic information about many of the different aspects of secondary school life: some systems will be very similar to your child's previous school while others may be unique to Stretford Grammar. Please read through the information with your child in the first instance and refer to the booklet as the need arises.

Please feel that you can contact the school over any matter, however small. To communicate with your child's form tutor, send in a letter, telephone, or e-mail. Additionally, you can contact your child's Progress Leader; Their details are under the contacts section on the School Website)

We are well aware of the wealth of experience and expertise that our parents and carers possess: if you would like to make a contribution to school life, we will be delighted to hear from you.

We look forward to working in partnership with you for the next seven years.

Yours sincerely

A handwritten signature in cursive script, appearing to read 'Michael Mullins', written in black ink. The signature is fluid and somewhat stylized, with a long horizontal stroke at the end.

Mr M Mullins
Headteacher

Welcome from Miss King

Dear Parents/Carers,

We are very pleased to be able to offer your child the opportunity to participate in a three-day educational residential experience at the Conway Centre in North Wales. The trip is open to all Year 7 students and will take place from Wednesday 25th – Friday 27th September 2024.

The aim of the trip is to help students settle into life at Stretford Grammar School by forging strong relationships with their teachers and fellow students. The Conway Centre is placed in 169 acres of park and scenic land bordering the Menai Straits. It provides a very rewarding and excellent programme of thrilling outdoor and indoor adventure activities with secure and controlled residential accommodation.

We aim to leave school at 9am on Wednesday 25th September in order to arrive at the centre for lunch. We will leave the centre on Friday 27th September to arrive back at school for 3.30pm. Students will be involved in a range of activities including canoeing, high rope climbing, team raft building, and problem solving and orienteering. All special equipment needed for activities will be provided by the centre. There will be a programme of evening activities including a formal meal and a disco. If you would like more information about the centre please go to:


www.conwaycentre.co.uk.

We are looking to combine the residential with a History trip to visit Beaumaris Castle on Anglesey, and we estimate the final cost of the trip to be around **£230** per student and this price includes travel to the centre, accommodation, meals, activities, and equipment. Students benefit hugely from the experience, both educationally and socially. Ideally, we would like all students to attend the trip but if there are any barriers to participation please contact the school at the earliest opportunity to discuss any concerns or worries. We will always look to accommodate. The final price will be confirmed in September.

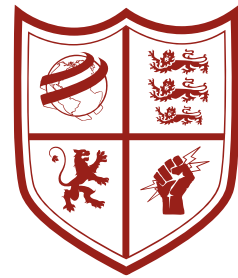
We will be asking for a non-refundable **deposit of £50 by 5th July 2024** and for the **full and final balance to be paid by the 13th September 2024**. Payments of any amount can be made at any time via your on-line payment account, after the 5th July, to enable you to spread the cost. If you would like your child to take part but will find it impossible to meet the financial demand, please contact the Finance Department at school.

We are delighted to offer your child this opportunity and see it as an invaluable part of the transition and induction process. We hope that you join with us in encouraging your child to take part and in making this a successful trip

Yours faithfully,



Miss S King
Progress Leader year 7



TERM DATES 2024/2025

	Open	Close
Autumn Term 2024	All Students Return Wednesday 4 th September 2024	Friday 25 th October 2024
	HALF TERM	
	All Students Return Monday 4 th November 2024	Friday 20 th December 2024
CHRISTMAS HOLIDAYS		
Spring Term 2025	All Students Return Monday 6 th January 2025	Friday 14 th February 2025
	HALF TERM	
	All Students Return Monday 24 February 2025	Friday 4 th April 2025
EASTER HOLIDAYS		
Summer Term 2025	All Students Return Tuesday 22 April 2025	Friday 23 May 2025
	HALF TERM	
	All Students Return Monday 2 nd June 2025	Friday 18 th July 2025
SUMMER HOLIDAYS		

DAYS OF CLOSURE/INSET DAYS

Please note school will be **closed to students** on the following dates: -
 Please note school will be **closed to students** on the following dates:
 INSET Day – Monday 2nd September 2024
 INSET Day – Tuesday 3rd September 2024
 Entrance Exam – Monday 16th September 2024
 INSET Day – Friday 25th October 2024
 INSET Day – Monday 21st July 2025
 INSET Day – Tuesday 22nd July 2025
 May Bank Holiday(s) – Monday 5th May 2025

Other important dates relating to parent evenings and other school events will be published at the beginning of term in September.

Members of Staff 2024/2025

SENIOR LEADERSHIP TEAM		
Headteacher		Mr M Mullins
Deputy Headteacher		Mrs E Baxter
Business Manager		Mrs M Faulkner
Assistant Headteacher		Mr D Price
Assistant Headteacher		Mrs H Dolphin
Assistant Headteacher		Miss E Eeles
SCHOOL PASTORAL TEAM		
Progress Leader	Year 7	Miss S King
	Year 8	Mr Broome
	Year 9	Miss Rawlinson
	Year 10	Dr Nixon
	Year 11	Mr D Crowley
SIXTH FORM PASTORAL TEAM		
Director of Sixth Form		Mr S Marshall
ACADEMIC STAFF		
English Department		
Curriculum Leader		Mr S Howell
		Mr D Crowley
		Miss R Lees (Drama)
		Mr D Price
		Mrs S Baker
		Mrs E Baxter
		Dr E Quipp
		Dr C Nixon
Mathematics Department		
Curriculum Leader		Mr C McAvoy
		Mr S Ahmed
		Mrs K Carter
		Mr O Chadbond
		Mrs C Mycock
		Mrs M Ezzy
		Mrs S Shingler
Science Department		
Director of Science		Mrs L Wallis
Curriculum Leader Biology		Dr J Howe
		Mr R Dutton
		Dr L Tatton
Curriculum Leader Chemistry		Miss S Hayton
		Mr S Marshall
		Mrs L Wallis
Curriculum Leader Physics		Mr S Chillingworth
		Mr C Drayton
		Mr R Turley
		Dr L Tatton
Art Department		
		Mr C Lea
		Mr J Ochman

Business and Economics Department	
Curriculum Leader	Miss J Platt
PSHCE Department	
Curriculum Leader	
	Miss S King
	Mr J Broome
	Mrs N Flanagan
	Mr D Crowley
	Miss H Rawlinson
Geography Department	
Curriculum Leader	Mr T Whiting
	Mr P Deavall
	Miss E Eeles
	Miss S King
History and Politics Department	
Curriculum Leader	Mrs H Allerton
	Mr J Broome
	Mr P Deavall
	Mr A Ritchie
Computing Department	
Curriculum Leader	Mrs S Zareen
	Mr R Dutton
	Mrs A Basher
	Miss F Shad
Modern Languages Department	
Curriculum Leader	Ms C Ashall
	Mrs E Delaney
	Mrs H Dolphin
	Miss I White
Music Department	
Curriculum Leader	Mr M Wright
	Mrs K Swales
Physical Education Department	
Curriculum Leader	Mr S Hodgson
	Mr R Dutton
	Mrs N Flanagan
	Miss Rawlinson
Religious Education Department	
Curriculum Leader	Mrs R Lea
	Mr P Deavall
	Ms S Alderson
Sociology and Psychology Department	
Curriculum Leader	Mrs C Abotorabi
	Ms F Shad
Design Technology Department	
Curriculum Leader	Mr R Carter
	Mrs A Khadem
	Mr J Ochman
	Miss N Hyde
	Mr C Lea

DATA MANAGEMENT/EXAMS TEAM	
Data Manager/Exams Officer	Mr O Chadbond
Data & Exams Officer	Mrs K Gratrix
OFFICE SUPPORT TEAM	
PA to Headteacher and Office Manager	Mrs E Hayes
Admissions Officer	Mrs S Townsend
Attendance Officer & EWO	Mrs J Raddings
Reprographics Coordinator	Mrs D Hiorns
Administrator	Mrs V Wheeler
Pastoral Support Assistant	Mrs T Flannery
Pastoral Support Assistant	Mrs J McGeoghegan
Reprographics Coordinator	Mrs C Smith
Receptionist	Mrs J Burns
Receptionist	Mrs C Kemp
FINANCE	
Business Manager	Mrs M Faulkner
School Finance Officer	Mrs J Evans
LIBRARY	
Librarian	Ms S McCarthy
Librarian	Mrs A Murphy
LEARNING SUPPORT TEAM	
SENCo	Ms N Hyde
Pastoral Manager	Mrs P McDonald
Pastoral Manager	Mr A Ritchie
Learning Support Worker	Mrs S Akthar
Learning Support Worker	Mr J Clark
Learning Support Worker	Mrs Y Ghaffur
Learning Support Worker	Miss C Hindle
Learning Support Worker	Mr T Townsend
Learning Support Worker	Ms P Wilson
School Counsellor	Mrs J Thalrose
ICT SUPPORT	
ICT Network Manager	Mr A Hartley
ICT Technician	Mr S Wheeler
TECHNICIAN SUPPORT TEAM	
Science Technician	Miss K Honey
Science Technician	Mrs K Volp
Science Technician	Mrs V Machowski
DT & Art Technician	Mr A Taylor
SITE SUPPORT TEAM	
Site Manager	Miss L Dale
Caretaker	Mr D Potter

(correct at the time of production)

Pastoral Care

We pride ourselves on providing a warm, friendly and caring environment in which our students can enjoy academic success as well as engage in the any opportunities for personal and social development. All adults in school safeguard and promote the welfare of all our young people and are trained to share any concerns they might have over the wellbeing of the young people they come into contact with.

The Pastoral System at Stretford Grammar School is led by Mrs Helen Dolphin, Assistant Headteacher for Student Welfare, Support and Safeguarding who is also the Designated Safeguarding Officer and the Designated Senior Mental Health Lead.

To succeed, young people need to be well, so we work hard to provide a range of activities to support and promote wellbeing.

Each Year Group is led by a Progress Leader who has the overview of a child's academic progress as well as their personal and social development. In addition, we have two Pastoral Managers, one attached to each Key Stage. As non-teaching staff they are well placed to respond to any urgent issues relating to behaviour, safeguarding and wellbeing. We have a designated email address you can use to contact the Pastoral Managers.

At every stage of their school career, each young person has a Form Tutor who meets with them at the start of each day. During this time, the Form Tutor delivers the Form Time programme of activities designed to promote a range of personal skills. The Form Tutor is the first part of the call for parents for all non-urgent matters.

Our Attendance Officer, Mrs Raddings maintains our daily attendance records and picks up any attendance messages you leave for us. She is available to support with any issues relating to attendance and holds Attendance Clinics periodically so that parents can share and discuss any concerns.

Our School Counsellor, Jessica Thalrose provides one for one therapeutic support for students experiencing difficulties with their mental health. Referrals can be made by young people themselves or by their parents, carers or other adults in school.

We are also pleased to work with a number of external agencies who support our students. We have a School Nurse who comes into school regularly to support students with anything relating to their physical and mental health. Two Mental Health Practitioners employed by Trafford Thrive come into school weekly to offer on-to-one or group interventions around wellbeing.

We pride ourselves on ensuring that each young person has an adult they can go to in times of difficulty share any difficulties to request support. We ask parents and carers to bring to our attention promptly any circumstances which may affect a young person's wellbeing so that we can provide timely help and support.

Pastoral Contact Information:

[pastoralks3@stretford grammar.com](mailto:pastoralks3@stretfordgrammar.com)

attendance@stretfordgarmmar.com

The Department of Special Educational Needs and Disabilities

At Stretford Grammar School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different.

Every teacher is a teacher of every child or young person including those with SEND. We are fully committed to meeting the needs of those students with Special Educational Needs and Disabilities. We uphold high standards of achievement, provide opportunities for all students to succeed and encourage in our students a set of personal values based on honesty, trust, tolerance and respect for others.

Currently Stretford Grammar School supports learning for the following special educational needs and disabilities:

- Specific Learning Difficulties
- Autism Spectrum Conditions
- Sensory Impairments
- Physical Disabilities
- Speech, Language and Communication Needs
- Social Emotional and Mental Health Difficulties
- Attention Deficit Hyperactivity Disorder

The SEND Information Report can be found on the School Website and is updated annually. It contains information on how special needs are identified in school, the provision that is put in place and the adjustments and interventions which may be put in place to reduce any barriers to learning. Please refer to the Report for all information on SEND. The SEND Policy is also on our website.

In addition, the Trafford Local Offer provides information on the support on offer in Trafford for students with special needs and disabilities. The address can be found in our Information Report.

SEND Parent Forum meetings take place every term and are open to all parents who would like to discuss any SEND concern. These dates will be advertised on the school website.

Learning Support Department Staff:

Ms N Hyde	-	SENCo
Mrs P McDonald	-	Pastoral Manager
Mr A Ritchie	-	Pastoral Manager
Mrs S Aktah	-	Learning Support Assistant
Mr J Clark	-	Learning Support Assistant
Mrs Y Ghaffur	-	Learning Support Assistant
Miss C Hindle	-	Learning Support Assistant
Mr T Townsend	-	Learning Support Assistant
Ms P Wilson	-	Learning Support Assistant
Mrs J Thalrose	-	School Counsellor

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Attendance and Punctuality

At Stretford Grammar School we believe that regular school attendance is the key to enabling students to maximise the educational opportunities available to them and become emotionally resilient, confident, and competent adults.

Schools must take an attendance register twice a day. Any absences will be recorded with a specific code depending on the type of absence. Absences fall into two main categories: authorised or unauthorised.

Leave of Absence

Parents/carers do not have an automatic right to remove their child from school during term time for the purpose of a holiday and should be made aware that if their child is absent for 10 sessions/5 school days they will miss 5% of their education during that academic year.

Parents/carers wishing to take their child out of school during term time must send a written request to the Headteacher at least **one month** before arrangements are made. A form must be completed, available from the school office and be returned along with supporting documentation, i.e. flight tickets, invitations or medical notes. Retrospective requests will not be considered and therefore will result in the absence being categorised as unauthorised. Each request will be considered individually and will take the following factors into account:

- Length of the proposed leave
- Age of the student
- The student's general absence/attendance record
- Proximity of public and internal school examinations
- The student's ability to catch up the work missed
- The student's educational needs
- General welfare of the student
- Circumstances of the request
- Purpose of the leave
- When the request was made

All requests for leave of absence will be responded to in writing. Where a request has been granted the letter will state:

- The expected date of return
- That parents/carers must contact school should any delays occur
- That the child's place may be withdrawn if the family do not return as expected
- The current attendance figures
- The code that will be used for the absence

If a student fails to return and contact with the parents/carers has not been made or received, school reserves the right to remove the student from the school's roll in compliance with the Education (Student Registration) (England) Regulations 2006. This means that the child will lose his/her school place.

If permission to take leave is not granted and the student still does not attend school, the absence will be recorded as **unauthorised**.

Only in **exceptional circumstances** will absence during term time be agreed. In such cases, consideration will also be given to cultural needs and family circumstances. In all cases though, parents/carers will be required to explain why the leave needs to be taken during term time.

Absences of more than 10 sessions/5 school days may result in the student being removed from the school roll. This means that on their return they will have to re-apply for a place, which may no longer be available.

Categorising absence

All absences will be treated as unauthorised unless a satisfactory explanation for the student's absence has been received.

First Day Absence

Parents/carers **must** advise the school's Attendance Officer by telephone on the first day of absence and provide the school with an expected date of return. **0161 865 2293 (Option 1)**

Where a student is not present in school and there is no notification from a parent/carer you will receive an SMS or a telephone call to establish why your child is not in school.

Absence will be categorised as follows:

Illness

In most cases a telephone call, on each day of illness, to the Attendance Officer or a note from the parent/carer informing the school that their child is ill will be acceptable. Parents/carers may be asked to provide medical evidence where there are repeated absences due to reported illness. This will usually be in the form of an appointment card, prescription, doctor's note etc.

Medical/Dental Appointments

Parents/carers are advised, where possible, to make medical and dental appointments outside of the school day. Where this is not possible, students should attend school for part of the day. Parents/carers should show the appointment card to school prior to the appointment.

Other Authorised Circumstances

This relates to occasions where there is cause for absence due to exceptional circumstances, for example, family bereavement or part time timetable agreed as part of a reintegration package.

Suspension (No alternative provision made)

Suspension from attending school is counted as an authorised absence. The student's Progress Leader will make arrangements for work to be sent home.

Religious Observance

Stretford Grammar School acknowledges the multi-faith nature of British society and recognises that, on some occasions, religious festivals may fall outside school holiday periods or weekends and that this necessitates a consideration of authorised absence or special leave for religious observance.

It is reasonable for a parent/carer to allow their children not to attend school on any day of religious observance if recognised by the parent's religious body.

Parents/carers are requested to give advance notice to the school if they intend their child to be absent.

However, in the interests of fulfilling the academic requirements of the school and limiting the authorised absence rate of the school, it is identified as reasonable that no more than one day be designated for any individual occasion of religious observance/festival and no more than two days in total in any academic year. Any further absence will be categorised as unauthorised.

Late Arrival

Students arriving after 8.30am are classified as late. Students arriving between 8.30am and 9.00am will be marked as present but arriving late (Code L).

The official school register will close at 9.00am; students arriving after the close of register will be recorded as late (Code U), this will not be authorised and will count as an absence for that school session, unless there is written confirmation of justifiable cause. This is based on the legal requirement.

After 8.30am, students must sign in using the automated system in reception and will be issued with a sticker, which they must present to the subject teacher to confirm they have signed in. This is to ensure that we can be responsible for their health and safety whilst they are in school.

Unauthorised absence

Absence will not be authorised unless parents/carers have provided a satisfactory explanation and that it has been accepted as such by the school. Students in Years 7-11 are not allowed to leave the school premises during the school day unless the above procedures have been followed. The school is legally responsible for students on school premises, but any insurance cover provided by the LA will not be extended to students who leave the premises without permission.

Illness at school

Medical Conditions

We ask parents/carers to let us know when their child enters the school (or later) of any particular medical conditions, e.g. asthma, which affects their child via the school's Healthcare Plan. A list is kept of students with medical conditions. It is a parent/carer's responsibility to ensure the Healthcare Plan is up to date. Medical information we hold on your child can be checked and updated through the Parent App. There is guidance on how to access this on our website.

Occasionally students request paracetamol during the school day from the office. In order for us to be able to contact parents/carers by telephone for confirmed authority to give a student paracetamol, consent and contact details in writing must be provided. A copy of the school's Medical Conditions Policy is available on the school website for further, detailed information.

When students go on school trips it is very important that parents/carers take the opportunity to ensure the student's Healthcare Plan is up to date.

First Aid at school

If a student is taken ill at school or has an accident, they are taken to the office to be given first aid and the incident is recorded. A qualified First Aider will decide if they are too ill to be kept in school and the parent/carer will be contacted. In cases of serious illness/accident the ambulance service will be called to take the student to hospital. The parents/carer will be contacted and asked to go to accompany the child to hospital.

It is essential that parents/carers supply school with two emergency telephone numbers at which a parent/carer may be contacted during the school day and that these are updated promptly as necessary.

Health

Please do not send your child to school if he/she is ill. However, if your child does become too unwell to continue, the subject teacher should be informed who will send him/her to a member of staff in the office who will decide on the appropriate course of action, including contacting parents/carers. (It is the school's policy to encourage them to try to remain in school). Students in need of emergency treatment will be taken to hospital and parents/carers informed as soon as possible.

Mental Health and Wellbeing

There is a copy of our Mental health and Wellbeing (student) Policy on our website which outlines our approach to promoting positive mental health and the support we offer to students who require intervention for their mental health.

We have a full-time Counsellor who offers one-to-one sessions to students who need support. Students can self-refer or referrals can be made through Form Tutors or Progress Leaders. The Counsellor also offers lunchtime drop-in sessions for students who would like to know more about counselling.

We are part of the Trafford thrive initiative which provides support for school in developing a whole-school approach to mental health and wellbeing. Two of their Mental Health Support Workers provide one-to-one sessions of support as well as group work interventions in school. Referral in through Form Tutors and Progress Leaders.

The Behaviour Code

Good behaviour means that students must be **READY, RESPECTFUL AND SAFE** at all times and in all places in school and in the care of the school.

READY	RESPECTFUL	SAFE
Be ambitious about what you can achieve	Value everyone. Be kind, patient and tolerant of all Use respectful language	Follow instructions the first time
Arrive on time in your allocated area	Follow instructions the first time	Follow the one way system
Bring your own equipment. Do not share	Listen and follow the One Voice rule	
Best efforts first	Treat property with care and respect	
Celebrate your achievements		
Use your Wellbeing Toolkit		
Ask for help if you need it		

Behaviours for Successful Learning

In the classroom

Students are expected to:

- Arrive on time
- Wear the correct uniform
- Have the equipment needed for lessons
- Follow teacher instructions
- Listen and follow the "One Voice" rule
- Value and respect everyone
- Have the student Form Card out on the desk in lessons
- Co-operate with how each teacher wants lessons to start and finish lessons
- Stay in their seats in the lesson unless permission is given to move
- Use appropriate and respectful language
- Refrain from eating and drinking in classrooms
- Follow the School guidelines on presentation
- Display a positive attitude to learning which at least good
- Leave classrooms tidy and litter free
- Refrain from lying on the desk and remain upright and pay attention
- Raise their hand if they want to contribute a comment or an answer
- Request help from the teacher in a way that has been agreed by the subject teacher
- Be respectful of the achievements of others in the room

Adults are expected to:

- Meet and greet students when they arrive at their classrooms
- Model positive behaviour
- Reinforce the positive, catch students being good. Praise them for their good choices
- Always respond to, and follow up on, bad behaviour with a sanction
- Treat all students fairly
- Give students "take-up" time
- Give students the opportunity to put things right
- Allow students to put behaviour incidents behind them and have a fresh start

Behaviours for a Successful Community**Outside of the classroom students are expected to:**

- Be respectful to all adults and students
- Modify behaviour when requested to do so by an adult
- Respond to what prefects ask them to do when they are on duty
- Wear the correct uniform including on the way to and from school
- Remove outdoor coats , scarves and gloves school buildings
- Observe the one-way system where it is in operation
- Move quietly, quickly and calmly between lessons.
- Use inside voices on corridors and in other indoor areas
- Observe the rules on mobile phones and have them switched off and away on the school site
- Only eat and drink in designated areas
- Place all litter in the bins provided
- Always clear up their mess in the dining room
- Avoid being drawn into antisocial behaviour when adult supervision is minimal
- Adhere to the Behaviour Code on the way to and from school

Outside the classroom adults are expected to:

- Be visible across the school site
- Wear a high visibility jacket when on duty
- Treat all students fairly
- Give students a warning when behaviour is inappropriate
- Give take –up time
- Issue appropriate sanctions where behaviour incidents are serious or where students do not respond to requests to modify their behaviour
- Provide opportunities for students to be engaged in extra -curricular activities
- Remove free time from students who threaten the safety of others

Uniform and Appearance

Trouser Uniform

- Black blazer with school badge, which is worn at all times, unless permission is given within the classroom by individual teachers
- Smart black shoes with no logo
- Plain white school shirt
- Black V neck jumper appropriate for Key Stage 3 or 4. This is an optional item
- Appropriate school tie for Key Stage 3 or 4
- Black tailored trousers. Trousers must NOT be of denim or denim type material. Tight fitting trousers are not permitted
- Vests/T shirts – white only may be worn underneath shirts. Coloured or T shirts with logos must NOT be worn underneath shirts
- Headscarves, hair bands, clips or bobbles must be plain black or white. No other hair adornments are permitted

Skirt Uniform

- Black blazer with school badge, which is worn at all times, unless permission is given within the classroom by individual teachers
- Plain white school shirt
- Black V neck jumper appropriate for Key Stage 3 or 4. This is an optional item
- Appropriate school tie for Key Stage 3 or 4
- Black skirt, A Line or pleated, of a length of no more than three inches above the knee.
- Black or white socks or black or neutral tights
- Vests/T shirts – white only may be worn underneath shirts. Coloured or T shirts with logos must NOT be worn underneath shirts
- Headscarves, hair bands, clips or bobbles must be plain black or white. No other hair adornments are permitted

Description of the PE Uniform

Compulsory items

- Red and black panelled shorts or skort
- School red and black panelled short-sleeved polo shirt
- Plain red knee-length sports socks
- Training shoes or pumps with non-marking soles. Boots, fashion pumps or canvas shoes are not acceptable

Optional

- Reversible red long-sleeved rugby shirt
- Plain black tracksuit bottoms or leggings or tracksuit bottoms or leggings with the school logo
- Students should also have football boots, shin pads and gum shield as appropriate

Additional details

- Blazers may be taken off in classrooms at the discretion of the subject teacher
- Blazers and jumpers may be taken off at certain times of the year at the Headteacher's discretion
- Shirts should be tucked in with the knot of the tie up to the shirt collar and with the tie covering the shirt buttons
- Trousers must cover the ankle and sit on the top of shoes
- An outer jacket is permitted to be worn to and from school. It should be black, grey or blue. It should not have any emblems or logos visible. It should not be canvas or denim
- Hoodies are not permitted to be worn on the way to and from school or in school
- Hair should be tidy and of a conventional nature. The minimum length of hair is a grade two cut. Hair must be a natural colour. Parents are strongly advised to seek advice if they are uncertain about the acceptability of a hairstyle before allowing their child to adopt it. School can insist on restyling if it considers the style to be inappropriate
- No visible tattoos are allowed
- No jewellery is permitted apart from a wristwatch
- Make up is not allowed
- Shoes should be black and made of a material which can be polished. Trainers are not permitted or shoes which have a visible logo. Ankle boots are not permitted
- Only badges issued by the school are permitted

Uniform and Appearance Card

Students must carry a Uniform and Appearance card at all times; it contains a brief summary of the rules detailed here. They will receive one mark on the card for incorrect uniform. They will receive a detention if

- They do not produce the card when asked
- They receive 3 marks



Please note: footwear should not have sport logos such as Nike or Adidas etc.

Dress for Science and Technology

The school believes that Science is best learned through undertaking regular practical work and experimentation work. Therefore, laboratory coats should be worn for Science lessons as a way of protecting uniforms. Laboratory coats may be obtained from uniform suppliers. Safety goggles are provided in all laboratories and must be worn when required for health and safety reasons.

Technology is a practical subject and aprons should be worn. These can also be obtained from uniform suppliers. Safety goggles are provided in workshops and must be worn for health and safety reasons.

All items of clothing that are brought to school must have the student's initial and surname clearly marked.

Where students have a temporary or a permanent medical condition (e.g. a student with a foot or leg injury may be unable to wear school shoes or a student who is unable to wear specific fabrics because of a skin condition) parents should contact the school to discuss how best to deal with this situation.

The Governors recognise the diversity of background of the student body and do not wish to stop any student expressing their religious identity through their clothing. However, this clothing must be in accordance with the school uniform policy reflecting the importance the Governors place upon uniform. Therefore, the school adopts the following in relation to religious clothing:

Christianity

For the majority of Christians, there is no particular dress requirement. In some Christian sects (such as the Plymouth Brethren) women and girls are expected to wear headscarves and modest clothing.

Islam

The reason for young women beyond puberty wishing to wear full clothing is modesty; that is, not wishing to receive unnecessary attention. Women are appropriately modestly dressed if they are wearing a hijab or al-amira without the need to wear niqaab in school. Men are expected to be covered from waist to knee in public places. Male Muslim students may choose to wear a cap.

Sikhism

In general covering the body is a requirement. All initiated Sikhs wear the five 'K' symbols as a sign of their initiation. Male Sikhs wear a turban, the removal of which is unacceptable.

Hinduism

In general, it is not considered acceptable for a Hindu woman to have uncovered legs.

Judaism

Dress requirements vary with orthodoxy. For more orthodox Jews, women and girls are expected to keep the body covered and married women cover their hair. Boys and men often wear a skullcap.

Lost Property

The school is not responsible for any student's belongings. In the event of damage or loss, however caused, the school will not recompense students or parents. Parents are recommended to insure any items of clothing or belongings that are brought to school.

Items of lost property that are handed in will be kept for collection by for a month. Where property is named, a list of that clothing will be posted. If items of clothing are not reclaimed within this time, then that clothing may donated to the PTA for their 'good as new sale'.

Costs

Should any parents / carers feel unable to afford the costs of the uniform (including PE kit), then they should contact the school. This applies especially to students who are eligible for free school meals or whose parents are entitled to the maximum level of working tax credit. All applications will be dealt with discretely but proof of receipt of income support will be asked for.

PUPIL PREMIUM SUPPLEMENTARY FORM

Free School Meals

Stretford Grammar School provides a £2.60 (correct at the time of writing) daily allowance to students who have applied and qualify for free school meals. The cashless catering system handles the payment for meals without anyone being aware of who is getting a free meal and who is paying so entitlement is completely confidential.

If you think your child might be entitled to a Free School Meal then please contact OFSM via the link below where you can fill in an electronic application form, we will then be informed if your child is eligible and we will update our system accordingly. Our cashless catering system means that free school meal allocations are automatically credited to the child's accounts once we have notification from the system that they are eligible. The allocation appears in the same way as it would if the account were topped-up using Bromcom My Child at School App. Accounts can also be topped-up with if necessary for break or breakfast meals

If your child is eligible for free school meals and you register them for this through the link above, we may also receive extra "Pupil Premium" funding. Free School Meals are not guaranteed if your child is already on Pupil Premium, so we do recommend you apply via the link in August 2024.

For your child to receive a free school meal you will need to meet certain income-based criteria which are established from your application via Trafford.

Your child may qualify if you have any of these incomes:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- The guaranteed part of Pension Credit
- Child Tax Credit (as long as your annual gross income is £16,190 or less and you don't get Working Tax Credit)
- Working Tax Credit run-off after you come off Working Tax Credit
- Universal Credit that you applied for on, or after, 1 April 2018. As long as your household income is less than £7,400 a year after tax, not including any benefits
- Your child may also qualify if you are an asylum seeker.

Children who receive these benefits themselves instead of through a parent or guardian can also qualify for free school meals.

Children who are eligible for free school meals now will be eligible for them until either:

- they finish school or
- if on 31 March 2024 they are still in school, until they finish the phase of schooling they are in (primary or secondary) – whichever is sooner.

If you have any questions regarding free school meals, pupil premium or any other support, please contact the Finance Office who will treat any enquiries with complete confidentiality.

Personal Property in School

In the event of damage or loss, however caused, the school cannot recompense students or parents/carers. The school's insurance policy does not cover students' belongings, in particular mobile telephones. Parents/carers are recommended to insure students' belongings themselves.

Items of lost property that are handed in will be kept for collection by students for a month. If items of clothing are not reclaimed within this time, then that clothing may be disposed of. Please ensure your child's clothing is clearly marked with their name.

Money should be kept in a purse or money belt on the person and not in a school bag. Valuables should not be left in the changing rooms during PE lessons.

If a student has cash for a trip payment this should be paid directly to the trip leader or finance team. However, we do emphasise that Bromcom/My Child at School (MCAS) is the most effective way of paying for trips. Please note the office and reception team cannot take cash from students or parents.

There may be occasions when students bring personal property into school, e.g. musical instruments, sports equipment etc. for school purposes. These should be given to staff for safe-keeping when not in use.

Mobile telephones are banned completely by some schools. Stretford Grammar School recognises that some students travel long distances and parents/carers may wish to provide them with an emergency means of communication, so mobile phones are allowed for these purposes. Students may not take any photographs in school, neither with a camera nor with a mobile phone. Mobile phones **must** be switched off while the student is in school/on school grounds.

Should a parent/carer wish to contact their child during school hours they should telephone the school's Reception on 0161 865 2293 who will ensure a message is passed on.

Phones and other electronic equipment can be a great distraction in lessons so they are confiscated if they make a sound in lessons, registration, assembly, etc. These objects will be kept secure in the school's safe. The school accepts no responsibility for the loss of such equipment.

Religious Education and Collective Worship

The school is non-denominational. Religious Education in the school presents religious and moral issues to the students. Religious experience in general and its manifestation in other world religions are matters for study. Religious Education is taught in accordance with the Trafford Agreed Syllabus, which has been approved, by all religious and faith groups in Greater Manchester.

Collective worship is held for all students, usually in Form Period or Assembly. Assemblies are formal occasions, led by the Headteacher, Leadership Team or Progress Leaders.

If parents/carers notify the Headteacher in writing that they wish their child to be withdrawn from Religious Education and/or collective worship, on the grounds of their own personal belief, then the student is expected to undertake supervised private study during R.E. lessons in matters relating to that faith. The Curriculum Leader for R.E. will liaise with parents. The school envisages that this will be the case only in exceptional circumstances.

Office Administration

As in any school, the Administration Team play a vital role in maintaining effective communications and promoting the harmonious and orderly running of the school.

Parents/carers can contribute to this by noting a few simple points:

Calendar Dates

Each year your child will be given a calendar of the school holidays. Please try to avoid telephoning to enquire about holiday dates by directing your son/daughter to their form tutor in the first instance. A copy of the dates is included near the front of this booklet. The most up to date version of the school calendar can be found on the School's website under the 'Parents' tab.

School Telephone

The school telephone number is 0161 865 2293.

Should a parent/carer wish to contact their child during school hours they should telephone the school's Reception on 0161 865 2293 who will ensure a message is passed on.

Please be patient when telephoning the school, especially first thing in the morning, as there are only a limited number of telephone lines and staff to answer them. You will be directed by an automated answer machine to the correct department and can leave voicemail messages if necessary. The school answering machine is switched on between the hours of 4.00 pm and 8.15 am. Many parents/carers prefer to send an email message to admin@stretfordgrammar.com

Forgotten Items

Forgotten items such as packed lunches, money, PE kits, books, homework, keys, calculators etc may be left at reception for collection; however it is the student's responsibility to make enquiries and collect them from Reception. Please label these items clearly with your son/daughter's name and form.

Absence

If your child is absent from school please telephone The Attendance Officer on the first day of absence, 0161 865 2293, (Option 1) between 8.30am and 9.30am. If no contact has been made, you will receive an SMS text or phone call from the Attendance Officer. It is necessary to phone on each day of absence.

Arrival and departure

Arrival

Students must be at school in their form rooms ready for registration by 8.30 am. To accommodate students whose parents/carers wish them to come to school early, students may wait inside in the dining hall, from 8.00am. Various items of food and drink are available for purchase from 8.00am.

Departure

All students should have left school by 3.30 pm unless they are taking part in an extra-curricular activity supervised by a teacher. Students are expected to leave school in a prompt, orderly fashion in the full knowledge that they will continue to be ambassadors of Stretford Grammar School beyond the school gates.

Those students who need to remain behind after school should wait in room AL6 where they will be able to work until they are picked up from school.

School Day

8.30 am - 8.50 am	Registration
8.50 am - 9.50 am	Period 1
9.50 am - 10.50 am	Period 2
10.50 am - 11.10 am	Break
11.10 am - 12.10 pm	Period 3
12.10 pm - 1.10 pm	Period 4
1.10 pm – 2.00 pm	Lunch
2.00 pm - 3.00 pm	Period 5
3.00 pm	School Ends

Lunchtimes

Cashless Catering at Stretford Grammar School

In order to enable a student to purchase snacks, drinks and meals from the school cafeteria they will need to register their thumb print on school's database which will in turn allow their account to be debited by the value of the selected items.

Students entitled to receive a free school meal (FSM) will receive a daily credit to their account to cover the current value of a free school meal which is up to the value of £2.60 which includes a sandwich or hot meal, a squash and small cake. Other drinks and additional items are not covered. Funds may be added to their account to allow additional purchases at breakfast and break times, or to cover any additional costs over and above the value of the FSM allocation. Any FSM allocation will be spent before any cash funds are debited (at morning break and lunchtimes)

Any student wishing to make a purchase from the cafeteria will only be able to do so if they have an account set up; there is no facility to accept cash at the tills.

Accounts will be 'topped up' by the following method:

- **Bromcom/My Child at School (MCAS)** – A username and password will be sent to Parents/Carers to enable them to credit their child's account, make payments for trips and view meals that have been taken. Credits are made via a credit or debit card transaction and instantly update their child's account.

The Bromcom account cannot be setup until Summer 2024 and you will be notified when it is ready, please do not ask to pay for trips etc before you receive this notification. An email invite will be sent out, please ensure to check your junk mail as they can go into there and ensure your email is correct on Applicaa as we send invites to all primary email addresses. If you have any problems, please email:

finance@stretfordgrammar.com but please bear in mind that the finance office is not fully staffed over the summer.

There will be instructions on how to download the MCAS app where you can access payments, messages and other notifications from school.

In exceptional circumstance students can bring cash or cheque to the finance office but this is discouraged as the more secure way to process dinner money is through Bromcom/My Child At School (MCAS)

Lunchtime starts at 1.10pm Students will enter the dining room according to the rota. Some lunchtime activities necessitate certain students getting their lunch first. In this instance students should purchase a packed lunch at break or bring a packed lunch with them. Lunchtime finishes at 1.55pm for a 2pm start to period 5.

Most students use the school dining room. This provides a selection of hot and cold dishes, including a vegetarian dish and a halal menu. You should allow a minimum of £2.60 (correct at time of writing), depending on your child's appetite. Please encourage your child to be sensible in their choices.

As we are a 'Healthy Eating School' we encourage students to eat sensibly. Sweets and crisps are not sold. Some students bring packed lunches. These should be eaten in the dining room. There are no vending machines on the school site. A daily spend limit of £6.00 is implemented by the school, if you wish to increase or decrease this, please e-mail the finance office at finance@stretfordgrammar.com

Students are expected to behave in a considerate and courteous way at all times during the lunch period. They are expected to obey the instructions of the Lunchtime Supervisors and the staff on duty who provide supervision and support. Students must remain on school premises unless parents/carers specifically request that they go home for lunch.

Homework

Why is homework set?

- to raise standards of achievement and attainment by extending and reinforcing work completed during lessons and extending independent study and learning skills
- to ensure that homework is an integral part of the curriculum and is a planned part of all Schemes of Work
- to provide parents/carers with an opportunity to take part in, monitor and support their children's education through supervision of work completed

How is it set?

- it is set five nights a week
- students complete 2 or 3 subjects a night in Key Stage 3
- teachers stipulate when and how the work is collected in
- Year 7 students will receive a graduated homework timetable in the first half term to ease them into the routine of organising their time at home. This will be sent home at the start of term in September.

How does School support students?

- homework will be set on Google Classrooms. Login details for both students and parents will be forwarded as the start of term in September.
- parents/carers are informed when problems emerge
- students may use the Library after school to complete work
- Progress Leaders work closely with parents/carers to address more serious problems
- homework detentions are organised within departments for those failing to clear incomplete work

How Parents/Carers can help?

- by checking Google Classroom for set homework every day and encourage the students to independently check the work that has been set
- by checking that the work has been completed to an acceptable standard
- providing assistance by discussing homework tasks, reading drafts of assignments, making suggestions for general improvement
- writing comments for the attention of their child's form tutor if they have any questions or concerns about homework

Assessments

Assessments play a vital role in:

- i) providing you with a reliable indication of your child's attainment to help you support them at home.
- ii) identifying students who may be falling well short of expectations and are not making the progress expected relative to their starting point. This will allow for early intervention to support any students who are struggling.

Key Stage 3

- **Mid-Year and End of Year Tests** will be taken by students in Years 7-9 in most subjects to assign a percentage mark for the purpose of informing subject teachers, Curriculum Leaders, Progress Leaders, parents and students of progress relative to the rest of the cohort.
- Performance or practical subjects (Drama, Art, Music, PE, DT, and Computing) are to identify key assessment (s) that can be used for the purpose of providing a judgement on attainment in the curriculum via a percentage.
- This mark will be converted to one of the below attainment indicators to contextualise the result of your child's test

Attainment Indicator	Attainment Descriptor
1. Exceptional	The student has performed exceptionally well in all aspects of the curriculum covered in this subject so far. Their knowledge, understanding and skills are excellent . Their performance is usually well above average .
2. Proficient	The student's performance is proficient all aspects of the curriculum covered in this subject so far. Their knowledge, skills and understanding are at least good and often excellent . Their performance is usually above average .
3. Secure	The student's performance has been secure in all aspects of the curriculum covered in this subject so far. Their knowledge, skills and understanding are at least good . Their performance is usually in line with the average .
4. Inconsistent	Whilst capable, the student has performed inconsistently , showing competence in some, but not all , aspects of the subject's curriculum so far. Their performance is usually just below the average .
5. Limited	Whilst capable, the student has shown a limited grasp of some of the subject curriculum so far. Knowledge, skills and understanding can often contain gaps . Their performance is usually well below average .

- By having a set window for assessments, and making the plans transparent to you, it will allow us all to better support students to develop good study habits in preparation for assessments.

- Between exams, departments will deliver agreed **Milestone Assessments** for each unit for Key Stage 3.
- These are tasks that are to be prioritised due to their potential to check progress towards learning the curriculum and are to be used as opportunities to provide high quality feedback, or next steps in teaching, and give an indication to students of how well they are doing in particular topics. Not all of these assessments need to be graded, as their purpose is to promote improvement rather than to provide a judgement.

Reporting

As well as data on attainment, punctuality and attendance, you will receive information on your child's attitude to school via the following attitudinal indicators on reports. You will also receive a written form tutor report once a year.

Attitudinal Grade	Homework
1. Outstanding	Students display the school values of <i>endeavour</i> and <i>ambition</i> by producing work to an exceptional standard that is <i>always</i> submitted on time and goes <i>above and beyond</i> that completed by their peers.
2. Good	Students display the school value of <i>endeavour</i> by completing homework to an expected standard and <i>always</i> submitting it on time.
3. Requires Improvement	Students do not <i>consistently</i> display the school value of <i>endeavour</i> . Some homework has not been completed to the expected standard <i>and/or</i> has not been submitted on time
Attitudinal Grade	Classwork
1. Outstanding	Students display the school values of <i>endeavour</i> and <i>ambition</i> by <i>always</i> producing classwork to a high standard that goes <i>above and beyond</i> that of their peers.
2. Good	Students display the school values of <i>endeavour</i> by completing classwork that is <i>always</i> completed to the expected standard.
3. Requires Improvement	Students do not display the school values of <i>endeavour</i> . Some classwork is incomplete <i>and/or</i> is below the standard expected
Attitudinal Grade	Behaviour
1. Outstanding	No behavioural points have been recorded by the student in lessons for this subject this term. The student <i>always</i> gives their <i>best effort first time</i> and <i>always</i> acts as an ambassador for the school value of <i>respect</i> in their interactions with staff, and with others, going above and beyond that shown by their peers.
2. Good	No behavioural points have been recorded by the student in lessons for this subject this term. The student acts as an ambassador for the school value of <i>respect</i> in their interactions with staff, and their peers.
3. Requires Improvement	Behaviour points have been lost for this subject this term. There have been some interactions with staff, or others, that fail to display the school value of <i>respect</i> through breaching aspects of the school's behaviour code.

Feedback

Within the Assessment Cycle, books will be checked at least once a half term and students will receive feedback on which they act.

Before handing in their books, students should check that their work is completed and organised, as well as any other specifics, for example, checking that a key term is correctly spelt.

Subject staff check books and provide feedback.

Marking Overview Sheets can be used to record what needs to be addressed/ feed back to the students. This may include feedback on:

- Completion of work
- Presentation of work
- Misconceptions that need to be addressed
- Literacy development: spelling/vocabulary/ Tier 2 Academic Language

Students act on feedback in a different coloured pen. For example,

- Addressing misconceptions/ errors
- Adding information/ detail
- Completing unfinished work
- Improving presentation by underling titles/ using a ruler to add labels to a diagram
- Marking quizzes/ questions
- Correcting spellings, adding vocabulary, reworking parts of their work

Over the course of a term teachers will feedback to students on work using a number of different strategies. Types of Feedback can include (Formative Assessment):

- Following a book check: students improve their work based on feedback from a Marking Overview Sheet
- Following a book check: teacher use of a student book under the visualiser to talk through a model of exemplary work with students adding to/correcting their work
- During lessons in response to a misconception identified by the teacher observing work completion
- Using model/ exemplary responses under the visualiser to unpick and exemplify the quality of the work with students annotating the same model in their books
- Live modelling of how to complete a task under the visualiser: cognitive apprenticeship – the teacher makes their thinking visible as they complete the task: making expert disciplinary knowledge clear and explicit
- Live marking of a test/ task under the visualiser with students marking their own or a peer's work
- Going over answers to a retrieval quiz/ lesson task with students marking / correcting/ adding to their own work
- Use of mini whiteboards to check understanding within the lesson
- Retrieval practice at the start of the lesson to review understanding of the prior knowledge before introducing and linking new content

Reports to Parents/Carers

Students have their progress and achievement reviewed by their subject teachers regularly. Parents/carers are kept informed of progress and achievement through regular data captures that include attainment results and attitude to learning indicators for each subject.

Years 9, 11 and Sixth Form receive their main annual written report midyear. Other year groups are issued with their report at the end of the year which includes comments on overall attitudes towards school, attainment, character and commitment to enrichment activities. This report will be written by their form tutor, and will also include a comment from the Progress Leader.

Rewards and recognition of achievement

At Stretford Grammar school, we want to encourage students to make a positive contribution to our school and the learning environment. Therefore, a system of commendations and rewards has been introduced. Students can be awarded Values Points by staff for demonstrating the Values of the School. This might be for example, quality of work, effort in lessons, attendance, punctuality, uniform and extracurricular participation. The number of Values points each student has earned is totalled on a regular basis and certificates are awarded in assemblies when students reach 50 (bronze), 75 (silver), 100 (gold) and 150 (Headmaster's Award) points.

Not only do students receive certificates for their endeavours, but they are also awarded bronze, silver and gold badges to wear on the lapels of their blazers.

In the summer term, a trip is organised to reward the top performing students.

Equality and Diversity

At Stretford Grammar School all members of the community are expected to treat one another with mutual respect, dignity and tolerance. We seek to ensure all policies, practices and procedures, associated with equality and diversity, including admissions, curriculum, recruitment and selection are implemented. We make effective and reasonable adjustments where appropriate to meet the individual needs of staff, young people and others who may have business with the School. We take 'all reasonable steps' to prevent discrimination, harassment and victimisation from taking place; We work to ensure equality of access to all courses and subject options.

Students will be encouraged to broaden their experience, to participate in "non-traditional" activities and to make non-stereotyped option choices. Their sense of personal worth and self-esteem will be developed by a curriculum which recognises and gives equal value to girls' and boys' interests, skills and experiences and to the contributions made by both men and women in society. Curriculum planning will ensure that the different cultures of all students are given due consideration and value and examples used in teaching will reflect the broad diversity of cultures present in Britain and the wider world.

The school values the ethnic and religious diversity of students and takes steps to ensure that all feel equally important. A room is set aside for prayer at lunchtime. Assemblies reflect the variety of religious traditions held by those in the student body, and those with none.

Our responsibilities

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. The Act applies to all maintained and independent schools, as well as academies and free schools.

It covers all aspects of school life to do with how a school treats students and prospective students, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- Admissions.
- The way it provides education for students.
- How it provides students access to any benefit, facility or service.
- Excluding a pupil or subjecting them to any other detriment.

Public Sector Equality Duty

Since April 2011, schools have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED, or simply the "Equality Duty").

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity (ADHD). An impairment does not of itself mean that a student is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

Students who have progressive conditions are included in the definition and are likely to be covered as soon as there is some effect on their ability to carry out normal day-to-day activities, and before there is substantial effect – this includes people with cancer, multiple sclerosis and HIV infection.

It is worthwhile noting that the existence of an impairment or condition is recognised under the duty, whether or not it has been officially diagnosed.

Protected characteristics

The Equality Act 2010 uses the term "protected characteristics" to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

The protected characteristics of age, marriage and civil partnership apply to schools as employers, but not in relation to their provision for students.

Under the Equality Act 2010 a person is defined as being disabled if he/she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

What 'substantial' and 'long-term' mean

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

The Equalities Lead in school is Mrs Dolphin, Assistant Headteacher/Student Attendance, Behaviour and Wellbeing.

A copy of our Anti-Bullying Policy is available on our website.

Independent Information Advice and Guidance

Educational guidance and preparation for adult life is delivered via a cross-curricular approach, underpinned by additional careers input at key decision-making times for students.

External support for our students is provided in Years 8 - 13 by the Connexions Service. There is an adviser who comes into school to meet with individual students on an appointments basis. This process commences in the summer term of Year 10 and for some Year 9 students who have been identified as needing extra support.

Students receive careers education and guidance which contains (appropriate to the Key Stage) the following elements:

- As part of the PSHCE Curriculum, designated careers lessons or modules to help prepare for the opportunities, responsibilities and experiences of working life.
- continuing guidance from teachers and Connexions advisers with additional help when students enter and leave school and when they consider options.
- access to a University prospectuses in the library which contains comprehensive, reliable and up-to-date material. On-line access throughout their time in the school to Morrisby, an online careers platform for planning future career opportunities. This is available in school and through a computer at home.
- Careers events take place during the school year, including a careers fair and assemblies and talks regarding different career paths including guidance on apprenticeships.
- students and parents/carers receive information about academic progress on a regular basis; grades and a full report. In discussion with subject tutors and form tutor, students keep and review a systematic account of their personal successes in and out of school. Action planning, in which students consider and record the appropriate next steps, forms part of this process.

Curriculum 2024 - 2025

Key Stage 3

All students take the following courses:

Art
Computing
Design and Technology
Drama
English
French or Spanish
Geography
History
Mathematics
Music
Personal, Social, Health and Citizenship Education including Relationships and Sex Education
Physical Education
Religious Education
Science

Details on these courses can be found on the school website, under the curriculum link.

Extra-Curricular Activities

There is a wide range of activities in the school based on the interests of the students and staff. In addition to the various sporting and musical activities (detailed elsewhere) clubs include art, science, chess/games, Engineering and F1 in schools, knitting and drama. This information is available on the school website under the Enrichment tab. Students may also use the facilities in the Library as well as other Information Technology rooms.

Students also participate in the National Mathematics Challenges at Junior (Years 7 and 8), Intermediate (Years 9, 10 and 11) and Senior (Years 11, 12 and 13) levels. Most of our students achieve a certificate and an increasing number qualify for subsequent rounds. Key Stage 3 Science students compete in a range of regional and national competitions.

Sixth Form students are encouraged to join Young Enterprise, attend outside lectures and visit universities and local industries. The Head Prefects lead the team of prefects who play a full part in the organisation and running of public events. They lead assemblies, for instance on anti-bullying and Black History month, organise whole school charity events and deliver presentations to primary schools. Sixth Form students also help Form Tutors in Key Stage 3.

Extra-Curricular Music

The Music department provides a diverse experience for students. There are ample opportunities to participate in workshops, concerts and performances, and there are several trips each year. A team of highly qualified instrumental teachers offer an opportunity for students to learn an instrument on a one to one basis. Students are able to take the ABRSM and London College examinations if they wish to.

Clubs Include:

Voicescape (Choir)

A chance to improve vocal skills, develop confidence and enjoy singing. The choir regularly performs in school and in competitions. New members are welcomed from any age.

Rock Band

Is your child a future pop/rock star? S/he can form a new band with friends and receive individual coaching.

Brass Ensemble

A chance for brass players of any ability to join an ensemble and play a variety of different music and get involved with concerts and workshops.

Fusion (Wind band)

From novice to advanced player, this is an ensemble for any instrument. Repertoire includes pop, classical and show music. Competent players lead sectionals and even try their hand at conducting!

String Ensemble

An opportunity for any string players to come and play a variety of different styles of music in a small ensemble.

Samba Band

An opportunity to make lots of noise playing different percussion instruments and developing rhythmic skills.

GCSE and A Level Coursework Club

Extra rehearsal time, one to one support with coursework, solo and ensemble playing and revision sessions.

DJ Club

This is an opportunity to try your hand at mixing tracks.

Learning an Instrument

A team of specialist teachers offer one to one tuition for lessons that are 20, 30 or 40 minutes. Students can play either for fun or follow the examination series and often use this as a starting point for joining other clubs.

Sporting Activities

We have 4 PE specialist teachers on the staff and as well as the timetabled sports and physical activities we run many after school clubs and teams:

- **Athletics:** The school enters students in the Trafford Schools' championships
- **Basketball:** Teams are run at U14 to U16 levels in the Trafford Schools' Leagues for boys and girls
- **Cricket:** Teams at Year 7, Year 8/9 and Years 10/11 play in the Trafford Schools' Leagues.
- **Cross Country:** Junior and Intermediate Boys and Girls teams are entered in the Trafford championship
- **Football:** Teams operate in all year groups from 7 – 11 in the Trafford Schools' Leagues. Year 12 and 13 teams play friendly matches. Girls' teams operate at U13, U14 and U16 levels and take part in cup competitions and friendly fixtures.
- **Netball:** Teams in years 7 – 11 are entered in the Trafford Schools' Leagues and tournaments.
- **Rugby Union:** Boys' teams play weekly fixtures during the Autumn term.
- **Rounders:** Girls' teams operate in Years 7 – 11 playing fixtures in the Trafford Schools' leagues as well as friendly matches and tournaments.

Library

Using the Library

All students and staff are automatically members of the Library. Students are welcome to use books and computers during break, lunchtime and after school. Teachers may ask individuals or small groups to conduct research in the Library. On occasion whole classes use the rooms for project research.

Induction

Within the first few weeks of Year 7, students will be invited to undertake a course of induction. Students are shown where to locate topics and how to borrow or reserve a book. In order to be able to use one of the computers the IT department will issue students with a code and password.

Membership

When students have completed their induction they will be allowed to borrow 2 titles. The usual borrowing period is 2 weeks but there may be some restrictions on more popular books. Reference books stay in the Library all the time.

The book collection

In the book collection students will find a wide range of fiction and non-fiction titles. Book lists are available to help to make choices from a variety of authors, old and new. These titles have been especially selected to be of interest to secondary school students. If students would like to request specific authors these details can be passed to the Librarian.

The non-fiction range covers many topics and is useful for background reading about topics covered in class and for individual project work. There is a large collection of reference material which includes encyclopaedias, atlases, and dictionaries.

Helping out

Students may have helped out in the Library at their primary school. At lunchtime students who have trained as librarians work on the help desk. If a student is interested, then they may ask the Librarian for details about working in the Library.

Book Club

The Library runs the Scholastic Book Club where students can buy books at very competitive prices. Occasionally we also have a book fair in school. Students and parents/carers will be invited to attend these events.

The Library supports literacy across the curriculum by providing opportunities and events for students to develop their communication skills. It is a place to acquire knowledge, develop skills, explore interests, expand horizons and of course to enjoy a good read.

How Parents/Carers can help

Whilst we encourage our students to be largely responsible for what they do, your supporting role is of paramount importance in helping with your child's education. Your interest and guidance will help to promote a positive work ethic and will help students recognise the value of their school education. We ask parents/carers to support us by:

- regularly checking your child's homework account on Show My Homework (login details will be sent home at the start of the new term). This way you can acknowledge that you are satisfied with the time spent on homework tasks and with the work that has been produced.
- regularly checking the presentation of your child's exercise books
- making sure your child comes to school each day with the correct school uniform, equipped with books and materials and is on time
- contacting the school immediately if you feel your child is unhappy about any aspect of their school life
- helping us to keep your child safe by dropping off and collecting your child well away from the school gates
- promoting the importance of keeping up to date with school work and meeting deadlines
- giving your child lots of praise and encouragement for their successes at school; keep reminding them that hard work does have its rewards and show a real interest in their education
- promoting the value of independent reading: ask which books your child is reading at school
- encouraging your child to participate in extra-curricular activities within school. They will make new friends with similar interests
- trying to create some learning opportunities at home by discussing the news, television programmes and, most importantly, discussing how their day went at school
- encouraging realistic targets and ambitions, but keeping expectations and aspirations high

Travel to and from school

By Car

The school is at the end of a cul-de-sac. We have good relations with neighbours and wish this to continue. We do not encourage students to come to school by car since the area is well served by public transport and the school has an abundance of cycle sheds. For parents/carers with no alternative, **we ask you not to drop or collect children within the school grounds or on the estate** as this makes for traffic problems in the cul-de-sac. The traffic lights leaving the estate only allow a small number of cars through and the on-street parking makes access for students on foot difficult. In the interest of their safety please do not come on to the estate unless you have an appointment at school. A short walk to Longford Park or the Mall parking areas will do both your child and the environment a great service.

Walking

Students should always cross at the official crossing on Edge Lane where a crossing warden is on duty for normal arrival and departure times. They must obey the instructions of the warden.

Cycling

Students may bring cycles to school at their own risk. The school has been fully involved in working with Sustrans in their development of sustainable cycle paths and Tucan crossings. The school now possesses lockable cycle shelters where students must lock their bicycles. All students must wear helmets.

Metrolink

The school is on the Metrolink line between Piccadilly and Altrincham. The stop is Stretford station which is 5 minutes' walk from the school. Trams run every 6 minutes during the daytime.

Buses

The following list of buses stop either on Edge Lane (E), Kings Road (K) or at Stretford Mall (M). Further information and other routes / journey plans can be obtained on TFGM's web site: www.tfgm.com

On public transport students must be considerate and polite to members of the public and the driver and not behave in a noisy or dangerous way.

Stretford Grammar School

The following list of buses stop either on Edge Lane (E), Kings Road (K) or at Stretford Mall (M). Further information and other routes / journey plans can be obtained on TFGM's website: www.tfgm.com

Bus	Nearest stop	Company	Route
15	E / K	Stagecoach	Flixton – Davyhulme – Urmston – SCHOOL – Kings Road – Moss Side – University – Manchester
22	Change at Trafford Centre	Diamond	Bolton – Farnworth – Pendlebury – Swinton – Monton – Eccles – Patricroft – Trafford Centre
23	E	Stagecoach	Trafford Centre – Davyhulme – Urmston – SCHOOL – Chorlton – Barlow Moor Road – Didsbury – Stockport
25	E	Stagecoach	Trafford Centre – Lostock – SCHOOL – Chorlton – Mauldeth Road – Burnage – Stockport
79	M	Diamond	STRETFORD – Gorse Hill – Salford Quays and MediaCity – Ordsall – Pendleton
150	E	Diamond / Stagecoach	Gorton – Belle Vue – Longsight – Levenshulme – Fallowfield – Chorlton – SCHOOL – Trafford Park – Trafford Centre
245	M	Arriva	Trafford Centre – Davyhulme – Flixton – Trafford General – Urmston – STRETFORD – Sale – Altrincham
253	M	Stagecoach	Partington – Carrington – Flixton – Urmston – STRETFORD – Old Trafford – University – Manchester
254	M	Diamond	Davyhulme – Lostock – Urmston – Humphrey Park – STRETFORD
255	M	Stagecoach	Partington – Carrington – Flixton – Urmston – STRETFORD – Old Trafford – Manchester
256	M	Stagecoach	Flixton – Davyhulme – Lostock – STRETFORD – Old Trafford – Hulme – Manchester
263	M	Arriva	Altrincham – Sale – STRETFORD – Old Trafford – Hulme – University – Manchester

Correct at the time of printing

GDPR Privacy Notice

Privacy Notice for Students

Introduction

Stretford Grammar School and Sixth Form College is required to collect the personal data of students and their parents / carers / guardians in order to provide an education. Under the UK-General Data Protection Regulation (UK-GDPR), we must clearly inform our students and their families what data we collect, how we use it and why; this information is outlined in the following privacy notice.

The categories of student information that we process

- personal identifiers and contacts such as name, unique pupil number, contact details and address
- characteristics such as ethnicity, language, and free school meal eligibility
- safeguarding information such as court orders and professional involvement
- special educational needs including the needs and ranking
- medical and administration such as doctor information, child health, dental health, allergies, medication and dietary requirements
- attendance such as sessions attended, number of absences, absence reasons and any previous schools attended
- assessment and attainment information such as results, progress and reports
- behavioural information such as exclusions and any relevant alternative provision put in place
- images recorded in and around the school site on the CCTV system
- biometric data including fingerprints for the school's cashless lunch system

This list is not exhaustive. To access a current list of all the categories of personal data processed please contact the school for a copy of our record of processing activities for students.

Why we collect and use student information

We collect and use pupil information, for the following purposes:

- a) to support pupil learning
- b) to safeguard students
- c) to monitor and report on pupil attainment progress
- d) to provide appropriate pastoral care
- e) to assess the quality of our services
- f) to keep children safe (food allergies, or emergency contact details)
- g) to meet the statutory duties placed upon us for DfE data collections
- h) to advise of any curriculum related activities we undertake or encourage you to attend; by newsletter or email

The lawful basis for processing personal data

Under the UK-GDPR, we must have a lawful basis for processing personal data; personal data is any data that can identify a living individual. Stretford Grammar School and Sixth Form College relies on the following lawful bases when we process personal data relating to students:

- we have a **legal obligation** as an education provider to meet our statutory duties to the Local Authority and Department for Education
- to fulfil our duties as an education provider and public authority it is necessary to process personal data of students to perform a **public task**
- it is in our **legitimate interest** to process personal data that makes the transition from primary to secondary school more efficient
- it is in an individual's **vital interests** to share the data in emergency situations
- we have your **consent** to process personal data

Special category data

In situations where special category data is processed, Stretford Grammar School and Sixth Form College require an additional lawful basis from Article 9 of the UK-GDPR. Special category data is data that needs more protection as it is sensitive. Examples include health information and religious beliefs.

For special category data processed in the day to day running of the school such as the information provided to us upon admission, we rely on one of the following conditions from article 9 of the UK-GDPR:

- Employment, social security and social protection
- it is in an individual's vital interests to share the data in emergency situations
- Legal claims or judicial acts
- Reasons of substantial public interest
- Health or social care
- Public health

If a situation arises whereby the school is required to process special category data for a new purpose outside of those associated with the school's typical operations, we may rely upon the **explicit consent** of that individual where applicable.

Where consent is the lawful basis relied upon for the processing of personal data, you have the right to withdraw your consent at any time by contacting the school office using the following details:

Along with the UK-GDPR, Stretford Grammar School and Sixth Form College comply with the following laws in relation to the processing of personal data:

Non-Special Category Data

- in relation to a contract for education with you and contained in the Education Act 1996.
- In relation to secondary education under Limitation Act 1980
- In relation to management of the school under the Education (Governor's Annual Reports) (England) (Amendment) Regulations 2002.
- In relation to School Admissions Code, Statutory guidance for admission authorities, governing bodies, local authorities, school's adjudicators and admission appeals panels December 2014
- In relation to Regulation 5 of The Education (Information About Individual Students) (England) Regulations 2013
- (Departmental Censuses) are the Education Act 1996 – this information can be found in the census guide documents on the following website <https://www.gov.uk/guidance/complete-the-school-census>

Special Category Data

- In relation to the protection of children under the “Keeping children safe in education Statutory guidance for schools and colleges 2021”; “Working together to safeguard children. A guide to inter-agency working to safeguard and promote the welfare of children July 2018.
- In relation to the safeguarding of children under the Safeguarding Act 2006

Collecting student information

Most of the personal data that we collect about students is provided directly by the pupil and / or their families upon admission via a registration form. Records for each pupil will be transferred to us from the previous school; data is transferred securely using an electronic system.

Pupil data is essential for the schools’ operational use. Whilst the majority of pupil information you provide to us is mandatory, some of it requested on a voluntary basis. In order to comply with the data protection legislation, we will inform you at the point of collection, whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing student data

We hold pupil data securely for the set amount of time shown in our data retention schedule. For more information on our data retention schedule and how we keep your data safe, please visit our website: <https://www.stretfordgrammar.com/> or contact the school office using the following details:

Stretford Grammar School | Granby Road | Stretford | Manchester | M32 8JB

T: 0161 865 2293 | E: admin@stretfordgrammar.com

Who we share student information with?

We do not routinely share information about our students with anyone unless the law and our policies allow us to do so. We routinely share pupil data with:

- Schools / colleges the pupil attends once leaving us
- The Local Authority
- The Department for Education
- Youth Support Services
- School Nurse
- NHS
- Providers of educational resources, systems and apps

In instances where personal data is shared with external providers for educational purposes; checks will be completed to ensure those providers meet the same high standards set by Stretford Grammar School and Sixth Form College giving particular attention to any of those providers that process data outside of the United Kingdom.

Why we regularly share student data?

Data shared between educational settings

When a pupil transitions between educational settings such as from primary to secondary school and then onto college or if they relocate in year, their pupil record moves with them; this is a legal obligation placed on the school to allow each setting to adequately provide an education and support to students. Any transfers completed between educational settings are carried out using secure file transfer systems including the DfE's school to school system (S2S) and the Child Protection Online Monitoring and Safeguarding system (CPOMs).

Students aged 13 +

Once our students reach the age of 13, we also pass pupil information to our local authority and / or provider of youth support services as they have responsibilities in relation to the education or training of 13–19-year-olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- youth support services
- careers advisers

The information shared is limited to the child's name, address and date of birth. However, where a parent or guardian provides their consent, other information relevant to the provision of youth support services will be shared. This right is transferred to the child / pupil once they reach the age 16.

Students aged 16 +

We will also share certain information about students aged 16+ with our local authority and / or provider of youth support services as they have responsibilities in relation to the education or training of 13–19-year-olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- post-16 education and training providers
- youth support services
- careers advisers

For more information about services for young people, please visit our local authority website.

Department for Education

The Department for Education (DfE) collects personal data from educational settings and local authorities via various statutory data collections.

The National Pupil Database (NPD) is owned and managed by the DfE and contains information about students in Schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including Schools, local authorities and awarding bodies.

We are required by law, to provide information about our Students to the DfE as part of statutory data collections; the school census is an example of when we share data. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Students) (England) Regulations 2013.

To find out more about the NPD, go to: -

<https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The DfE may share information about our students from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The DfE has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. All data is transferred securely and held by DfE under a combination of software and hardware controls, which meet the current [government security policy framework](#).

Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to Student information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data and your rights

Under data protection legislations, parents and students have the right to request access to the personal data that the school holds about them. You have the right to:

- to ask us for access to information about you that we hold
- to have your personal data rectified, if it is inaccurate or incomplete
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing
- to restrict our processing of your personal data (i.e. permitting its storage but no further processing)
- to object to direct marketing (including profiling) and processing for the purposes of scientific/historical research and statistics
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you

Under data protection law, individuals also have certain rights regarding how their personal data is used and kept safe. You have the right to:

- object to the use of personal data if it would cause, or is causing, damage or distress
- object to the use of your personal data for decisions being taken by automated means (by a computer or machine, rather than by a person)
- in certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing
- claim compensation for damages caused by a breach of the data protection regulations

To make a request, please contact the school's Data Protection Officer (DPO) in the first instance using the following details:

T: 0161 865 2293 | E: dpo@stretfordgrammar.com

The DPO will support you with your request; a response will be provided within one calendar month. The school has a legal right to extend this period by a further two months for any requests deemed excessive. We will, however, inform you of our intentions to extend the response time within one calendar month.

Complaints

If you have a concern or complaint about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>.

For further information on how to request access to personal information held centrally by DfE, please see the 'How Government uses your data' section of this notice.

Last Updated

We may need to update this privacy notice periodically, so we recommend that you revisit this information from time to time. This version was last updated in December 2021.

Contact

If you would like to discuss anything in this privacy notice, please contact our DPO. Our DPO is Mr Owen Chadbond, supported by Danielle Eadie of RADCaT Ltd, who is contactable using the following details:

T: 0161 865 2293 | E: dpo@stretfordgrammar.com

Comments from Year 7 students after being with us for 4 weeks

"I was nervous but after 4 weeks have realised that there is nothing to be nervous about"

"At the beginning I felt a little worried about making friends but now I've made quite a few"

On the first day I was nervous but now I am not. I thought it would be easy to get lost but now realise it isn't

I was nervous and thought I wasn't going to make any friends but now I have a few and enjoying it except for homework!

When I came here, I was quiet and worried. I am now socialising more with everyone and having fun (sort of!)

.....All the teachers are kind and nice and I have fun in their lessons, especially in French

Everyone has helped me, and I am enjoying going to Stretford Grammar School

At first when I came here, I thought I wouldn't make many friends, but I made lots of friends really quickly

I was worried about getting lost and being late in class but now I know my way around.

I feel great because I've made lots of new friends and I've got to know the place really well after 2 weeks

I feel like I've settled into SGS very well and everyone's made me feel very welcome.

I feel very proud to be a pupil at SGS. Many teachers/students in SGS made me feel welcome.