Year 7 Information Booklet

- Aspiration
- Respect
- Endeavour

0161 865 2293

admin@stretfordgrammar.com

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1. Welcome from the Headteacher

Dear Parent/Carer,

I would like to take this opportunity to extend a warm welcome to you and your child to Stretford Grammar School. This is an exciting time for us all, and we look forward to working with our students to provide them with the very best opportunities. I hope that you and your child are eager for the challenges and achievements that lie ahead.
Our aim is for every student to leave Stretford Grammar School at the end of Year 13 having fulfilled their potential and feeling well prepared for the next stage of their lives. This means not only working hard to achieve excellent academic results but also developing the personal and social skills that will help them become confident, responsible members of the community.

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

We are proud of our long-standing commitment to fostering a highly aspirational and harmonious community. Through a well-planned and dynamic curriculum, we support students to work towards their future ambitions. We also believe firmly that students achieve their potential through hard work and a willingness to embrace new experiences. These values - rooted in mutual respect and courtesy - guide everything we do, ensuring that each student can grow and thrive in an inclusive and caring environment.

Our community believes in:

- **Aspiration** – always giving our best efforts in everything we do.
- **Respect** – taking pride in contributing to a harmonious community built on kindness and integrity.
- **Endeavour** – striving to be the best version of ourselves by taking advantage of the opportunities offered by the school and wider community.

It is also important that students find something they can excel in, which is why I strongly encourage you to support your child in taking part in our wide range of extracurricular activities. There is clear evidence showing that active, involved students tend to achieve more. Busy students are successful students, and we want to help every child discover something they enjoy and can achieve in.
We understand that the transition to secondary school can feel daunting. For this reason, we place great emphasis on the role of the Form Tutor, whose job it is to guide and support your child throughout their journey. This is a central part of our pastoral care, and one that we take very seriously.

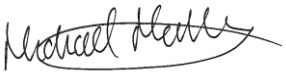
We also know that students make the greatest progress when school and home work together. We are committed to challenging and supporting every student to reach their potential, and your role as a parent or carer is vital in making this happen. This booklet contains information that will help you support your child as they prepare for September, including details about our processes and expectations. I encourage you to read it together with your child.

Following this letter, you will find key information about various aspects of school life. Some systems may be familiar, while others may be unique to Stretford Grammar. Please refer back to the booklet whenever needed.

If you have any questions, however small, please do not hesitate to contact us. You can reach your child's Form Tutor by letter, telephone or email. You may also contact your child's Progress Leader - details can be found on the school website.

We recognise the wealth of experience and expertise within our parent and carer community. If you would like to contribute to school life, we would be delighted to hear from you.
We look forward to working in partnership with you over the next seven years.

Yours sincerely,



Mr. M. Mullins
Headteacher

2. Welcome from Miss King: Progress Leader Y7

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 23rd – Friday 25th September 2026.**

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 situated 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 23rd September to travel over to Beaumaris Castle to complete some History work related to the Year 7 Curriculum on Castles and then onto the centre around 3pm. We will leave the centre on Friday 25th September to arrive back at school for 4:00pm. Students will be involved in a range of activities of their choosing including canoeing, mountain biking, climbing, team raft building, and problem solving. All specialist equipment needed for activities, including waterproofs, will be provided by the centre. There will be a programme of evening activities including a formal meal. If you would like more information about the centre, please click here.

We are looking to combine the residential with a History Department visit to Beaumaris Castle on Anglesey, and we estimate the final cost of the trip to be around £200. Last year the final cost was £185 per student. This price includes travel to the centre, Beaumaris Castle, accommodation and bedding, 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. Under the School's Charging and Remissions policy, we request a donation of the final price that will be confirmed in June, for the trip to run. All students will be treated equally, regardless of whether a contribution is made. Where students are eligible for Pupil Premium funding, the cost of the trip will include adjustments. The adjustment considers that no charge will be made for activities that take place largely during school hours.

We will be asking for a non-refundable deposit of £50 **by Friday 3rd July 2026** and for the full and final balance to be paid by Friday **11th of September 2026**. Payments can be made in instalments, and the payment schedule will be documented on your My Child At School (MCAS) parent app and further communications. If you would like your child to take part but will find it impossible to meet the financial demand, please contact the Trips Co-Ordinator or Finance Department at school.

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

Yours sincerely,

Miss S King
Progress Leader Year 7

3. Term Dates: 2026-27

	Open	Close
Autumn Term 2026	All Students Return Thursday 3rd September 2026	Thursday 22nd October 2026
	HALF TERM	
	All Students Return Monday 2nd November 2026	Friday 18th December 2026
CHRISTMAS HOLIDAYS		
Spring Term 2027	All Students Return Monday 4th January 2027	Thursday 11th February 2027
	HALF TERM	
	All Students Return Monday 22nd February 2027	Thursday 25th March 2027
EASTER HOLIDAYS		
Summer Term 2027	All Students Return Monday 12th April 2027	Friday 28th May 2027
	HALF TERM	
	All Students Return Monday 7th June 2027	Wednesday 21st July 2027
SUMMER HOLIDAYS		

Additional Dates of Closure During the Term

Please note school will be **closed to students** on the following dates:

Date of Closure	Reason for Closure
Tuesday 1st September 2026	INSET Day
Wednesday 2nd September 2026	INSET Day
Thursday 3rd September 2026	(Staggered starts Y7 and Y12 at 8.30am/Y8,9,10,11,13 start at 11.00am)
Monday 14th September 2026	Entrance Exam
Fri 23rd October 2026	INSET Day
Monday 3rd May 2027	May Bank Holiday
Friday 25th June 2027	Open Evening: School closes at 12.20pm and students arrive at 9.30am the following day.

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

4. Members of Staff

Senior Leadership Team		
Headteacher		Mr M Mullins
Deputy Headteacher		Mrs E Baxter
Assistant Headteacher		Mrs H Dolphin
Assistant Headteacher		Miss E Eeles
Assistant Headteacher		Mr D Price
Assistant Headteacher		Mrs L Wallis
Assistant Headteacher		Mrs A Akhter
School Business Manager		Mr Z Richardson
Pastoral Team		
Progress Leader	Year 7	Miss S King
	Year 8	Mrs S Baker
	Year 9	Dr C Nixon
	Year 10	Mr D Crowley
	Year 11	Mr J Broome
Sixth Form Support Team		
Director of Sixth Form		Mr S Marshall
Deputy Head of Sixth Form		Mrs K Carter
6th Form Administrator		Mrs V Wheeler
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		Dr J Howe
Curriculum Leader Biology		Dr J Howe
		Miss E Palmer

	Dr L Tatton
Curriculum Leader Chemistry	Miss S Hayton
	Mr S Marshall
	Ms L Selby
	Mrs L Wallis
Curriculum Leader Physics	Mr S Chillingworth
	Mr C Drayton
	Dr J Hitchen
Art Department	
Curriculum Leader	Mrs Penny-Collings
	Mr C Lea
Business and Economics Department	
Curriculum Leader	Miss J Platt
	Mr D Pyatt
PSHCE Department	
Curriculum Leader	Mr D Price
	Forms are taught by their Form Tutor for PSHCE
Geography Department	
Curriculum Leader	Mr T Whiting
	Mrs A Akhter
	Miss E Eeles
	Miss S King
History Department	
Curriculum Leader	Mrs H Allerton
	Mrs A Akhter
	Mr J Broome
	Miss A Lapping
Computing Department	
Curriculum Leader	Mrs S Zareen
	Mrs A Basher
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
	Miss O Baker
	Miss Rawlinson
Religious Education Department	

Curriculum Leader	Mrs R Lea
	Mr P Deavall
Sociology and Psychology Department	
Curriculum Leader	Mrs C Abotorabi
	Ms F Shad
Design Technology Department	
Curriculum Leader	Mr R Carter
	Mrs A Khadem
	Miss N Hyde
Office Support Team	
School Business Manager	Mr Z Richardson
PA to Headteacher and Office Manager	Mrs E Hayes
Admissions Officer	Celia Meakin
Attendance Officer & EWO	Mrs J Raddings
Reprographics Coordinator	Mrs D Hiorns
6th Form Administrator	Mrs V Wheeler
Pastoral Support Assistant	Mrs T Flannery
Pastoral Support Assistant	Mrs S Townsend
Reprographics Coordinator	Mrs C Smith
Receptionist	Mrs L Felton
Receptionist	Mrs C Kemp
Data & Exams Officer	Mrs K Gratrix
School Finance Officer	Mrs I Banton-Ford
Trips & Visits Co-Ordinator	Mrs C Meehan
Data Management	
Data Management Officer	Mr O Chadbond
Data and Exams Officer	Mrs K Gratrix
Library	
Librarian	Ms S McCarthy
Librarian	Mrs A Murphy
Learning Support Team	
SENDCo	Ms N Hyde
Assistant SENDCo	Mr B Howarth
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 Kemp
Learning Support Worker	Mrs S Yeung
Learning Support Worker	Mr T Townsend
Learning Support Worker	Ms P Wilson
Learning Support Worker	Mrs I Kiani
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 V Machowski
Science Technician	Mrs K Volp
DT & Art Technician	Mr A Taylor
Site Support Team	
Site Manager	Miss L Dale
Caretaker	Mr D Potter

5. Pastoral Care at Stretford Grammar School

At Stretford Grammar School, we are proud to offer a warm, friendly and caring environment where every student can thrive. We want our young people not only to enjoy academic success but also to take part in a rich range of personal and social development opportunities.

Every adult in our school has a responsibility to safeguard and promote the welfare of our students. All staff are trained to recognise any concerns about a child's wellbeing and to ensure these are shared promptly and appropriately.

Our Pastoral System is led by **Mrs. Dolphin**, Assistant Headteacher for Student Welfare and Support. She is also our **Designated Safeguarding Officer** and **Designated Senior Lead for Mental Health**. Our **Deputy Designated Safeguarding Officer** is **Mr. Price**. Together, they oversee the systems that help keep our students safe, supported and well.

We believe that young people learn best when they feel happy, confident and secure. That is why we place great emphasis on promoting positive wellbeing and offer a range of activities and interventions to support it.

Each year group is guided by a **Progress Leader**, who oversees both academic progress and personal development. Working alongside them, we have two **Pastoral Managers**, one for each Key Stage. As non-teaching staff, our Pastoral Managers are available throughout the day to respond to any urgent concerns relating to behaviour, safeguarding or wellbeing. Parents and carers can contact them directly through our dedicated pastoral email address.

Throughout their time at school, every student belongs to a form group and is supported by a **Form Tutor**. Form Tutors meet with students at the start of each day and deliver our Form Time programme, which is designed to develop personal, social and organisational skills. For all non-urgent matters, the Form Tutor is the first point of contact for parents and carers.

Our Attendance Officer, **Mrs Raddings**, manages our daily attendance systems and is the person who receives all attendance-related messages. She offers support to families experiencing difficulties with attendance and holds **Attendance Clinics** at intervals throughout the year, giving parents the chance to discuss concerns and seek advice.

Our School Counsellor, **Jessica Thalrose**, provides one-to-one therapeutic support for students who may be struggling with their mental health. Referrals can be made by students themselves, by parents and carers, or by any member of staff.

We also work closely with several external professionals who help support our students. Our **School Nurse** visits weekly to offer advice on physical and mental health needs. In addition, two **Mental Health Practitioners** from Trafford Thrive attend school each week to provide one-to-one sessions or small-group interventions focusing on wellbeing.

Above all, we are committed to ensuring that every young person has **at least one trusted adult** in school they can turn to at times of difficulty. We encourage parents and carers to share with us any circumstances that may affect a child's wellbeing so that we can provide timely, appropriate support.

Pastoral Contact Information:

pastoral@stretfordgrammar.com

attendance@stretfordgrammar.com

6. The SEND Department

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.

7. 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. 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 and why the circumstances are exceptional.

Parents/carers should be 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.

This should be completed through the website online form which can be accessed here.

A follow up call may require parents/carers to provide evidence of the exceptional nature of the absence. 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.

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 an e-mail 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 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 at least 24 hours 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

Suspension from attending school is counted as an authorised absence. The student's Progress Leader will arrange 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 ticket, 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.

8. Illness at School

Informing School of an Absence

If your child is absent from school, please telephone our Attendance Officer on the first day of absence on **0161 865 2293 (Option 1)** between **8.30am and 9.30am**.

If we have not heard from you, you will receive an SMS text or a phone call from the Attendance Officer to check on your child's wellbeing.

Please remember that you must contact us **each day** your child is absent.

Medical Conditions

We ask parents/carers to let us know when their child starts with us (or later) of any 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 of MyChildAtSchool (MCAS). There is guidance on how to access this on our website.

Occasionally students request paracetamol during the school day from the office. For school to be able to give a student paracetamol, consent must be sought through confirmation by a parent/carer. 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 on which a parent/carer may be contacted during the school day and that these are updated promptly as necessary.

If your child is unwell

Please do not send your child to school if they are unwell. However, if your child becomes ill during the school day and is unable to continue, they should inform their subject teacher. The teacher will then send them to a member of staff in the school office, who will assess the situation and decide on the most appropriate action. This may include contacting parents or carers.

(Please note that it is our policy to encourage students to remain in school whenever possible, provided they are well enough to do so.)

If a student requires emergency medical treatment, they will be taken to hospital, and parents or carers will be 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 for students who need support. Students can self-refer, or referrals can be made through Form Tutors or Progress Leaders. The Counsellor 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 is through Form Tutors and Progress Leaders.

9. Building Good Behaviour and Positive Relationships

Good behaviour means that students must be READY, RESPECTFUL and SAFE at all times and in all places in 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

10. Uniform and Appearance

The School Uniform is to be worn to and from school.

Trouser Uniform

- **Black blazer with school badge**, which is always worn, 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.
  Key Stage 3: Black with red, gold and silver V-neck
  Key Stage 4: Black with red and silver V-neck.

- **School Tie**

Key Stage 3: Black with red, gold and silver stripes.
Key Stage 4: Black with red and silver stripes.

- 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 always worn, 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.
  Key Stage 3: Black with red, gold and silver V-neck
  Key Stage 4: Black with red and silver V-neck.

- School Tie
  Key Stage 3: Black with red, gold and silver stripes.
  Key Stage 4: Black with red and silver stripes.

- 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

Footwear

Footwear must not have Sports Logos on them

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 and black 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 always carry a Uniform and Appearance card; it contains a 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

Dress for Science and Technology

Dress for Science and Technology

The school believes that Science is best learned through undertaking regular practical work and experimentation work. Therefore, laboratory coats are available in Science lessons as a way of protecting uniforms if needed. 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 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 many 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 be 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.

Non-Compliance with the Schools Uniform Policy

- Given the importance that Governors attach to the school uniform, students always carry a Uniform and Appearance card with them, which contains a summary of the full rules detailed above. Students receive one mark on the card for incorrect uniform and are placed in detention if 3 marks are received or if they do not produce the card when requested.

- Where an infringement of the school's uniform policy is because of that item being lost, damaged or soiled, or because of an injury to the student, then parents will be expected provide a note explaining the circumstance and the time frame for its replacement.
- Where a student has an extreme hairstyle, then parents will be contacted and asked to rectify the situation as soon as possible. Depending on the hairstyle, the student may be required to be isolated at break and lunchtimes until the situation has been rectified.
- Jewellery will be confiscated. If it is, it will be logged with the office and kept in the safe. It will be returned to parents on application to the school.
- Students will be asked to remove make-up. Remover and nail polish remover will be available in the office.
- Where a student repeatedly breaches the school's uniform policy, this will be seen as defiance of school rules and that student will be subject to school sanctions. Following DfE advice, these sanctions may include suspension, depending on the circumstances of the case, even if the student does not otherwise display poor behaviour.

11. Pupil Premium Information

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 having 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 Online Free School Meals via the portal link **here**. 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 your child's account once we have notification of their eligibility. The allocation appears in the same way as it would if the account was topped-up using the My Child at School (MCAS) App. Accounts can also be topped-up 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.

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 (if 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. If 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 carer 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 of their final year, 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 see the link here, or contact the Finance Office who will treat any enquiries with complete confidentiality.

12. 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 finance team. However, the My Child at School (MCAS) App 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, for example, musical instruments, sports equipment, for school purposes. These should be given to the relevant member of staff for safe keeping when not in use.

Mobile Phones

Mobile telephones are banned completely in some schools. At Stretford Grammar School, we understand that some students travel long distances and that parents and carers may wish for

them to have an emergency means of communication. For this reason, mobile phones are permitted **for travel purposes only**.

However, **all mobile phones must be switched off as soon as a student enters the school grounds** and placed securely in their **in their designated pouch**. School provides students with secure mobile phone pouches. It is the responsibility of the student to keep the pouch safe and in good working order. Loses or damage will incur a cost to replace the pouch.

- **Students are required to use the school-issued mobile phone pouches**, which must remain sealed throughout the school day.
- These pouches support our aim of reducing distractions and ensuring students remain focused on learning.

Phones and other electronic devices can cause significant disruption. Therefore, they will be **confiscated immediately** if they:

- make a sound during lessons, registration, or assembly
- are seen being handled anywhere on the school site
- are removed from the pouches during the day

Confiscated devices will be placed in the school safe:

- **First offence:** returned to the student at the end of the school day
- **Further offences:** the phone will only be returned when a **parent or carer attends school** to collect it

Please note that **the school accepts no responsibility for the loss, damage, or theft of any mobile phone or electronic equipment brought onto the premises**.

If a parent or carer needs to contact their child during the school day, please telephone the school's Reception on **0161 865 2293**. Our office staff will ensure that any messages are passed on promptly and securely.

13. Religious Education and Collective Worship

The school is non-denominational, but all schools must provide Religious Education. Religious Education is taught in accordance with the Trafford Agreed Syllabus, which has been approved, by all religious and faith groups in Greater Manchester and can be accessed here.

The academic study of Religious Education in KS3 and KS4 presents religious, moral and ethical issues to students. It informs our students of the world around them and helps them to understand each other, make sense of some of the major moral and ethical issues and underpins our harmonious, warm and welcoming school community.

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 Leader.

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 RE lessons in matters relating to that faith. The Curriculum Leader for RE will liaise with parents/carers

The school envisages that this will be the case only in exceptional circumstances.

14. 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:

School Communications

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. Please label these items clearly with your son/daughter's name and form.

15. The School Day

Arrival to School

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 7.45am. Various items of food and drink are available for purchase from 8.00am as part of the Breakfast Club.

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

Departure from School

All students should have left school by 3.30 pm unless they are taking part in an extra-curricular activity supervised by a teacher. Those participating in Extra-curricular activities can sign up to activities via the student Bromcom App. Parents are then able to view if their child is in attendance and when that activity is due to end. Students are expected to leave school and travel home in a prompt, orderly fashion in full school uniform and in the full knowledge that they will continue to be ambassadors of Stretford Grammar School beyond the school gates until they reach their home.

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.

16. Lunchtimes

Cashless Catering at Stretford Grammar School

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 school meal up to the value of **£2.60** which includes a sandwich or hot meal, squash drink and a 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 can be 'topped up' by the following method:

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 MCAS account will be set up in Summer 2026 and you will be notified when it is ready by an email invitation. Pease check your email and your junk email for this and ensure your email is correct on Applicaa as we send invitations to all primary email addresses. If you have any problems, please email:

finance@stretfordgrammar.com

Please bear in mind that the finance office is not fully staffed over the summer holiday.

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

In exceptional circumstances students can bring cash or cheque to the Finance Office but this is discouraged as the more secure way to process lunch money is through the MCAS App.

Lunchtime starts at 1.10pm. Students will enter the Dining Room according to the rota. Some lunchtime activities necessitate certain students having 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. A daily spend limit of **£6.00** is implemented by the school. Please have an overview of the purchases of your child. Please ensure that you check your child's account on a weekly basis so that you are aware of what your child is having for lunch and so that you can intervene if their balance exceeds your weekly budget. If you wish to increase or decrease this, please e-mail the finance office at:

Finance@stretfordgrammar.com

Students are expected to always behave in a considerate and courteous way 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.

17. 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 the MCAS App. 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 for those failing to clear incomplete work

How can Parents/Carers help?

- By checking the MCAS App for set homework every day and encouraging 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
- Communicating with your child's Form Tutor if you have any questions or concerns about homework

18. Assessment, Reporting and Feedback

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 Assessments 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 Mid-Year and End of Year Assessment, 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 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 ***endeavour*** and ***ambition*** by producing work to an exceptional standard that is ***always*** submitted on time and goes ***above and beyond*** that completed by their peers.
2. Good	Students display the school value of ***endeavour*** by completing homework to an expected standard and ***always*** submitting it on time.
3. Requires Improvement	Students do not ***consistently*** display the school value of ***endeavour***. Some homework has not been completed to the expected standard ***and/or*** has not been submitted on time
Attitudinal Grade	**Classwork**
1. Outstanding	Students display the school values of ***endeavour*** and ***ambition*** by ***always*** producing classwork to a high standard that goes ***above and beyond*** that of their peers.
2. Good	Students display the school values of ***endeavour*** by completing classwork that is ***always*** completed to the expected standard.
3. Requires Improvement	Students do not display the school values of ***endeavour***. Some classwork is incomplete ***and/or*** 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 ***always*** gives their ***best effort first time*** and ***always*** acts as an ambassador for the school value of ***respect*** 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 ***respect*** 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 ***respect*** 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 key terms are 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 several different strategies. Types of Feedback can include (Formative Assessment):

- Following a book check: students improve their work based on whole class 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
- 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.

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 Value Points each student has achieved 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 students who have performed well and who have upheld the values and ethos of the school through their Ambition, Respect and Endeavour.

19. 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 school, 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, as well as 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 related to 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 student or potential student in relation to:

- Admissions.
- The way it provides education for students.
- How it provides students with access to any benefit, facility or service.
- Excluding a student 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 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 student's ability to carry out normal day-to-day activities that must 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 because of a lung infection

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

Policies related to our Public Sector Equality Duty can be viewed here.

20. Careers 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 9 - 13 by the Connexions Service. There is an adviser who comes into school to meet with individual students on an appointment 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.
- Guidance from teachers and Connexions advisers when they consider options in Year 9 and Year 11.
- Year 11 receive individual interviews with a member of the Senior Leadership Team regarding their future pathways beyond Year 11.
- Access to University prospectuses in the library which contain comprehensive, reliable and up-to-date material.
- On-line access throughout their time in the school to an online careers platform for planning future career opportunities. The careers platform is a website that can be accessed at any time. Details of this site will be provided during careers lessons in PSHCE.
- Careers events take place during the school year, including a Careers Fair and assemblies and talks regarding different career paths including guidance on apprenticeships.
- Subject staff deliver career guidance during the National Apprenticeship and Careers Weeks held in February and March.
- Students and parents/carers receive information about academic progress on a regular basis; grades and a full report. Action planning, in which students consider and record the appropriate next steps, forms part of this process and is recorded on the student's individual careers platform account.
- Parents can access information regarding careers via a dedicated page on the school website. This includes links to the monthly careers guidance magazine (Choices) produced by the Careers and Enterprise Company.

21. Our Curriculum

Key Stage 3

More information about or curriculum intent and each subject and the contents of the curriculum can be found by clicking the image of the subject below.

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	

22. School Enrichment 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 MCAS App at the start of each school year for students to register. Students may also use the facilities in the Library as well as other Information Technology rooms for private study.

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.

The Duke of Edinburgh Award

The Duke of Edinburgh's Award (DofE) is a world-renowned youth development programme that challenges young people to push their boundaries, develop new skills, and make a difference in their communities. Open to individuals aged 14 to 24, the award helps participants build confidence, resilience, and leadership skills through a structured, self-driven journey.

The DofE is divided into three levels—Bronze, Silver, and Gold—each requiring increasing levels of commitment. To complete an award, participants must undertake activities in four key sections:

- Volunteering – giving back to the community through charitable work or support for local organizations.
- Physical – engaging in a sport or fitness activity to promote a healthy lifestyle.
- Skills – learning a new ability or improving an existing talent, from playing an instrument to cooking.
- Expedition – planning and undertaking an outdoor adventure, such as hiking or kayaking, which develops teamwork and perseverance.

At the Gold level, participants also complete a Residential section, where they take part in a shared experience away from home, such as a camp, course, or volunteering project. The students need to organise this part of the Gold award themselves (guidance will be provided).

The DofE Award provides countless benefits to young people. It fosters personal growth, independence, and resilience while also enhancing university applications and job prospects. Many employers and educational institutions highly regard the award, as it demonstrates commitment, problem-solving skills, and the ability to work well in a team. Additionally, it encourages young people to step outside their comfort zones, make new friends, and create lasting memories.

Whether seeking adventure, personal growth, or a way to stand out in the future, the Duke of Edinburgh Award is an invaluable experience that prepares young people for life's challenges.

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 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? They 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 can 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.

Steel Pans

Learn to be a pannist with our new Steel Pan club!

Learning an Instrument

A team of specialist teachers offer one to one tuition for lessons of 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.

Sport

We have 4 PE specialist teachers on the staff. 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.

23. 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. 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 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.

24. How you can support your child

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 MCAS (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 in the correct school uniform, equipped with books and materials and that they are 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 schoolwork 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

25. Travel Information

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 possesses a number 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 the Bee Network website here.

On public transport students must be considerate and polite to members of the public and the driver and display the values of politeness, courtesy and respect which we hold dear in school. Any behaviour which does not conform to these values will be dealt with as if the behaviour happened in school. We expect students to demonstrate our values and expectations from door to door.

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

253	M	BEE NETWORK	Partington – Carrington – Flixton – Urmston – **STRETFORD** – Old Trafford – University – Manchester
254	M		Davyhulme – Lostock – Urmston – Humphrey Park – **STRETFORD**
255	M		Partington – Carrington – Flixton – Urmston – **STRETFORD** – Old Trafford – Manchester
256	M		Flixton – Davyhulme – Lostock – **STRETFORD** – Old Trafford – Hulme – Manchester
263	M		Altrincham – Sale – **STRETFORD** – Old Trafford – Hulme – University – Manchester

26. GDPR Privacy Information

Privacy Notice for Students

Introduction

Stretford Grammar School is required to collect the personal data of students and their parents/carers 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 (UPN), 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 cashless lunch system

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

Why we collect and use student information

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

- To support student learning
- To safeguard students
- To monitor and report on student attainment progress
- Providing appropriate pastoral care
- To assess the quality of our services
- To keep children safe (food allergies, or emergency contact details)
- To meet the statutory duties placed upon us for DfE data collections
- 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 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 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
- Department for Education censuses - this information can be found in the census guide documents on the DfE website here

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 December 2023.
- 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 student and / or their families upon admission via a registration form. Records for each student will be transferred to us from the previous school; data is transferred securely using an electronic system.

Student data is essential for the school's operational use. Whilst most of the student 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 student information to us or if you have a choice in this.

Storing student data

We hold student 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 student data with:

- Schools/colleges the student 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 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 student transitions between educational settings such as from primary to secondary school and then onto college or if they relocate in year, their student 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 student 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 such as:

- youth support services
- careers advisers

The information shared is limited to the child's name, address and date of birth. However, where a parent/carer provides their consent, other information relevant to the provision of youth support services will be shared. This right is transferred to the child / student 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 Student 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, click here

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.

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 click here

For information about which organisations the department has provided student information, (and for which project), please click here

To contact the DfE re your data, click here

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 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. If we are not able to resolve your concern or complaint, the Information Commissioner's Office can be contacted here.

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